
Pedestrian Safeguarding Policy

Safeguarding Policy Statement

Pedestrian is fully committed to the safeguarding and wellbeing of all of our children, young people and learners and fully recognises its responsibilities for protecting vulnerable groups and adults at risk.

Safeguarding is everyone's responsibility, regardless of their role within Pedestrian. Everyone conducting work on behalf of Pedestrian is expected to adopt an attitude of "it could happen here". To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the best interests of the child and young person.

Any associate conducting work on behalf of Pedestrian must recognise they are in a "position of trust". All associates have a legal responsibility to protect the child's welfare and are considered potentially vulnerable to allegations of abuse if they engage in inappropriate behaviour.

Should Pedestrian become concerned or aware that an associate in a position of trust has harmed a child, may have harmed a child, could have committed a criminal offense against a child or behaved in a way that indicates that they may be unsuitable to be in a position of trust, they will contact the Local Authority Designated Officer (LADO).

Pedestrian is a registered charity that provides education and outreach for children, young people and adults at risk. We are not a registered school and do not meet the definition criteria for being a registered school as outlined in Registration of independent schools (August 2019) & Keeping Children Safe in Education (September 2025).

Pedestrian believes that

- The welfare of every child and young person is paramount
- All children and adults at risk without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- We all play an important role in safeguarding those that access our services
- There is zero tolerance on any kind of bullying and in particular against the LGBTQ+/Trans community.

Our policy applies to all staff, learners, contractors, visitors and volunteers working on behalf of or in conjunction with Pedestrian. There are five main elements to our policy:

- Ensuring we operate safe recruitment practices
- Raising awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support learners effectively and help keep them safe

- Raising awareness of safeguarding to all of our learners
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse
- Securing safe environments in which all groups and individuals can learn and develop

We recognise that because of the day-to-day contact with learners, our staff are well placed to observe the outward signs of abuse. Pedestrian will therefore;

- Maintain an environment where learners feel secure, are encouraged to talk and are listened to
- Ensure learners know that there are designated staff within Pedestrian whom they can approach if they are concerned or worried
- Ensure all concerns, and allegations of abuse will be taken seriously by all staff and responded to appropriately
- Have an “it could happen here” attitude

We recognise and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation;

- Safeguarding Children and Safer Recruitment in Education 2007 (updated 2012)
- Working Together to Safeguard Children (2018)
- Safeguarding Vulnerable Groups Act SVGA (2006 amended 2012)
- Protection of Freedoms Act (2012)
- Disclosure and Barring Service Code of Practice (Nov 2015)
- Sexual Offences Act (2003 amended 2019)
- Voyeurism (Offences) Act 2019
- Equality Act (2010)
- General Data Protection Regulation (2018)
- Keeping Children Safe in Education KCSIE (September 2025)
- Prevent duty guidance for England, Scotland and Wales (2015) (updated 2019)

To support our commitment to the safeguarding and well being of all of our learners and with regard to the above legislation we will;

- Ensure we have a Designated Safeguarding Lead (known as the DSL) and a Deputy DSL who have received appropriate training from the local authority and support for this role and their training will be refreshed every two years.
- The DSL will receive Prevent duty training.
- All staff will receive Prevent duty training

- Ensure that all staff and learners are aware of our Designated Safeguarding Lead. This will be communicated via our staff and learner induction process, internal training, awareness sessions, safeguarding posters in workshop, communal areas, toilets and the learner handbook.
- Ensure that all staff are aware and understand their responsibilities in relation to safeguarding and for referring any concerns directly to the Designated Safeguarding Lead.
- Ensure that effective safeguarding procedures are developed, implemented and monitored to ensure their effectiveness.
- Ensure that we develop effective links with relevant external agencies, local safeguarding boards and co-operate with any requirements with any safeguarding referral matters
- Ensure that we keep written records of safeguarding concerns, even when there is no need to refer the matter to the relevant agencies
- Ensure all records are stored securely and in accordance with GDPR
- A safeguarding concern function on our website for anybody who wants to raise any concerns about children and young people
- Ensure that associates working in regulated activity on behalf of Pedestrian sign a declaration stating they have read and understood part 1 of Keeping Children Safe in Education.
- Utilise our membership to the NSPCC Safe Network to frame our safeguarding practice, policy and procedures.
- Seek to develop effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention.
- Ensure that all visitors are met on arrival at our building and ID is checked

Safer Recruitment

Pedestrian will take all possible steps to prevent unsuitable persons working with learners and in doing so will follow the good practice contained within the legislative document Safeguarding Children and Safer Recruitment in Education (updated 2012).

When interviewing potential staff we will ensure that:

- There is an open recruitment process
- There is a rigorous interview with specific questions relating to safeguarding
- Applicants identity and claims to academic or vocational qualifications will be verified
- References will be taken up by direct contact with 2x referees
- Evidence of the date of birth and address of the applicant will be obtained
- Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted.

Where a position requires an Enhanced DBS check this will be made clear on the job advert and application form and a statement explaining Pedestrian's commitment to safeguarding will be documented. DBS certificate are valid for two years and refreshed after this time. All applicants will complete an application form enabling each of them to have the same opportunity to provide information about themselves and assist in identifying any gaps in their employment history.

During interviews the panel will explore:

- The applicant's attitude and demeanour towards all learners
- The applicant's ability to support our commitment to safeguarding and promoting the welfare of learners
- Any gaps in the applicant's employment history
- Any concerns or discrepancies arising from the information obtained

Prior to making an employment offer:

- Positions will only be offered to prospective employees on the understanding of satisfactory references and suitable DBS clearance.

Additionally, we will:

- Comply with all requirements of the DBS, including the linking of information to inform the barred lists, and the responsibilities under the DBS referrals and decision-making processes.
- Ensure that we remain informed about current legislation in line with the DBS requirements.

Post Appointment

All staff will take part in an induction programme, which will vary dependent on the nature of the role. The purpose of this will be to:

- Provide awareness and explanations of relevant policies and procedures
- Provide support for the role in which they have been engaged
- Provide opportunities for a new member of staff to ask questions or discuss concerns relating to their role or responsibilities
- Enable individual line managers and colleagues to recognise any concerns about the persons ability or suitability from the outset and address them if deemed appropriate
- Ensure that individuals are aware of reporting concerns and who the Designated Safeguarding Leads are
- Ensure that individuals are aware of other relevant policies and procedures; i.e. disciplinary procedure, EDI Policy.
- Provide opportunities for discussion in monthly review meetings during initial three month probationary period.

Promoting a Safe Environment

Safeguarding Team

The entire team can be reached using – safe@pedestrian.info

The Designated Safeguarding Lead is:

Daniel Aldred (Operations Director & DSL)

Email: danny@pedestrian.info

Telephone (office hours): 0116 251 6207

Mobile Telephone: 07716 641767

The deputy DSL is:

Hema Badger-Mistry (Chief Executive Officer & Deputy DSL)

Email: hema@pedestrian.info

Telephone (office hours): 0116 251 6207

Mobile Telephone: 07873 222676

Additional deputy DSL is:

Debbie Longley-Brown (Project Development Manager & Deputy DSL)

Email: debbie@pedestrian.info

Telephone (office hours): 0116 251 6207

Mobile Telephone: 07719078096

Named safeguarding trustee:

Helen Carter (Pedestrian Trustee & Social Worker)

Email: helen@pedestrian.info

Telephone (office hours): 0116 251 6207

The responsibilities of the Designated Safeguarding Lead and the Safeguarding Team are:

- Overseeing the referral of cases of suspected abuse or allegations in line with the local authority safeguarding policy and procedures
- Maintaining a record of all safeguarding referrals, complaints or concerns (even when the concern does not lead to a referral)
- Ensuring that appropriate safeguarding arrangements are made for all learners
- Ensuring that all staff are trained and aware of the Safeguarding Policy

Any individual conducting work on behalf of Pedestrian in a paid or voluntary capacity must demonstrate safeguarding knowledge with consideration (but not limited) to the following areas. (This knowledge will be assessed through a variety of multiple choice

and written response questions & answers, further training opportunities may be identified if individual responses are insufficient).

- **Physical abuse**
- **Sexual abuse**
- **Psychological or emotional abuse**
- **Financial or material abuse**
- **Neglect and acts of omission**
- **Institutional abuse**
- **Discriminatory abuse**
- **Domestic abuse**
- **Hate crime**
- **Prevent Duty – Individuals at risk of extremism/ radicalisation**
- **Whistleblowing – allegations against staff**
- **ACE' s – Adverse Childhood Experiences**
- **Child Criminal Exploitation (CCE) - Contextual Safeguarding**
- **County Lines**
- **Knife Crime – Youth & gang violence**
- **Cyber Crime**
- **Child Sexual Exploitation**
- **Harassment**
- **Child on child sexual violence (formerly described as peer on peer abuse)**
- **Upskirting**
- **Modern Slavery & trafficking**
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Children Missing in Education**

Appendix 6 descriptors detail safeguarding issues as outlined in KCSIE (September 2025).

Annual in-house training covering the areas listed above will be offered to Pedestrian associate staff members, tutors, freelancers, trainees & volunteers. Attending the training is mandatory for employees and individuals working on Pedestrians Alternative Education provision.

We currently have 6 Mental Health First Aiders as the whole staff team is trained.

The Mental Health First Aiders are:

- Daniel Aldred** (Operations Director & DSL)
- Hema Badger-Mistry** (Chief Executive Officer & Deputy DSL)
- Debbie Longley-Brown** (Project Development Manager & Deputy DSL)
- Ameerah Dawood** (Project Curator & Co-ordinator)
- Selena Blakeley** (Projects & Administration Assistant)
- Veronica Jones** (AEP Support Assistant)

Guidance for Handling Disclosure of Abuse and Procedure for Reporting Concerns

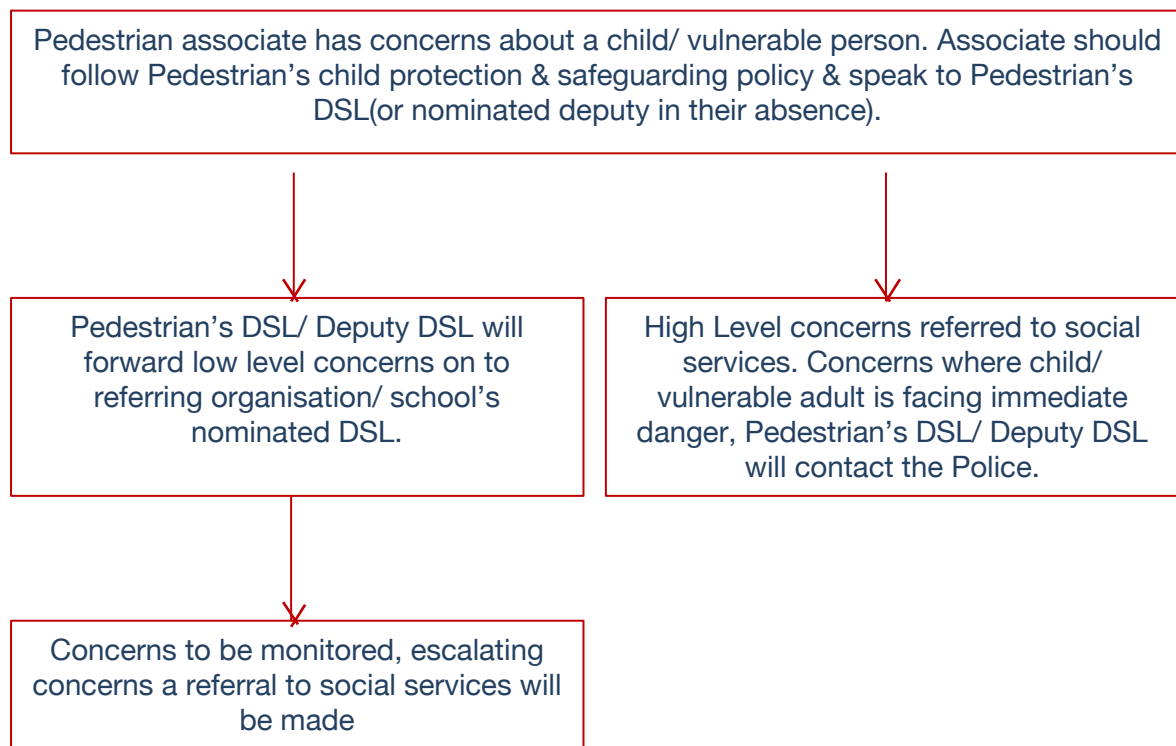
Any member of staff may become aware of, or concerned about abuse in the following ways:

- Observed Abuse (an Incident): the abuse has been directly witnessed
- Disclosed Abuse (a Disclosure): a person says they are being or have been abused
- Suspected Abuse (a cause for concern): there are indicators that abuse is happening but it has not been witnessed or disclosed.

When a criminal offence may have occurred the first consideration and action should be the immediate safety of the person (s) at risk.

All members of staff have a duty to report any disclosure, allegation or suspicion of abuse to their line manager and the designated safeguarding lead. This should be done as soon as possible after the disclosure/allegation/suspicion is made/arises and must be made within 12 hours (see Appendix 1 Actions Needed When...).

The Designated Safeguarding Lead will assess the information, consult with the Safeguarding team and where appropriate make and alert the appropriate authorities.



The Five R's – Recognise, Respond, Report, Record and Refer

- **Recognise**, the ability to recognise a change of behaviour is of fundamental importance, and vital in playing a role in meeting the learners needs, a learner may choose anyone in the organisation to disclose to including tutors, facilitators and business support staff. This is why all staff will be trained in how to recognise and respond to this situation, and how to report a concern.
- **Respond** is about how we react in the moment to a disclosure, allowing the young person to say as much or as little as they wish, clarifying, but not asking leading questions or putting words into their mouth, or delving too deeply. Also it is vital that you do not make promises to keep it quiet, but letting them know whom you have to tell. (the Designated Safeguarding Lead)
- **Report** immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will gather all the information and discuss with the Safeguarding Team and decide what course of action to take. i.e. to monitor and record the concern, or to refer it on. Only the Designated Safeguarding Lead should be making referrals outside of the organisation. Records of any disclosures will be stored securely at the Pedestrian office.
- **Record** what the learner has told you as soon as possible to capture as much as you can, in the words they used rather than interpretation. This is important so to not jeopardise any future possible investigation (s).
- **Refer** If there is genuine concern for an individual's safety, or if you think someone might be a victim of abuse, neglect, or maltreatment, you must refer your concerns to the correct authority. This will usually happen via your Designated Safeguarding Lead, who will escalate the concern with social services, the local authority, the police, or any other relevant partner agencies. In this case, you need to ensure that any supporting records and information you have about the incident or individual are passed on as well.

Five actions to be followed if you have a safeguarding disclosure or concern:

- Listen
- Ask open questions, not leading questions
- Do not make promises
- Do be clear about what happens next
- Do not panic

Record Keeping

It is important that documents relating to an investigation are retained in a secure place together with a written record of the outcome and, if disciplinary action is taken against a member of staff, details retained on the member of staff's personal and confidential file in accordance with internal procedures.

Related Policies

Pedestrian is an organisation committed to providing a safe and healthy working environment for staff, learners, contractors, visitors and volunteers.

Pedestrian' s policies related to Safeguarding are:

Health and Safety,
Equality and Diversity
Equal Opportunities
Anti-Bullying
Safer Recruitment
Whistleblowing
Privacy

It is the responsibility of the CEO to ensure that these policies are enforced, regularly monitored and reviewed as necessary to facilitate changing legislation and industry-approved codes of practice.

Updated: August 2025

DA on behalf of the Trustees of Pedestrian

Appendix 1 – Actions Needed When... *All electronic documents to be password protected when sharing digitally. When emailing send passwords in a separate email from the document.

Happening...	Actions	Document
A disclosure is made	<p>Listen, do not lead the conversation</p> <p>Document, share with DSL & act on disclosure (once it's been written). Make sure DSL has received disclosure.</p> <p>Ensure young people or adults in challenging circumstances are safe and protected from the situation.</p>	<p>Document/ scribe the conversation in detail on paper (or where you can) immediately! Add dates and witnesses and room etc.</p> <p>Appendix 3 – Safeguarding Report can be used as an aide.</p> <p>Communicate the disclosure to the DSL!</p>
Incident	<p>Document the Incident and share electronically with staff and keyworkers. This ideally should be completed without delay and sent out as soon to incident as possible.</p> <p>Share document with program manager & DSL.</p>	<p>Complete the Appendix 2 - IR1 Incident Report Form and send out to line manager, DSL & any client support/ key workers.</p>
Cause for Concern	<p>Low Risk - Contact DSL & line manager first if possible. If not then keyworkers and share with staff.</p> <p>If you feel it is a High Risk concern then complete referral form or Contact:</p> <p>Social Care and Safeguarding (24 Hours a day) 0116 454 1004</p> <p>Police (non emergency) 101 or 999 (Emergencies)</p> <p>NSPCC 0808 800 5000</p>	<p>Can be documented on Appendix 3 – Safeguarding Report</p> <p>If High Risk: Complete referral form digitally (ideally with safeguarding lead) and send in ASAP</p>

Appendix 2 - IR1 Pedestrian – Incident Report Form

Section 1 Incident Details:					
Date:		Time:		Location:	
Student's Name:					
Staff involved in the incident			Other students involved in the incident.		
Name:		Role *	First Name & Gender:		Role*
* Key to Roles: V = Victim R = Reporter W = Witness D = Duty I = Instigator					
Section 2 – Description of Incident:					
Type of Behaviour Demonstrated: Tick as appropriate					
General Disruption		Physical assault staff/student			Damage to Property
Persistent Disruption		Sexually inappropriate behaviour/language			Refusal to leave classroom / workshop area
Refusal to Co-operate		Threatening staff/students			Student at risk of harming self/others
Verbally Abusive		Racially Abusive			Use of Weapon
Absconding		Suspected drugs incident			Theft
Other (Please specify):					
Behaviour Trigger(s): Tick as appropriate					
Request to comply		Behaviour of others			Confrontation with student
Denied item/activity		Refusal to engage			Direct challenge
Other (Please specify):					

Brief Description of the Incident:

Use script format: to convey conversation, Underline to add factual info and *Italics or highlight* for professional opinions

Section 3 – Action Taken to Resolve the Incident:

Verbal Request		Student removed/sent home		Student gets warning	
Meeting with keyworker/guardians		Phone call home		Student gets strike	
IEP Meeting		Student suspended 1 week		Student gets excluded (final strike)	

Other details:

Section 4 – Follow up Action (s):

Recorded in incident log

Staff (Name):

Signature:

Date:

Follow Up Action:

Appendix 3 - Safeguarding Report

Document used to report any safeguarding concerns relating to a Pedestrian participant during any activity delivered by Pedestrian.

Participant Name		Associate Name	
Participant D.O.B (if known)		Associate Role	
Participant Involvement with Pedestrian		Relationship to participant	
Date		Time of disclosure	
Location		Witnesses present	
Have you written any initial notes?	<p>YES/NO</p> <p>*If yes have they been submitted to DSL?</p> <p>YES/NO</p>	Time Safeguarding Report populated	

*Use script format: to convey conversation, Underline to add factual info and *Italics* or **highlight** for professional opinions

Have you spoken to the DSL/ Deputy DSL?	Yes/ No
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To be completed by Pedestrian's DSL/ Deputy DSL

Detail & Date any follow up action below:

This document has been shared with:

Name	Organisation

Appendix 4 – Young Person Friendly Safeguarding poster

A young person's guide To raising a concern

need someone
to talk to?

need help?

Our Safeguarding Team make sure everything is as safe as possible. They train all the tutors as well as working with the police, parent/carers and more.

Designated Safeguarding Lead (DSL)
Danny - Education Manager

You may want to **T**ell, **E**xplain or **D**isclose something that is troubling you to a tutor. It might be personal, it could be a secret, it might be about someone you care for or it might be about what someone has/is doing to you. This is called a disclosure. A tutor will listen carefully, they will not investigate but they will tell you what will happen next. **Please remember** that sometimes Pedestrian will need to contact the police or social care in your best interest and this will be explained at the time.

Leicester City Council
Safeguarding Team
0116 454 1004

Police
Non emergencies, **call 101**
In emergencies, always **dial 999**

worried about a
friend or someone
in your family?

Feeling anxious?

You can email a member of the Safeguarding Team confidentially on **safe@pedestrian.info**



Appendix 5 – Recognising: Safeguarding Descriptors

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.

Children with special educational needs, disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Pedestrian acknowledge that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including

prejudice-based bullying) than other children

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should

be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Specific Risks for Children with SEND:

Children with SEND may be more vulnerable to abuse or neglect due to high care needs, difficulties expressing concerns, or lack of understanding that an experience is abusive.