



## Child Protection and Safeguarding Policy

Updated September 2023

**Review date: August 2024 (or to coincide with the next KCSIE update, if sooner)**

Connex Education and its staff must take as our priority the responsibility to safeguard and promote the welfare of children and young people, to minimise risk and keep them safe and secure. At all times, tutors are required to act in accordance with the safeguarding policies and procedures of the education setting in which they are placed in addition to this policy. Please note: the policy of each individual education setting supersedes this policy.

This policy, alongside our Whistleblowing policy and Tutor Code of Conduct sets out the responsibilities for all tutors and Connex Education staff and must be strictly adhered to. This policy is supported by our Recruitment, Selection and Vetting policy for the recruitment of tutors.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Keeping Children Safe in Education (KCSiE) DfE September 2023



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## Safeguarding Statement

At Connex Education Partnership, we respect and value all children and are committed to providing, and expect our tutors to provide, a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. All pupils should be able to participate in learning in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult working for Connex Education Partnership.

We recognise our responsibility to safeguard all who access tuition and promote the welfare of all pupils by working with partner schools to protect them from all forms of abuse, neglect, and bullying. We require all tutors to share this commitment and recognise the role they have to play in ensuring this for pupils both in the classroom and online.

(For the purposes of this policy, a young person is defined as any person under the age of eighteen)

### Key aims of this policy are to ensure all staff:

- Understand the different forms of abuse and the possible indications of abuse.
- Confidently use their professional curiosity to spot potential signs of abuse, neglect and exploitation and take action to protect children
- Understand the duty that is placed upon us to ensure that all adults who work with or on behalf of our young people are competent, confident, and safe to do so.
- In working for Connex Education Partnership, understand they are responsible for their own actions and behavior and should avoid any conduct that would lead a reasonable person to question their motivation or intention.
- Understand the role of their responsibilities for safeguarding children and their responsibilities in identifying and reporting possible cases of abuse.
- Are familiar with the steps to be taken in the event of becoming aware of, suspecting, or receiving allegations of abuse, neglect and exploitation – including that which has an online element.
- Understand the requirement to understand and to follow the safeguarding policy of the education setting with which they are working.



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## Legislation and Guidance:

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#). We comply with this guidance and the safeguarding and child protection policies of the education settings in which our staff may be placed.

### This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- 'What To Do If You're Worried a Child is Being Abused' (2015) [Stat guidance template \(publishing.service.gov.uk\)](#)



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## What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual, or emotional. It can also involve neglect or exploitation. It can happen offline (e.g., in school, at home or within the local community), online or in many cases, a combination of the two. Therefore, those working with children must be vigilant to abuse in any form, via any means and by any individual. Abuse of children may be by:

- Friends or Family members
- People working or volunteering in organisations or the community
- People they know
- Strangers
- Child on child

## General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period and may be afraid to tell anyone about the abuse. They may struggle with feelings of guilt, shame, or confusion – especially if the abuser is a parent, family member or friend. While working with Connex Education, a child may make a disclosure about abuse or signs of abuse or potential abuse may be observed. All staff working with children or vulnerable adults need to be able to recognize the signs of abuse.

These include:

- Being afraid of particular places or making excuses to avoid particular people
- Knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs/or sexual behavior
- Having angry outbursts or behaving aggressively towards others
- Becoming withdrawn or appearing anxious, clingy, or depressed
- Self-harming or having thoughts about suicide
- Showing changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- Running away or regularly going missing from home/care
- Not receiving adequate medical attention after injuries



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## (NSPCC signs of abuse)

These signs do not necessarily mean that a child is being abused, there can be many reasons for changes in a child's behavior but if you have concerns about a child's wellbeing, you should follow the Safeguarding policy within the education setting you are working. Specifically, you must report your concerns to the Designated Safeguarding Lead within the education setting.

In addition, you must report your concerns to Connex Education Partnership and our Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as detailed within this policy on page 41.

### **Children who may be particularly vulnerable:**

Some children may have an increased risk of abuse. For instance, Children with special educational needs and disabilities (SEND) are often more dependent upon other people for support and therefore potentially more vulnerable to abuse. They may also be less able to express themselves or what is happening to them.

It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

When working with children with SEND, it can be helpful to read the SEND Code of Practice which can be found here: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

To ensure that all children and young people receive equal protection, we will give special consideration to children who are:

- Homeless
- Disabled or have special educational needs
- Young Carers
- Looked After Children
- Previously Looked After Children
- Adopted Children
- Affected by parental substance misuse, domestic abuse, or parental mental health needs (known as Trio of Vulnerabilities or The Toxic Trio)
- Asylum seekers
- Living away from home



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- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At the risk of female genital mutilation (FGM)
- At the risk of forced marriage and honour-based abuse
- Susceptible to being drawn into extremism
- Who are absent from education

### **Types and definitions of Abuse – There are 4 main categories of abuse are:**

#### **1. Physical Abuse:**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is known as 'Fabricated or Induced Illness by Carers' or previously, 'Munchausen's by Proxy'.

#### **Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness
- It is also concerning if there is a delay in seeking medical help for a child who has been injured.



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## Possible effects of Physical Abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

### 2. Neglect:

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child received appropriate health and/or dental care
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry – they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age (Including lack of supervision online)
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.



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### 3. Sexual abuse:

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence, and the child may not be aware that what is happening is abuse. It can involve contact or non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following online sexual grooming with the intent of abusing them

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via webcam or smartphone
- having sexual conversations with a child by text or online

There may be physical signs that a child has suffered sexual abuse, these include:



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- Anal or vaginal soreness or itching
- Bruising or bleeding near the genital area
- Discomfort when walking or sitting down
- Unusual discharge
- Sexually transmitted infections
- Pregnancy

Changes in a child's mood or behavior may also cause concern. They may want to avoid spending time with specific people, or a child may show sexual behavior that is inappropriate for their age.

**Child sexual exploitation (CSE):** is a type of sexual abuse where children or young people may be coerced or groomed into exploitative situations and relationships. They may be given gifts/money/ drugs/alcohol in exchange for taking part in sexual activities.

#### **Spotting the signs of Child Exploitation:**

Sexual exploitation can be very difficult to identify. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships
- hang out with groups of older people
- be involved in gangs or anti-social groups
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones. Which they aren't able to easily explain
- have unexplained physical injuries

**Harmful sexual behaviour (HSB):** is developmentally inappropriate sexual behaviour displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualized behaviour.

It encompasses a range of behaviour, which can be displayed towards young children, peers, older children or adults. It can include:



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- Using sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Sexual activity with other children or adults

It is important to be aware that HSB between children doesn't necessarily mean between children of different ages. Harmful Sexual Behaviour can occur between children of different ages, or between children who are the same age. The perpetrator/s may be older or younger than their victim/s. A child may also display HSB towards adults.

#### **4. Emotional Abuse:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It can include humiliating or regularly criticising a child, shouting at or threatening a child or name calling, mocking or making them perform degrading acts. Trying to control a child's life and not recognizing their individuality, not allowing a child to have friends or develop socially. It can involve manipulating a child, exposing a child to distressing events or interactions, persistently ignoring a child or being emotionally unavailable during interactions with a child.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Babies and pre-school children who are being emotionally abused may:



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- Be overly affectionate towards strangers or people they haven't known for very long
- Not appear to have close relationships with their parent, for example when being taken or collected from nursery
- Lack confidence or become wary or anxious
- Be unable to play
- Be aggressive or nasty towards other children and animals

Older children may:

- Use language, act in a way or know about things that you wouldn't expect for their age
- Struggle to control strong emotions or have extreme outbursts
- Show signs of depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Seem isolated from their parents
- Lack social skill or have few, if any, friends
- Fear making mistakes
- Fear their parent being approached regarding their behaviour
- Self-harm
- Display obsessive behaviours or phobias
- Display sudden underachievement or lack of concentration
- Seek adult attention and not mix well with other children
- Experience sleep or speech disorders
- Make negative statements about themselves
- Run away from home or school
- Display behaviours such as stealing and lying

### **Possible effects of Emotional Abuse:**

If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child.

Domestic Abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. This combination is sometimes called the 'Trio of Vulnerabilities'.



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## Domestic Abuse:

Domestic Abuse comes in many forms and is not just physical but can be:

- Emotional
- Sexual
- Financial
- Controlling and coercive
- Physical

Furthermore, children who are exposed to domestic abuse are also victims and can have serious, long lasting emotional and psychological impact. This impact can exist whether or not the children are considered to visibly witness the abuse. It is imperative that all professionals working with children are aware how these children's experiences can affect their mental health, behaviour and education.

Additionally, it is vital to understand that children and young people can experience domestic abuse within their own intimate relationships. This is sometimes called Teenage Relationship Abuse or Intimate Partner Abuse.

Connex Education staff are trained to spot the signs and indicators of Teenage Relationship Abuse and to respond to it swiftly and robustly if they witness abuse of this kind between children and young people. Staff are trained to understand that Teenage Relationship Abuse can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Teenage Relationship Abuse can also take place online between children and young people or in a combination of online and offline abuse. It is a form of Child-on-Child abuse.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse and child/adolescent to parent violence and abuse.



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Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse.
- (b) violent or threatening behaviour.
- (c) controlling or coercive behaviour.
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:  
<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

### Spotting the signs of domestic abuse:

It can be difficult to tell if domestic abuse is happening, because the abusers can act very differently when other people are around. Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school – due to difficulties at home or disruption of moving to and from refuges
- flinch at loud noises
- become withdrawn



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## **Bullying & cyberbullying:**

Bullying is when individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable.

Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumors
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls

Bullying can be at school, home or online (often referred to as 'Cyber-bullying') and can involve social networks, games and mobile devices.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – sending menacing or upsetting messages on social networks, chatrooms or online
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause them problems

## **Spotting the signs of bullying and cyberbullying:**

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared, the bullying will get worse or think it is their fault. No single sign indicates for certain that a child's being bullied, however, you should look out for:



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- Belongings getting 'lost' or damaged
- Physical injuries such as unexplained bruises
- 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
- Being nervous, losing confidence or becoming distressed and withdrawn, problems with eating or sleeping
- Bullying others

### **Child trafficking:**

Child trafficking is child abuse; it involves recruiting and moving children who are then exploited. It can be international or within the UK. Children may be trafficked for the purposes of:

- Child exploitation (either sexual exploitation, criminal exploitation or both)
- Benefit fraud
- Forced marriage
- Domestic servitude
- Forced labor
- Criminal exploitation

### **Spotting the signs of child trafficking:**

Signs that a child has been trafficked may not be obvious, but you might notice unusual behaviour or events. Children who have been trafficked may:

- have to do excessive housework chores
- rarely leave the house and have limited freedom of movement
- not have any kind of documents
- give a prepared story which is very similar to stories given by other children
- be unable or reluctant to give details of accommodation or personal details
- not be register with a school or GP practice
- have a history with missing links or unexplained moves
- be cared for by adults who are not their parents or carers
- be one among a number of unrelated children at an address



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## Female genital mutilation (FGM):

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is also known as female circumcision or cutting. FGM is child abuse.

Types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

When should a referral be considered?

## Mandatory reporting 2015

Under 18 & FGM is 'Known'

Seen

Disclosed

Report to POLICE

## Suspected or At Risk - Follow the usual Safeguarding procedure

## Worried about FGM?

Call the FGM helpline if you're worried a child is at risk of, or has had, FGM.

It's free, anonymous and we're here 24/7, call 0800 028 3550 or email

[fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

## Useful Sources of Information:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416323/act sheet - FGM -](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/act_sheet_-_FGM_-_)



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### Why is it carried out? There is a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK and can carry a prison sentence of up to 14 years.

### Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems, e.g. Repeated urinal tract infection
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Disclosure



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### The 'One Chance' rule:

As with Forced Marriage (see below), there is the 'One Chance' rule. It is essential that professionals working with children take action without delay. So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where Connex Education staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead at the education setting in which they are placed, as a matter of urgency.

### Signs and Indicators of So-called 'honour-based' abuse:

- A child having unexplained absences from school or work (especially lengthy ones).
- Physical changes in a child or young person – weight loss, unexplained marks or bruising to their face or body or a significant change in their clothing style.
- A child seeming withdrawn, anxious or depressed
- Extreme secrecy about relationships and friendships
- Fear of parents or family members being contacted by school
- A child disclosing that they are strictly forbidden from wearing certain clothes, make-up etc and are expressing anxiety over it or significantly changing their appearance before returning home.
- A child expressing feelings of being unsafe at home or scared of their family.
- A child being forbidden from speaking to members of the opposite sex or to certain groups of peers (such as children from a different culture or children who display certain behaviours).

### Forced Marriage:

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic abuse. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings.

Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a professional or through a third party.

Forced marriage is a CRIME. It is a form of violence against women and men, domestic abuse, a serious abuse of human rights, and where a minor is involved, child abuse.



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While it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage. ·

A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails.

Please note that although the victim may not feel 'forced' into marriage; as of February 2023, engaging in any conduct that could cause a child to marry before they turn eighteen is now a criminal offence, regardless of the absence of violence, threats, or coercion.

The law covers both official marriages and non-binding, unofficial 'marriages' in line with the existing forced marriage legislation.

All staff must therefore remain vigilant in regard to children getting married under the age of 18. Signs and indicators include (but are not limited to):

- A child getting engaged, wearing what appears to be an engagement ring or possessing other engagement gifts or jewellery.
- Discontinuation of education: A child abruptly stops attending the school or shows a sudden disinterest in education, which may indicate that they are preparing for marriage.
- Isolation: A child withdrawing from social activities, friends, and family or becoming more isolated from their usual social circles
- Early pregnancy: If a child is pregnant or has given birth at a young age, it may be an indicator of child marriage.
- Reluctance to discuss marriage: A child may become evasive or uncomfortable discussing their marital status.

Remember that all children can be at risk of forced marriage or underage marriage. Some children such as those who are LGBTQ+ or have SEND can be more vulnerable. It is vital however to avoid viewing this as an issue that only affects children from particular ethnic, religious and cultural backgrounds.

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office unit which was set up in January 2005 to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals.



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The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

## Contact

Telephone: +44 (0) 20 7008 0151

Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)

Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

Facebook: [Forced Marriage page](#)

Twitter: [@FMUnit](#)

## Signs and Indicators that a child is at risk of Forced Marriage:

- A child wearing an engagement ring or announcing an engagement to a stranger not previously mentioned
- A child being removed from education by parents, or parents halting the child's plans for further education or no longer allowing any extra-curricular activities
- In increase in absences or lateness to school
- A child becoming withdrawn, anxious or suicidal. There may be noticeable deterioration in the victim's self-esteem and appearance



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- Episodes of going missing, truanting or running away
- A child expressing a fear of returning home
- A child referring to a family holiday or trip abroad and seeming anxious about it

If a member of staff is concerned that a child may be at risk of forced marriage, they should report this to both the DSL at Connex Education and the DSL at the child's education setting as a matter of urgency.

### **Child Criminal Exploitation (CCE):**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

### **Possible signs of CCE:**

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss academy or education or do not take part in education.

### **County Lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.



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Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

According to The Children's Society, CCE has become strongly associated with County Lines, but this is not the only model of child criminal exploitation. It can also include children being forced to work in cannabis factories, being coerced into moving drugs (often forced to insert drugs in their vagina or anus in a practice known as 'plugging') or money across the country, forced to commit financial fraud, forced to shoplift or pickpocket.

### **Serious violence:**

Serious Youth Violence is defined as **'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'** i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

### **Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:**

- Increased absence from school/academy
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from academy
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery



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## Grooming:

Grooming is when a person builds a relationship with a child, young person or an adult who's at risk so they can abuse them and manipulate them into doing things.

The abuse is usually sexual or financial, but it can also include other illegal acts.

## Types of grooming:

Grooming can take place online or in person and it can happen over a short or long period of time - from days to years.

## Online grooming:

Groomers are good at lying about who they are, particularly online where they can create a false identity and pretend to be younger than they are.

People can be groomed online through:

- Social media networks
- Text messages and messaging apps, like WhatsApp
- Email
- Text, voice and video chats in forums, games and apps

## In-person grooming:

A groomer can be a stranger or someone the victim already knows and trusts, for example through a friend or family, or at a club they go to. It can be difficult to tell if someone is being groomed – the signs aren't always obvious and may be hidden.

## Signs to look out for when it comes to grooming:

- Are they being secretive about how they're spending their time?
- Do they have an older boyfriend or girlfriend?
- Do they have money or new things like clothes and mobile phones that they can't or won't explain?



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- Are they drinking or taking drugs?
- Are they spending more or less time than usual online or on their devices?
- Do they seem upset or withdrawn?
- Are they using sexual language you wouldn't expect them to know?
- Are they spending more time away from home or going missing for periods of time?

A person won't know they're being groomed, they will trust their abuser who is giving them lots of attention and gifts.

Also, their groomer may have warned them not to talk to anyone about it.

### **Child-on-child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school, within the local community and online.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children and young people
- 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 nudes and semi nudes' images and/or videos (also known as sexting or youth produced sexual imagery)



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- Up skirting, 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
- 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)

Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If Connex Education staff have any concerns about Child-on-Child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

### **Sexual violence and sexual harassment between children in schools:**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that Connex Education staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.



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Maintaining the anonymity of the victim/s and alleged perpetrator/s in these cases is very important and Connex Education staff must ensure information is shared on a 'need-to-know' basis with the DSL at Connex Education and the DSL at the child's education setting.

They will endeavour to keep all details of the disclosure confidential and only share information with other professionals for the purposes of safeguarding the child/ren involved. Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) children are at greater risk.

**Staff should be aware of the importance of:**

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

In line with KCSiE 2023, every education setting will provide a safe space for children who are part of the LGBTQ+ community to speak out and share any concerns they have with staff.

Although being LGBTQ+ is not a safeguarding concern in itself, staff must be aware that this group of young people can be at increased risk of other forms of abuse and exploitation including child-on-child abuse.

If Connex Education staff have any concerns relating to sexual violence or sexual harassment, they will speak with the DSL at Connex Education and the DSL at the child's education setting immediately.

Further guidance can be found within Keeping Children Safe in Education, Part 5.



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## Spotting the signs of child-on-child abuse:

Young people may:

- be absent from school or lack interest in school activities
- Have physical injuries which can't be explained
- Display mental or emotional health issues
- become withdrawn or showing lack of self esteem
- Appear sleepy or as though they have a lack of sleep
- Engage in alcohol or substance misuse
- Display sudden changes in behavior
- Exhibit inappropriate behaviour
- show harmful behaviour towards others or self

Please note: Connex Education has a zero-tolerance approach to all forms of abuse including homophobia, biphobia, transphobia, racism, sexism, misogyny, misandry, sexual violence and sexual harassment. Therefore, any concerns must be raised in line with procedures.

In line with guidance provided within Keeping Children Safe In Education 2023, we also recognise the risks that can face siblings of victims - and perpetrators - of sexual violence and sexual harassment.

These risks can include:

- Being victimised by online bullying
- Other forms of child-on-child abuse
- Sexual violence and/or sexual harassment being directed at them
- Impact upon their mental health

Keeping this in mind, Connex Education staff will share any concerns they have with the DSL at Connex Education and the DSL at the child's education setting.

## Mental Health Concerns:

Mental health concerns can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.



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- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by reporting to the Connex Education DSL and the DSL in the education setting in which you are placed.
- If staff have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Connex Education staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

### Prevent, radicalization and extremism:

#### Preventing radicalization:

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
  - ⇒ Endangers or causes serious violence to a person/people.
  - ⇒ Causes serious damage to property; or
  - ⇒ Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

All professionals working with young people have a duty to prevent children from being drawn into terrorism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Connex Education staff will be alert to changes in children's behaviour.



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The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a school pupil is susceptible to being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are susceptible to radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

In the event of any concerns about a child, young person or adult learner's welfare should be raised immediately with the DSL at Connex Education and the DSL at the child's education setting who will follow their settings safeguarding procedure. Connex Education staff should always take action if they are worried.



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## Private Fostering:

There is a mandatory duty on education settings to inform their local authority of a private fostering arrangement (PFA) they are aware of.

Therefore, in our work with schools and academies, Connex Education staff are expected to be aware of what constitutes a 'Private Fostering Arrangement' and report to the DSL at Connex Education and the DSL at the child's education setting if they become aware of or suspect a PFA.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Connex Education staff must advise the DSL of the education setting when they become aware of a change of living circumstances for any child. As outlined previously, they should notify the DSL when they become aware of private fostering arrangements.

The DSL will then speak to the family of the child involved to check that they are aware of their duty to inform the LA. The education setting itself has a duty to inform the local authority of the private fostering arrangements.



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### Signs and indicators a child is affected by a PFA:

- A child mentioning their parents/carers being abroad or working away
- A child lacking correct equipment or uniform
- A child mentioning staying with someone that you have not heard of before
- A child being late to school because they have travelled further than usual or are unfamiliar with the journey
- A child being nervous about parents/carers being contacted

### Online Safety:

Young people increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Snapchat, Instagram and TikTok.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity. Our approach to online safety is based on addressing the following categories of risk as outlined in KCSiE 2023:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as child-to-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams



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### Online Safety risks that might face young people include:

- Child criminal exploitation
- Child sexual exploitation
- Online Bullying
- Grooming
- Sharing of personal information
- Sexting and Sextortion
- Online Gaming addiction
- Online gambling
- Live streaming of suicide and self-harm
- Access to pornography
- Access to violent and extreme content
- Online radicalisation
- Online Scams
- Fake News
- Excessive screen-time
- Online sexual harassment and 'cyber-flashing'
- Upskirting and Downblousing

It is vital to recognise that online safety harms are no less harmful than 'offline' harms. The impact upon children and young people can be just as harmful and long-lasting.

In fact, technology can often facilitate offline abuse and abuse can take place online and offline concurrently.

In line with Keeping Children Safe In Education 2023, all schools and education settings have a responsibility to implement effective filtering and monitoring systems on their devices to ensure the safety of children online. These should be analysed and assessed regularly to ensure their effectiveness and to guard against 'over-blocking' which can lead to children being unable to access important and useful information needed for their education.

More information about the responsibilities of education settings can be found here: [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)

All Connex tutors working with children understand that they should report to the DSL within the education setting, if they spot or believe a child has been able to access sites and



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information that should have been blocked and/or could be harmful. Indeed, any issues relating to filtering and monitoring (including concerns about 'overblocking') will be reported to the DSL.

If Connex Education staff become aware of or suspect that any children they are working with are being harmed or are at risk of online safety harms, they will follow our usual safeguarding procedures.



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## Contextual Safeguarding Issues:

At Connex Education, we are aware that children and young people can face many harms within the family home or within the family unit. This tends to be referred to as 'Intrafamilial harms' and is traditionally how safeguarding was viewed.

However, this does not take into account the various and increasing harms facing children outside of the family home/unit. These can be referred to as 'Contextual Safeguarding Risks', part of which are 'extra-familial harms'.

According to the NSPCC: 'Contextual safeguarding, which has been developed by Dr. Carlene Firmin at the University of Bedfordshire's Contextual Safeguarding Network, recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family.

For example, in academy or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks.

Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.'

Specific contextual safeguarding risks that could face young people include:

- Crime within the local area
- Criminal gang affiliation
- Online grooming
- Online gambling
- Knife crime
- Child-on-child abuse within the academy



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It is recognised that as children become older, they are more likely to be affected by the behaviour and attitudes of their peers, rather than their family members. The term 'extra-familial harm' refers to all harm facing children outside of the family home or unit. This can include risks facing them within their own intimate relationships or with their peers.

In terms of primary settings, these contextual safeguarding risks may be also to do with the risks facing older siblings and family members. These risks may then impact upon the younger, primary-age child. As with all risks facing young people, Connex Education staff will share any concerns swiftly with the DSL at Connex Education and the DSL at the child's education setting.

Additional information is available on the Contextual Safeguarding Network website: [www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk)

### **Procedures**

Any disclosure from a child or concern held by a tutor related to child protection and safeguarding must in all cases be treated seriously, in strict confidence and reported immediately to the Connex Education DSL or DDSL and the allocated Designated Safeguarding Lead within the education setting.

We recognise however that many children will not wish to make a disclosure for a variety of reasons and therefore rather than waiting for or relying upon a disclosure or confirmation of their suspicions, staff will use their professional curiosity to spot signs and Indicators of abuse, neglect and exploitation and will pro-actively report any concerns they have.

In the event of Connex Education Partnership's Designated Safeguarding Lead being contacted, the following protocol will be followed:

1. Our DSL or DDSL will immediately contact the DSL at the education setting and pass ensure all information has been passed to them. If the concern or allegation relates to potential physical abuse the body map contained in this policy will be used.
2. The school will then follow their Child Protection and Safeguarding Policy for contacting the local Police Child Protection Unit or the Social Services Department of the relevant Local Authority Designated Officer and any other relevant parties.
3. Connex Education Partnership's shall support the school with any action that the school deems appropriate and shall undertake reasonable endeavors to provide the school with any assistance or documents.



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4. Connex Education Partnership shall not, under any circumstances, undertake any independent investigation or questioning (as this may jeopardise any enquiry) unless Connex Education Partnership is given authorisation by the school or the Authorities. Following authorisation, Connex Education Partnership may independently follow up on the allegation.
5. All allegations, disclosures, concerns or suspicions shall be referred to the school no matter how insignificant they seem to be or when they occur. Any information about suspicious behavior or circumstances will be passed to the local Police Child Protection Unit or the local Social Services at the first opportunity.

**If a young person discloses abuse to an employee of Connex Education Partnership, they must:**

1. Allow the young person to speak without interruption, encouraging them to tell you only what they feel comfortable telling you, and be accepting and be non-judgmental about what is said. Do not ask investigative or leading questions of any kind.
2. Advise the young person that you will offer support, but that you **MUST** pass what they tell you and are not able to keep anything they tell you confidential.
3. If they refuse to tell you anything unless you promise to keep it a secret, inform them that you want to help and that there is one person you must tell. If they then refuse to tell you anymore, please respect their decision and report this incident.
4. Ensure that the young person is not immediately at risk of any further abuse.
5. Immediately after a disclosure, contact the Designated Safeguarding Lead at Connex Education Partnership and the School's Designated Safeguarding Lead.
6. Report the facts as you know them/ or understand them, including the pupil's name and the account given to you by the young person using the words that they used as well as including any other information you feel is relevant.
7. Provide this detailed information to the Designated Safeguarding Lead at Connex Education Partnership/School as soon as you are able.
8. Connex Education Partnership shall retain a copy of all such notifications in accordance with GDPR guidelines.
9. The body map detailed within this policy must be completed in any disclosure relating to physical abuse.



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**Please remember:** The Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

**If you receive an allegation about any adult, all tutors must:**

1. Immediately after receiving an allegation or disclosure, contact the Designated Safeguarding Children Lead at the School and for Connex Education Partnership.
2. Report the facts as you know them/ or understand them, including the names of relevant adults and/or young people and the account given to you using the words that they used as well as including any other information your feel is relevant.
3. Provide this detailed information to the Designated Safeguarding Children Lead at the School and/or Connex Education Partnership as soon as you are able.
4. Connex Education Partnership shall retain a copy of all such notifications in accordance with GDPR guidelines.

**How to use the Connex Education Child Protection body map:**

In the event of a concern or disclosure relating to physical abuse all tutors must record:

- Information on when you noticed the injury or when it was disclosed
- Details of the injury – where it is on the child, what it looks like, its colour, shape, size, and condition
- Details of all visible injuries, even small marks that may not seem of concern at the time
- Condition of the injury – is it deteriorating or getting better?
- Is the child in distress or indifferent about the injury?
- Information on any explanations behind the injuries
- Observations of the child – how are they feeling, what is their behavior like?
- Information on anything that the child or parent says about the injury
- Include both a drawing and a written description of the injury

A copy of the body map must be provided to both the school designated safeguarding officer and to the designated safeguarding officer at Connex Education via [dso@connex-education.com](mailto:dso@connex-education.com)



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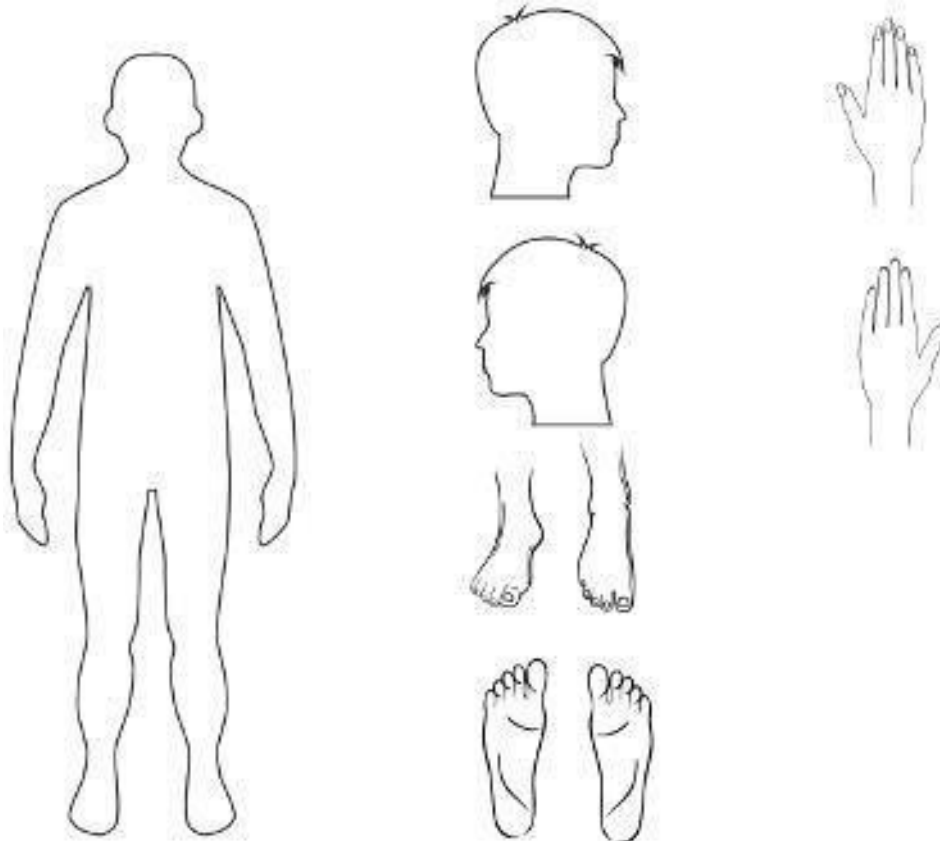
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**Body map for use in reporting concerns related to physical abuse**



**Observations**

-----  
-----  
-----  
-----  
-----

Name of child.....  
Name of education establishment .....  
DSO in setting informed (Y/N) .....  
Name of worker .....  
Date observed .....



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### Online tuition:

- Must be conducted via our approved portal
- All online tuition sessions are recorded and stored securely in the event of an allegation or safeguarding concern – access to the recordings is strictly prohibited
- All electronic communication must be through the secure chat function of our approved online tuition portal
- All online chat and attachments shared within tuition is retained and at all times visible to the school

Please see attached resource: 'Safeguarding Do's and Don'ts of Online Working'.

### Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

In all circumstances, if the Designated Safeguarding Lead cannot be contacted, please refer to the Deputy Designated Safeguarding Lead.

### Connex Education Partnership have a Designated Safeguarding Lead to:

- Offer support and training to all staff and volunteers involved in Connex Education Partnership's work.
- To ensure that all Connex Education Partnership staff are vetted in line with our compliance procedures.
- To act as the main point of contact in the event of any allegation or disclosure or liaise with the schools' DSL as appropriate.
- To act as the as the main point of contact for Safeguarding between Connex Education Partnership and partner schools.

If there is an allegation, signs and indicators of abuse are identified or if at any point an adult involved with Connex Education Partnership work fails to comply with any element of the Code of Conduct this information must be passed immediately to Connex Education Partnership Designated Safeguarding Lead. It is the Designated Safeguarding Lead's responsibility to collect all relevant information and make decisions on how to proceed (this will include contacting the designated safeguarding lead at the relevant partner school/s). You have a duty of care and responsibility to pass on all relevant information regarding any allegations of abuse or identified signs and indicators of possible abuse.



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### **Allegations against other professionals:**

If you have concerns about a member of staff (including another Connex Education team member, supply teacher, volunteer, or contractor), or an allegation is made about a member of staff posing a risk of harm to children, you must speak to the DSL at Connex Education as soon as possible.

They will consider whether the concern or allegation meets the threshold for a referral to the LADO (Local Authority Designated Officer). They will liaise with the Headteacher of the school in the case of all concerns or allegations against a member of school staff, or with the chair of governors if the concerns relate to the Headteacher themselves. The threshold for a LADO referral could be met if:

#### **An adult who works with children (in a paid or unpaid capacity) has:**

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It is imperative that staff understand that any concerns, no matter how small, will be responded to. Staff are to speak with the DSL if they have concerns that a school staff member or a Connex Education colleague's behaviour or conduct is:

- Inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

#### **Examples of such behaviour could include, but are not limited to:**

- Being over-friendly with children.
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating, or offensive language.



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To reduce the risk of allegations, all Connex Education staff should be aware of safer working practice and should be familiar with the guidance contained in the Tutor Code of Conduct or Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

### Designated Safeguarding Leads:

Designated Safeguarding Lead – [dsl@connex-education.com](mailto:dsl@connex-education.com) Roisin McErlane  
Deputy Safeguarding Lead – [ddsl@connex-education.com](mailto:ddsl@connex-education.com) Mark Ashmore

### Record keeping:

All information and documentation relating to incidents or allegations will be kept securely and under restricted access by the DSL and DDL.

Information is stored securely within our hosted Sharepoint environment, which is subject to annual independent technical audit, which includes rigours tests on cyber security and protection against hacking and phishing attacks. Our systems use multi-factor authentication, and access is strictly limited by our internal IT team.

### Policy review:

- Connex Education holds monthly compliance meetings to review policies and procedures and reviews policies and procedures in the event of an allegation or safeguarding issue. In addition, reviews are conducted in line with our risk register and taking into account all feedback from tutors and schools.
- Any updates to policies or procedures relating to Child Protection or Safeguarding will be communicated in writing to all tutors by our Compliance Manager.
- All policies are regularly externally audited by the REC Audited Education and updated in line with Keeping children safe in education and all other statutory and non-statutory guidance – all changes will be communicated by our Compliance Manager



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