

Appendix 1: Procedure for reporting safeguarding concerns

A member of staff receives information that suggests a child is being harmed/abused/neglected or at risk of harm/abuse/neglect.

Is that child at immediate risk of harm?

Yes – Take immediate action to keep the child safe, for example by calling the police or if medical treatment is required, by calling an ambulance.

No – The member of staff should contact the DSO and discuss their concern with them. The matter should be reported without delay.

Staff member who raised safeguarding concern to complete a report form – see Appendix 2. The form should be saved in the MSC Q drive in the Safeguarding folder with the initials of the individual and the date in the file name. The document should be password protected.

Does the DSO believe this concern constitutes a safeguarding concern as defined by the policy?

No – record the decision that this does not constitute a safeguarding concern.

Consider other appropriate action and involvement of local support agencies. File the report away securely.

Yes – DSO to contact the Chief Executive who will seek advice from the Local Authority Designated Officer or Local Authority Adult Social Care Officer

Record action taken. Consider other appropriate support.

Appendix 2: Safeguarding Concerns Form

To report safeguarding concerns that do NOT involve Designated Safeguarding Officers, please contact the DSO and complete the Reporting Safeguarding Concerns Form, a copy of which can be also be found on the MSC Q drive in the Safeguarding folder. Once completed, please password protect the document before emailing it to the DSO. Please send the password in a second email.

To report a safeguarding concern that involves one or more DSO, please complete the form, a copy of which can be found on the MSC Q drive in the Safeguarding folder. Once completed, please password protect the document before emailing it to Katie Petty-Saphon via Katie.Petty-Saphon@medschools.ac.uk. Please send the password in a second email.

MSC Reporting Safeguarding Concerns Form

Today's date:	Time:
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Details of those who may be at risk

Name of young person/vulnerable adult who may be at risk:	
Reason for reporting a concern (delete as appropriate): 1. This person is a child/young person who may be at risk 2. This person is at risk of harm/at risk of harming others 3. This person is at risk of involvement in extremist activity	
Gender:	Date of birth (Age):
Address:	
Email address (if known):	Telephone number (if known):
Ethnicity (if known):	Language(s) spoken:
Additional needs:	
Activity individual was involved in when concerns were raised:	

Details of parent(s)/carer(s) of those who may be at risk

	Parent/carer (1)	Parent/carer (2)
Name:		

Relationship to person at risk:		
Address:		
Telephone number:		
Email address:		

Details of the person reporting concern and/or incident

Name:	Job title/position held at MSC:
Contact details: Phone number: Email address:	

Report

<p>Are you reporting your own concerns or responding to concerns raised by someone else (delete as appropriate)?</p> <ol style="list-style-type: none"> 1. Reporting own concerns 2. Responding to concerns raised by someone else <p>If you are responding to concerns raised by someone else, please provide their name, position within the organisation, and contact details:</p>
<p>What happened? Please ensure to include the exact wording and phrases heard and/or seen and whether information is first-hand or the accounts of others:</p>
<p>Please provide details of anyone alleged to have caused the incident or to be the source of any concerns:</p>
<p>Provide details of anyone who has witnessed the incident or who shares the concerns:</p>

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Are you aware of any previous incidents or concerns relating to this child/young person who may be at risk and of any current risk management plan/support plan? If so, please provide details:

What actions have been taken and by whom? Please include details of university staff (e.g. Designated Safeguarding Officer, Line Manager, Supervisor Security, Student Services, Human Resources) or external support services (e.g. Children’s Social Care, the Police etc.):

Have you explained to the child/young person/adult who may be at risk, and/or their parent/carer or advocate where appropriate, why, what, how and with whom, their information will or could be shared? Have you obtained their consent to share this information (if this was safe and appropriate)? Please provide details:

What are the next steps, who will undertake these steps and when?

Additional information:

Signed:	Dated:	Name and Position:
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Appendix 3

Safeguarding Issues

- NSPCC Types of abuse - <https://www.nspcc.org.uk/what-is-child-abuse/typesof-abuse/>
- NSPCC Signs and indicators of abuse - <https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Abuse

What is abuse?

All staff and volunteers have a strict duty never to subject any young person to any form of harm or abuse. This also applies to any issues or incidents between young people. There are four types of abuse: physical, sexual, emotional and neglect.

This means that it is unacceptable for example to treat a young person in the following ways:

- to slap, shake, squeeze, throw, burn, scald, bite or cut them
- to hold them in such a way that it causes pain,
- to physically restrain them except to protect them from harming themselves or others
- to cause distress by shouting or calling them derogatory names
- to take part in horseplay or rough games
- to allow or engage in inappropriate touching of any kind
- to do things of a personal nature for the person that they can do for themselves – i.e. includes changing clothing, or going to the toilet with them unless with another adult
- to allow or engage in sexually suggestive behaviour with a young person or within their sight or hearing, or make suggestive remarks to them
- to give or show anything which could be construed as pornographic
- to seek or agree to meet them anywhere beyond the normal workplace without the full prior knowledge and agreement of the parent, guardian or carer.

Children potentially at greater risk of harm

Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others. The list below, is not exhaustive, but highlights some of those groups.

- Children who need a social worker (Child in Need and Child Protection Plans). Children may need a social worker due to safeguarding or welfare needs such as to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.
- Children absent from education This can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to children missing from education supports identifying such abuse and

helps prevent the risk of them going missing in the future

- Elective Home Education (EHE) Many home-educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs
- Children requiring mental health support . Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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.
- Looked after children The most common reason for children becoming looked after is as a result of abuse and/or neglect
- Care leavers Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch 16 with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training
- Children who are lesbian, gay, bi, or trans (LGBT) The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or

Safeguarding issues

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.

Bullying and Cyber Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts the victims either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against a particular group, for example, on grounds of race, religion, background, physical disability or medical conditions.

All forms of bullying are unacceptable, including bullying that happens online. It is the responsibility of MSC to take measures to prevent and tackle bullying amongst children and young people on their premises and at external events.

Child-on-Child Abuse (formerly peer-on-peer 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. If a member of staff is aware that a child or children may be at risk from child-on-child abuse, they must follow the usual procedure for reporting a

cause for concern immediately and speak to the DSO. This is important in order to prevent it happening or continuing.

It is essential to 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 and an unsafe environment for children and young people.

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
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault
- consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal and abusive
- 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
- 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. 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.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration. It may include noncontact 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.

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 and educators. 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.

Forced Marriages

Forcing a young person into a marriage before their eighteenth birthday is a crime in England and Wales. 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). This applies to non-binding, unofficial 'marriages' as well as legal marriages.

Radicalisation

Radicalisation can be very difficult to identify. Children and young people can be radicalised in different ways:

- groomed either online or in person by people seeking to draw them into extremist activity. Older children or young people might be radicalised over the internet or through the influence of their peer network – in this instance their parents might not know about this or feel powerless to stop their child's radicalisation;
- groomed by family members who hold harmful, extreme beliefs, including parents/carers and siblings who live with the child and/or person(s) who live outside the family home but have an influence over the child's life;
- exposed to violent, anti-social, extremist imagery, rhetoric and writings which can lead to the development of a distorted world view in which extremist ideology seems reasonable. In this way they are not being individually targeted but are the victims of propaganda which seeks to radicalise.

A common feature of radicalisation is that the child or young person does not recognise the exploitative nature of what is happening and does not see themselves as a victim of grooming or exploitation.

Signs that may indicate a child being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

If you are concerned that a child or young person may hold extremist views or are at risk of being radicalised, it is important to follow the PREVENT guidance to ensure they receive support to protect them from being drawn into terrorism.

Online Abuse

While acknowledging the benefits of social media and the internet, it is also important to recognise that risk to the safety and well-being of users is ever-changing and that the misuse/abuse of these facilities can range from inappropriate to criminal.

Online abuse is any type of abuse that happens on the internet, across any device that is connected to the web, including computers, tablets or mobile phones. It can include cyberbullying, emotional abuse, grooming, sexting, sexual abuse and sexual exploitation. It can happen in any online space including social media sites, in text messages and messaging apps, emails, online chats or online gaming/streaming sites. Children can be at risk of online abuse from people they know and from strangers. It might happen alongside other abuse, or just online.

A child or young person experiencing online abuse might:

- spend a lot more or less time than usual in online spaces

- seem distant, upset or angry after using the internet
 - be secretive about what they are doing online or who they are talking to
- have lots of new phone numbers or contacts on their devices

Serious violent crime

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

Mental Health and Well-Being of Young People

The mental health and well-being of young people is an important aspect of safeguarding. Young people can experience behavioural or emotional problems growing up which can affect their mental health. Often these are resolved over time but sometimes the young people will need professional support and the situation maybe a safeguarding concern.

If staff have a concern about a child's mental health or wellbeing that is also a safeguarding concern, immediate action should be taken, following the safeguarding policy and procedures. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Signs of depression or anxiety in young people can sometimes look like normal behaviour, particularly in teenagers who may keep their feelings to themselves. It's also natural for young people to feel stressed or anxious about things like exams or moving to a new school. But while these experiences can be very difficult, they're different from longer term depression or anxiety, which affect how they feel every day.

Signs of anxiety can include:

- Persistent low mood or lack of motivation
- Not enjoying what they used to like doing
- Becoming withdrawn and spending less time with their friends and family
- Experiencing low self-esteem or feeling like they are 'worthless'
- Feeling tearful or upset regularly
- Changes in eating or sleeping habits

Safeguarding Children and Young People with Special Educational Needs and Disabilities (SEND)

The term special educational needs and disabilities (SEND) refer to children and young people who have disabilities or additional needs. Children and young people

with disabilities are 3.7 times more likely than other children to be abused or neglected.

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs
- do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Parenting children with disabilities comes with additional stresses or challenges, which can heighten the potential for abuse or neglect. Professionals can sometimes miss signs of abuse due to the complexity of young people's needs, an acceptance of things being how they are, or allowing their recognition of the challenges facing parents to cloud their judgement leading to abuse or neglect being under-reported.

It is therefore important that we maintain an open mind about what we are seeing, and as maintain a professional curiosity. For example:

- not accepting that an injury is a result of the needs of the child, but instead consider what other causes there may be and what the evidence suggests.
- considering a behaviour such as self-harm as possibly being indicative of abuse.
- recognising the potential for 'fabricated or induced illness'.