



**The Sadie Centre**  
**Safeguarding Children from Abuse**  
**Policy and Procedure**

**Designated Safeguarding Lead: Jenny Flynn: 01462 558422**

**Deputy Leads: Orli Gorenski: 07522 040778 & Steve Gibbs: 07702 537074**

**If you believe a child is being abused or neglected**

**Call: 0300 123 4043 Herts Children's Services**

**or Hertfordshire police 101, or, if immediate action is required, 999**



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# Safeguarding Procedure



If you have a safeguarding concern about a child or young person, here is what to do:

## **Daytime (9am-5pm Monday-Friday):**

Contact Jenny Flynn (Designated Safeguarding Lead) on **01462 558422**

If uncontactable, contact Deputy Leads: Orli Gorenski: 07522 040778 & Steve Gibbs: 07702 537074

## **Out of Hours**

Call Social Care on **0300 123 4042/3**

## **In an emergency**

Ring 999

## **Complete an:**

## Incident Report Form

This report should be completed by the individual reporting the concern in cases of suspected abuse, even if no further action is taken. Please do so as soon as possible after an incident, and within 24 hours at the latest.

This report is strictly confidential: please always keep it in a secure place (e.g., a locked filing cabinet / password protected if held in electronic format). The completed report should be countersigned by the Designated Safeguarding Lead or Deputy within 24 hours of the incident being reported.

<b>Date and time of incident</b>	
<b>Place of incident</b>	
<b>Child's/Young Person's Details</b>  Name:  Date of Birth:  Gender:  Relationship with The Sadie Centre / Reporting Person:	



<b>Parent / guardian / carer details (if appropriate)</b> Name: Relationship with Child/Young Person: Address: Telephone number:	Contacted – YES / NO
<b>Reporting Person</b>	

<b>Record of concern</b>	
<b>Description of any injuries</b>	
<b>Discussion with DSL</b>	



<b>Date Passed to DSL</b>	
<b>For DSL to complete – include any agreed actions</b>	
<b>Sign off</b> Reporting Person's name (print name): Reporting Person's signature: Date and time of signature:  DSL (print name): DSL's signature: Date and time of signature:	

# 1. Introduction



The Sadie Centre seeks to undertake activities both on-site and in a variety of community settings which are designed to improve and enrich the lives of children and young people.

The Centre recognises the need to prioritise, in all situations, the welfare and safeguarding of every young person and child involved in its activities and is committed to adopting processes and policies which protect them from harm.

The Centre aims to ensure that all children and young people involved in its activities are made to feel welcome, safe and respected and endeavours to provide a happy and friendly environment in which they can thrive.

Staff<sup>1</sup> at the Centre accept and recognise their responsibilities to develop awareness of issues which cause children and young people harm, and relevant training will need to be updated every two years.

The Centre is committed to the following principles:

- The welfare of the child or young person is paramount.
- All children and young people whatever their age, disability, gender, gender identity, language, racial origin and/or religious beliefs, have the right to protection from abuse.
- All concerns about and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- Staff will be informed as to how to respond appropriately to all concerns and allegations.

The aim of this Child Protection Policy is to promote good practice and to allow all staff to make informed and confident responses to specific protection issues. This policy will be reviewed annually.

We will endeavour to safeguard children and young people by:

1. Adopting child protection guidelines through the code of behaviour outlined below.
2. Sharing information about child protection and good practice with staff, including those staff who deliver activities on an ad-hoc basis.
3. Sharing information about concerns with agencies who need to know and involving parents and children/young people appropriately.
4. Providing effective management support and training where required for staff and volunteers.
5. Ensuring that all our staff are DBS checked before they commence work with us and requiring an enhanced DBS check from anyone working with children & young people.

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<sup>1</sup> Where the policy refers to staff this includes anyone working at The Sadie Centre through the payroll, on a freelance basis or as a volunteer.

## 2. Code of Behaviour

### Statement of Intent

It is the policy of the Centre to safeguard the welfare of all children and young people with whom it works by protecting them from all forms of abuse including physical, emotional, and sexual harm.



The Centre is committed to creating a safe environment in which children and young people can feel comfortable and secure while engaged in any of the Centre's activities.

Staff should always show respect and understanding for each individual's rights, safety, and welfare, and conduct themselves in a way that reflects the Centre's ethos and principles.

### ***Guidelines for Staff*** at The Sadie Centre

**Attitudes:** Staff should be committed to:

- Treating children and young people with respect and dignity
- Always listening to what a child or young person is saying
- Valuing each child and young person
- Recognising the unique contribution each individual can make
- Encouraging and praising, where appropriate, each child or young person.

**By Example:** Staff should endeavour to:

- Provide an example which they would wish others to follow
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or by an adult working with children or young people
- Respect a child or young person's right to privacy.
- Not use language that could intimidate or belittle.
- Respect a child or young person's views and beliefs
- Encourage openness and freedom of expression rather than directing a child or young person to any particular belief system or view.

**One-to-One Contact:** Staff\* should:

- Not spend excessive amounts of time alone with children or young people, away from others
- In the event of having to meet with a child or young person individually, make every effort to keep this meeting as open as possible



- If privacy is needed, ensure that other staff are informed of the meeting and its whereabouts



\*This excludes Counsellors qualified to work with children and young people.

**Physical Contact:** Staff should never:

- Engage in sexually provocative or rough physical games, including horseplay
- Do things of a personal nature for a child or a young person that they can do for themselves. If such an incident arises, where this is necessary e.g., due to the age of the child or where a child has limited mobility, permission should be sought from the parent or guardian and two adults should be present.
- Allow, or engage in, inappropriate touching of any kind.

**General:** Staff should:

- Be aware that someone might misinterpret their actions no matter how well intentioned
- Never draw any conclusions about others without checking the facts
- Never allow themselves to be drawn into inappropriate attention-seeking situations such as tantrums or crushes
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to, a child or young person, even in fun.

### Conduct of Centre Clients

Clients whose behaviour is deemed to have breached that expected by the Centre will be asked to leave the site immediately if their behaviour is inappropriate, threatening or likely to be harmful to children or young people on the site, whose safety and safeguarding is our primary concern. This course of action should be reported to a manager and recorded.

### Working with Offenders

When staff are aware or it is brought to their attention that someone attending the Centre is believed to have in the past or currently presents a risk to children or young people, it is the employee's, practitioner's, or tutor's responsibility to inform both the DSL and his or her Line Manager immediately. This may include the circumstances of a self-disclosure by an individual.

This Centre is not suitable for the counselling of this client group which should be referred to an appropriate service immediately. It may be deemed necessary to break confidentiality if the client is a risk to children or young people.

### 3. Sharing Information About Child Protection and Good Practice with Children and Staff



Good communication is essential in any organisation. At The Sadie Centre every effort will be made to ensure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the Centre's Designated Safeguarding Lead (DSL), Jenny Flynn, to ensure that information is available to, and exchanged between, all those involved in this organisation and its activities. Some information will be confidential and should only be shared on a strictly need-to-know basis.

#### Children and young people

Children and young people have a right to information, especially any information that could make life better and safer for them. Where appropriate, the Centre will act to ensure they have information about how, and with whom, they can share their concerns and complaints.

When sharing information, Centre 'personnel' will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing. Data protection will be adhered to at all times.

#### Parents

Parents / carers / guardian (persons with parental responsibility) are ultimately responsible for their children's welfare at all times, and they should feel confident that their children are involved with a credible organisation which takes its Child Protection responsibilities seriously.

The Centre's Child Protection policy, as well as the name and contact details of its Designated Safeguarding Lead (to whom all enquiries should be directed) are available upon request.

#### Staff

As an organisation which provides activities designed to improve the lives of children and young people, it is imperative that each member of the Centre's staff is aware of their responsibilities under the Child Protection legislation and has a working knowledge of the Centre's Child Protection Policy.

Each staff member will receive and will be required to acknowledge receipt of the policy and its requirements and to undertake all required checks and training.

#### Other Bodies

A copy of our Child Protection Policy will be made available to any other appropriate body on request.

### 4. Sharing Information About Concerns with Agencies who Need to Know and Involving Parents and Children Appropriately

#### Procedure for Reporting Allegations or Suspicions of Abuse

In any case where an allegation is made, or someone in The Sadie Centre has a concern, details must be passed immediately to the DSL. A record should be made and must include, as far as is practical:



- Name of child or young person
- Age
- Home address (if known)
- Date of birth (if known)
- Name/s and address of parent/s or person/s with parental responsibility
- Telephone numbers if available
- Is the person making the report expressing their own concerns, or passing on those of someone else? If so, record details
- What has prompted the concerns?
- Dates and times of any specific incidents
- Has the child or young person been spoken to? If so, what was said?
- Has anyone been alleged to be the abuser? If so, record details
- To whom has this been passed on for action? e.g., school, designated officer, social services etc.
- Has anyone else been consulted? If so, record details

(If the concern is not seen as an immediate risk/concern and the DSL is not immediately available then the details should be recorded and passed to the DSL at the earliest opportunity).

The Centre's DSL will evaluate the information that is recorded. Where the concern is considered to be serious, the relevant authority (school/social services/police) should be informed.

Where it is not clear whether or not the concern is serious, advice should be sought from a relevant organisation (school/social services/police/NSPCC/Childline) and then the procedure should be followed for serious or not serious concerns as appropriate.

**For a serious concern, if the DSL is not available staff should contact Orli Gorenski (Deputy Safeguarding Lead) 07522040778 or Steve Gibbs (Deputy Safeguarding Lead) 07702 537074. If the DSL or Deputy DSLs are not available, then contact the Centre Director Roberta Meldrum on 07714 015631. In the unlikely event that you cannot contact any of these people please contact Children's Services on 0300 123 4043. In an emergency call 999.**

## Record-Keeping

- All correspondence relating to the concern must be securely forwarded to the DSL/Deputy DSL who will save the correspondence in a restricted safeguarding file on the shared drive. All records, information and confidential notes should be kept in separate files in a locked drawer or filing cabinet and it is the Centre's responsibility to ensure this is safe and secure. Once the correspondence has been passed onto the DSL and acknowledgment has been given of safe receipt the reporting person must shred/delete/destroy all information relating to the safeguarding concern.

Only the Trustees, Centre Director (if required to assist the DSL), DSL and the Deputy DSL's will have access to these files.

## Disclosure

- Never guarantee absolute confidentiality, as Child Protection will always have precedence over any other issues.



- Listen to the child, rather than question him or her directly. Offer him / her reassurance without making promises and take what the child says seriously.
- Allow the child to speak without interruption. Accept what is said – it is not your role to investigate or question. Do not overreact.
- Alleviate feelings of guilt and isolation, while passing no judgement.
- Advise that you will try to offer support, but that you must pass the information on. Explain what you have to do and whom you have to tell.
- Record the discussion accurately, as soon as possible after the event. Use the child's words or explanations – do not translate into your own words in case you have misconstrued what the child was trying to say.
- Seek advice / guidance from the Centre's DSL, who may then discuss the concern / suspicion with the appropriate organisation, and, if necessary, make a direct referral.
- If the DSL/Deputy DSL is not available, or it is inappropriate to contact them, the member of staff with the concern should make direct contact with the relevant organisation themselves or with the Centre Director.
- Record any discussions held or actions taken within 24 hours of their occurrence.

### Allegations against staff

- All allegations will be taken seriously and recorded in writing. Any witnesses will be asked to make a written witness statement confirming the time, date, and details of the incident.
- The allegation must be reported to the Local Authority Designated Officer (LADO) - whose contact details can be found on page 15 of this policy. The LADO will advise if other agencies (e.g., police) should be informed, and The Sadie Centre will act upon this advice.
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.
- Staff under investigation will be treated sensitively, fairly and with respect.
- A meeting will be held within 7 days between the staff member accused of abuse and the Centre Director(s).
- Facts will be recorded and kept secure. All parties concerned will receive a written account of the meeting and actions within 7 days of the date of the meeting. All parties concerned will be kept up to date with what is happening and given a response within 7 days of completion of investigation.

## 5. Procedures for Recruitment and Selection of Staff & Volunteers

The Sadie Centre operates employment procedures that ensure highest priority is given to issues relating to safeguarding. All Centre staff members will be required to have undergone a DBS check within the previous 3 years and ensure that it is kept current. Safeguarding questions will be included as part of the interview process and two references from each new employee will be asked for.

## 6. Management for Staff Through Supervision, Support & Training

The Sadie Centre aspires to encourage the development of staff through ongoing support and training. The Centre will conduct quarterly staff meetings where safeguarding is a fixed agenda item.

## Induction

Each new member of staff or volunteer is made familiar with the Centre's policies and procedures including the Child Protection Policy.



## 7. Tutors working on site with groups of children (up to 18 years)

Parents staying on site attending courses at the Centre will ensure that appropriate procedures are put in place. These will vary depending on the age of the child/young person and the course duration. Due to the layout of the building with a café and the toilets on site open to the general public, we require a parent or other appropriate adult to remain on site while their child/young person is attending a course to accompany him or her to the toilet should the need arise. An adult may be responsible for more than one child as long as the tutor is made aware at the start of the course who has responsibility for which child/young person. The exceptions to this are (a) where there are two adult tutors present in the class, (where one can accompany children/young people to the toilet if required), (b) courses where the young people attending are over the age of 11 or (c) where special provision has been made to allocate dedicated toilets for the children's sole use for the duration of the sessions (usually holiday workshops). If in doubt, please check with the course tutor and/or course administrator.

### Photography and videos

- Formal permission from parent/carers should be obtained before taking photographs / videos.
- Photos should only be shared on social media if the explicit consent for this has been obtained from parents/carers.
- Where parents are taking photos of events, they should be reminded that they should not post photos on social media that contain any other children.

A copy of the consent form can be found in Appendix 3.

## 8. Practitioners working on site in the clinic with children / young people

Practitioners who work with children/young people in the Centre's on-site clinic will only treat children/young people if their insurance allows. A parent or guardian will be present during treatment sessions with all children under the age of 12.

## 9. Staff in contact with children and young people on an outreach basis

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are to be subject to a duty under section 26 of the Counterterrorism 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". In consequence, all staff working on behalf of the Centre on an outreach basis with children should undertake *Prevent* training. Training can be accessed via <https://www.elearning.prevent.homeoffice.gov.uk/>

This training will give guidelines on whom to contact for *Prevent* advice or reporting of any concerns.

Before commencing delivery at an outreach setting, the tutor or other member of Centre staff will be required to familiarise themselves with the Safeguarding/Child Protection Policy of the partner outreach organisation with which they will be working. This should include making themselves aware of the identity of their Designated Safeguarding Lead (DSL) and ways of contacting them or their Deputy if they do have any concerns.



If a child/young person is thought to be in immediate danger or risk of harm, a referral should be made immediately to Children's Services (0300 123 4043) and/or the police in consultation with the host DSL. This referral will be recorded at the host premises and information passed to the Centre's DSL as soon as is practicable after the referral / concern.

## 10. Online delivery of courses

The Sadie Centre uses cloud-based video conferencing such as Zoom and Microsoft Teams to deliver online courses to students. Just as in face-to-face delivery of a course all Centre safeguarding policies and procedures still apply when teaching online. Any concerns must be communicated to the DSL in the same way.

Mindfulness sessions to students can be delivered via zoom/MS Teams to a group of students in a school or other setting as long as at least one adult is present with the group of students in person.

Sessions cannot currently be delivered to students who are at home. This is for two reasons. Firstly, if difficulties were to arise during the practices, we are not in a position to support the student skilfully over Zoom/MS Teams. Secondly, when teaching students online, it is difficult if not impossible to know the context from which they are calling in. It is impossible to get a sense of where they are, who is with them and any distractions there may be. Even if a parent or other adult is present, there may be further issues depending on whether or not the adult in question understands what is happening or is supportive of the child/young person.

The tutor who is delivering online learning should ensure that all members of their household wear appropriate clothing at all times. Language must always be professional and appropriate, including that of other members of their household. The tutor must ensure that the teaching environment is suitable and should take place in an appropriate room of the house, not in a bedroom.

Recording of sessions is prohibited unless explicit consent has been obtained from all participants of the session.

## 11. The Prevent Duty

In order to comply with the Counter Terrorism and Security Act 2015, the Centre promotes the Four British Values that are designed to keep children and young people safe and ensure their welfare. It is everyone's duty to raise awareness, recognise and support both children and adults. This includes awareness of the expression of extremist views. There is no single way to identify an individual who is likely to be susceptible to a terrorist ideology, but at the Centre we manage risks, notice changes and patterns in behaviour and if we are concerned, we act proportionately, by referring through the Channel Panel. We use the "notice, recognise, check and share method". By promoting fundamental British values and debating controversial issues in a safe environment, children and young people come to understand how they can influence and participate in safe decision-making, how to recognise pressures, how to manage difficult situations and where to get help.

See link below for 2023 updates on PREVENT:



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1182780/14.25\\_8\\_HO\\_Prevent\\_Duty\\_Guidance\\_v5c.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182780/14.25_8_HO_Prevent_Duty_Guidance_v5c.pdf)

## 12. Useful contact details:

### Main contacts

#### Police

For incidents concerning a child/young person at risk, where there is danger to life, risk of injury or a crime is being committed – dial 999 and ask for the Police. For incidents taking place against an adult at risk where there is NO immediate risk to life or property, but a police response is required as soon as practicable due to the seriousness of the incident and/or potential loss of evidence call 101. **Police Safeguarding Adults from Abuse (SAFA) Team** - Partner agencies can make a referral to the police SAFA team: [hqsafeguarding@herts.pnn.police.uk](mailto:hqsafeguarding@herts.pnn.police.uk)

01707 354556

#### Hertfordshire County Council Children's Services: 0300 123 4043

Otherwise contact should be made with Children's Services via the Customer Service Centre on **0300 123 4043**, where specially trained staff are on hand to deal with all calls from 8am to 8pm Monday to Friday and 9am to 4pm on Saturdays (except public holidays). Outside these times, calls are automatically diverted to an agency, who can contact the Emergency Duty Team on your behalf and who will involve the Police if required.

#### Hertfordshire Safeguarding Children's Board (HCB):

01992 588757

#### Local Authority Designated Officer (LADO):

01992 555420

#### The Sadie Centre

Designated Safeguarding Lead (DSL) – Jenny Flynn [jennyflynn@sadiecentre.org](mailto:jennyflynn@sadiecentre.org) 01462 558422

Deputy Designated Safeguarding Leads – Orli Gorenski 07522 040778 and Steve Gibbs – 07702 537074

#### Other Charities

NSPCC Helpline: 0808 800 5000 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

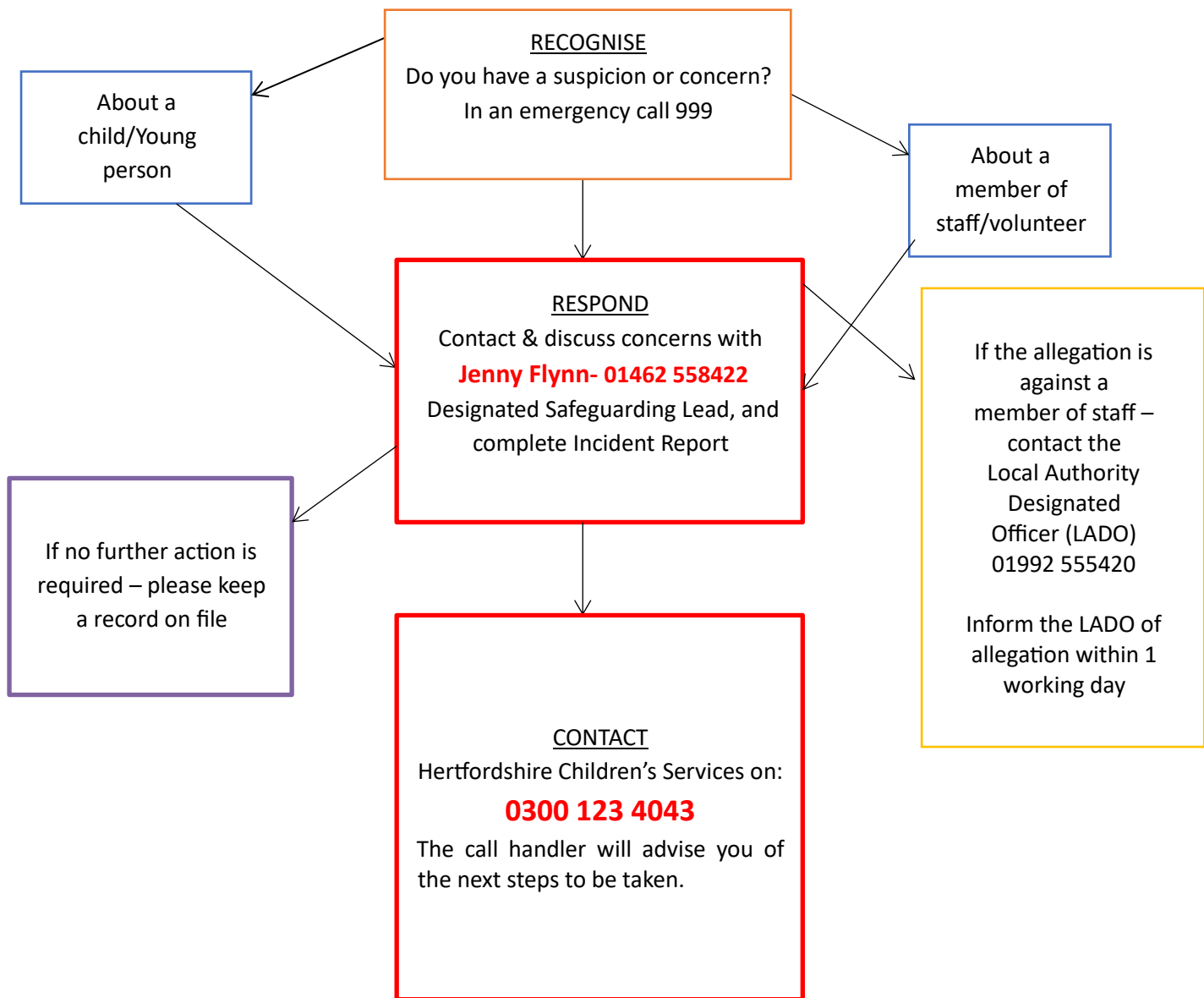
ChildLine: 0800 1111 (textphone 0800 400 222) or [www.childline.org.uk](http://www.childline.org.uk)







## Appendix 2 Suspected Child Abuse Procedure



**In an emergency event call the police on 999**



## Appendix 3 Photography and Filming Consent form

In accordance with our Child Protection policy, we will not permit photographs, video or other images of children and young people to be taken without the consent of the child or the parent if the child is under 16.

Name of organisation:	The Sadie Centre (TSC)
Consent information:	
<i>To be completed by parent:</i>	
<input type="checkbox"/> I give permission for my child's photograph to be used within TSC for display purposes <input type="checkbox"/> I give permission for my child's photograph to be used within other printed publications	
Name of child:	
<input type="checkbox"/> I give permission for my child's photograph to be used on TSC website <input type="checkbox"/> I give permission for my child to be videoed for use on TSC website <input type="checkbox"/> I give permission for my child's photograph to be used on TSC social media pages <input type="checkbox"/> I give permission for my child to be videoed for use on TSC social media pages <input type="checkbox"/> I give permission for my child's photograph to be used within TSC for display purposes <input type="checkbox"/> I give permission for my child's photograph to be used within other printed publications	
Signature of parent/carer:	Print name parent/carer:
<b>Date:</b>	

If the child/young person is over 16 please ask them to complete the section below:



*To be completed by child/young person:*

- I give permission for my photograph to be used within TSC for display purposes
- I give permission for my photograph to be used within other printed publications
- I give permission for my photograph to be used on TSC website
- I give permission for videos of me to be used on the TSC website
- I give permission for my photograph to be used on TSC social media pages
- I give permission for videos of me to be used on TSC social media pages

**Signature of child/young person:**

**Print name of child/young person:**

**Date:**

Consent can be withdrawn at any point if requested. (Please note date of withdrawal of consent below if this transpires.)



## Appendix 4 Types of abuse

Type of Abuse	Definition	Indicators
<b>Bullying</b>	<p>Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.</p> <p>It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.</p>	<p>belongings getting 'lost' or damaged</p> <p>physical injuries, such as unexplained bruises</p> <p>being afraid to go to school, being mysteriously 'ill' each morning, or skipping school not doing as well at school asking for, or stealing, money (to give to whoever's bullying them)</p> <p>being nervous, losing confidence, or becoming distressed and withdrawn problems with eating or sleeping bullying others</p>
<b>Child Sexual Exploitation</b>	<p>CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.</p> <p>When a child is sexually exploited online they might be persuaded or forced to:</p> <ul style="list-style-type: none"> <li>• send or post sexually explicit images of themselves</li> <li>• film or stream sexual activities</li> <li>• have sexual conversations.</li> </ul> <p>Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images</p>	<p>Unhealthy or inappropriate sexual behaviour.</p> <p>Being frightened of some people, places or situations.</p> <p>Bring secretive.</p> <p>Sharp changes in mood or character.</p> <p>Having money or things they can't or won't explain.</p> <p>Physical signs of abuse, like bruises or bleeding in their genital or anal area.</p> <p>Alcohol or drug misuse.</p> <p>Sexually transmitted infections.</p> <p>Pregnancy.</p>



Type of Abuse	Definition	Indicators
	<p>and videos with others or circulate them online.</p> <p>Gangs use sexual exploitation:</p> <ul style="list-style-type: none"> <li>• to exert power and control</li> <li>• for initiation</li> <li>• to use sexual violence as a weapon</li> </ul> <p>Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.</p>	
<p><b>Cyber Bullying</b></p>	<p>Takes place through mobile phones, emails, instant messaging, online gaming, social networking and much more. It can include: Hurtful text messages; Name calling on social networking pages;</p> <p>Threats online; Being targeted online because of who you are, or because someone thinks you are 'different'</p>	<p>Stops using the computer or turns off the screen when someone comes near; Appears nervous or jumpy when using the computer or cell phone; Is secretive about what they are doing on the computer,</p> <p>Spends excessive amounts of time on the computer; Becomes upset or angry when computer or cell phone privileges are limited or taken away.</p>



Type of Abuse	Definition	Indicators
<b>Criminal exploitation and gangs</b>	<p>Gangs use sexual exploitation: to exert power and control for initiation to use sexual violence as a weapon.</p> <p>Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.</p>	<p>Unhealthy or inappropriate sexual behaviour.</p> <p>Being frightened of some people, places or situations.</p> <p>Bring secretive.</p> <p>Sharp changes in mood or character.</p> <p>Having money or things they can't or won't explain.</p> <p>Physical signs of abuse, like bruises or bleeding in their genital or anal area.</p> <p>Alcohol or drug misuse.</p>
<b>Discriminatory</b>	<p>Forms of harassment, slurs, or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.</p>	<p>Sexually transmitted infections.</p> <p>Pregnancy. Name calling; segregation; not how intended but how perceived.</p>
<b>Domestic Violence</b>	<p>Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:</p> <p>kicking, hitting, punching or cutting rape (including in a relationship)</p> <p>controlling someone's finances by withholding money or stopping someone earning</p>	<p>Aggression or bullying anti-social behaviour, like vandalism anxiety, depression or suicidal thoughts</p> <p>attention seeking bed-wetting, nightmares or insomnia</p> <p>constant or regular sickness, like colds,</p>



Type of Abuse	Definition	Indicators
	<p>controlling behaviour, like telling someone where they can go and what they can wear not letting someone leave the house reading emails, text messages or letters</p> <p>threatening to kill someone or harm them</p> <p>threatening to another family member or pet.</p>	<p>headaches and mouth ulcers drug or alcohol use eating disorders problems in school or trouble learning tantrums withdrawn</p>
<b>FGM</b>	<p>Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non- medical reasons.</p> <p>The practice is illegal in the UK.</p>	<p>A girl or woman who's had FGM may have difficulty walking, sitting or standing, spend longer than normal in the bathroom or toilet, have unusual behaviour after an absence from school or college, be particularly reluctant to undergo normal medical examinations, may ask for help, but may not be explicit about the problem due to embarrassment or fear.</p>



Type of Abuse	Definition	Indicators
<b>Forced Marriage</b>	<p>A forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights.</p>	<p>Persistent absence from school/work, requests for extended leave, drop in performance, low motivation, decline in behaviour engagement, leaving work accompanied, surveillance by siblings or cousins at school, evidence of self-harm, depression, social isolation, eating disorders or substance misuse, Evidence of family disputes, domestic abuse, or running away from home, Unreasonable restrictions e.g. kept at home by parents and financial restrictions.</p>
<b>Grooming</b>	<p>Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them</p>	<p>Some of the signs you might see include:</p> <ul style="list-style-type: none"> <li>being very secretive about how they're spending their time, including when online</li> <li>having an older boyfriend or girlfriend</li> <li>having money or new things like clothes and mobile phones that they can't or won't explain</li> <li>underage drinking or drug taking</li> </ul>





Type of Abuse	Definition	Indicators
		<p>spending more or less time online or on their devices being upset, withdrawn or distressed</p> <p>sexualised behaviour, language or an understanding of sex that's not appropriate for their age</p> <p>spending more time away from home or going missing for periods of time.</p>
<b>Modern Slavery</b>	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.	Under or not paid; not seen or allowed to leave. 1746 cases in 2013 up 47% from 2012.
<b>Neglect/Acts of Omission</b>	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	<p>Unkempt or unwashed; malnutrition; soiled clothes or bed linen.</p> <p>Neglect is wilful – any of above; isolated; under/over medicated; under/overweight; withholding medication.</p> <p>Act of omission – individual fails to act when see something occurring</p>



Type of Abuse	Definition	Indicators
<b>Organisational</b>	Neglect and poor care practice within an institution or specific care setting such as a hospital or children’s 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 because of the structure, policies, processes, and practices within an organisation.	In organisational setting: not responding to requests for toilet; drink; food etc.  Treating someone either physically; verbally or psychologically in a demeaning or belittling way. Organisation does things at set times i.e. toilet; bed; meals – lack of freedom; autocratic management style.
<b>Physical</b>	Assault, hitting, slapping, pushing, misuse of medication, restraint, or inappropriate physical sanctions.	On body: symmetrical bruising; burns; marks; cuts.  Behaviours: wincing in pain; uncomfortable movement; flinching; limping; fabricated illness; underweight.  Change in behaviour – anger
<b>Psychological</b>	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.	Change in behaviour: Anxious; nervous; fearful; not wanting to go out; low self-worth.



Type of Abuse	Definition	Indicators
<b>Radicalisation</b>	An individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.	Self-identification, Them and Us view, Changes in the way individuals interact with society, changes in an individuals' personality and expression of emotion, by association (with radical organisations)
<b>Sexual</b>	When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online. It's never a child's fault they were sexually abused – it's important to make sure children know this.	<p>Emotional signs of sexual abuse:</p> <ul style="list-style-type: none"> <li>Avoiding being alone with or frightened of people or a person they know.</li> <li>Language or sexual behaviour you wouldn't expect them to know.</li> <li>Having nightmares or bed-wetting.</li> <li>Alcohol or drug misuse.</li> <li>Self-harm.</li> <li>Changes in eating habits or developing an eating problem.</li> <li>Changes in their mood, feeling irritable and angry, or anything out of the ordinary.</li> </ul>