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## **1. Introduction**

The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation. Statutory guidance on making arrangements to safeguard and promote the welfare of children under Section 11 of the Children Act 2004 was published in August 2005 and Care Act 2014 and Children and Social Work Act 2017.

## **2. Child Protection and Safeguarding Children and Vulnerable Adults Policy Statement**

Arts Education Exchange acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and NSPCC advice.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children

- have a positive and enjoyable educational experience at Arts Education Exchange in a safe and child centred environment
- are protected from abuse whilst participating in our projects or outside of the activity.

Arts Education Exchange acknowledges that some children, including disabled children and young people from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

The policy and procedures will be widely promoted and are mandatory for everyone involved in Arts Education Exchange. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Arts Education Exchange will employ a Designated Safeguarding Lead and Deputy/ies to ensure that the contents of this policy are adhered to. These key members of staff will undergo Designated Safeguarding training provided by an external vendor.

All staff undertake Safeguarding training during their onboarding process and then annually thereafter. Staff have access to the safeguarding reporting tool and are trained to report any concerns they have with the on-duty Designated Safeguarding officer as quickly as possible. All safeguarding concerns are logged and then escalated as appropriate. On a quarterly basis (or more frequently where appropriate) these are reported to the charity's Trustees.

All sessions with young people are assigned a safeguarding ratio, who verbally checks at the end of the session with the tutor whether there are any concerns. These are documented and the correct escalation process followed.

The Designated Safeguarding Lead and Deputy/ies meet weekly and discuss any safeguarding concerns which have been raised.

Safeguarding concerns are also discussed between the Head of Arts and Engagement and tutors during monthly supervision meetings.

Arts Education Exchange also works with local organisations to discuss best practices, moderate procedures, concerns and incidents (anonymously) regarding safeguarding young people.

### **3. Scope and Accountability**

This policy and related procedures and guidance applies to all members, volunteers and those working on behalf of Arts Education Exchange, whose work involves contact with children and young people under the age of 18 and vulnerable adults under the age of 30.

Accountability for ensuring that Arts Education Exchange fulfils its child protection and safeguarding children responsibilities falls to the organisation as a whole entity. However, this policy and its procedures is only applicable when staff are carrying out work under the Arts Education Exchange banner. Outside of these circumstances, members are expected to follow the procedures of whatever other organisation they are working for.

All staff members are responsible for ensuring that the workshops / activities they are providing are carried out in accordance with this policy and procedures relating to it.

Staff are responsible for ensuring that the activities and services they provide have adequate procedures to protect and safeguard young people.

## **4. Legislation, Guidance and Reference**

This document has been developed in line with the principles of The Children Act 1989 and The Children Act 2004, and with reference to the following:

- Working Together to Safeguard Children 2018
- What to Do If You're Worried a Child is Being Abused 2015
- Every Child Matters 2004
- Kent and Medway Child Protection Procedures 2019
- Children and Social Work Act 2017

All staff must be aware of, and have been provided with, or have access to a copy of Arts Education Exchange's Child Protection and Safeguarding Children Policy and Procedures.

## **5. Principles**

**As part of our safeguarding policy Arts Education Exchange will:**

- promote and prioritise the safety and wellbeing of children and young people
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- prevent the employment/deployment of unsuitable individuals
- ensure robust safeguarding arrangements and procedures are in operation.

Whilst it is not the responsibility of Arts Education Exchange or its staff to determine whether or not abuse has taken place (this is undertaken in liaison with external child protection professionals), it is everyone's responsibility to report any concerns to the Designated Safeguarding Lead.

While we work within a framework provided by; the Data Protection Act 1998; the Human Rights Act 2000; the Freedom of Information Act 2000; and the Kent Information Sharing agreement (as required under the Children Act 2004) and will respect the need for confidentiality where appropriate, the welfare of the child will always take precedence over other concerns.

## **6. Promoting Good Practice with Children**

Staff at Arts Education Exchange may have regular contact with children and are an important link in identifying where a young person may need protection. Equally, Staff need to be clear on what is expected and what unacceptable behaviour is. Adhering to these guidelines will help staff to protect themselves from false allegations and help create a positive culture and climate:

### **Staff should:**

- Always work in an open environment (avoiding private or unobserved situations);
- Treat all young people equally and with respect and dignity.
- Always consider the welfare of each young person.
- Maintain a safe and appropriate emotional and physical distance with young persons.
- Make activities enjoyable and promote fair play.
- Ensure that, if any form of manual or physical support is required, it is provided openly and appropriately. Young people should always be consulted and their agreement gained.
- Involve parents / carers wherever possible.
- Be an excellent role model.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the development needs and capability of young people – avoid pushing them against their will.

- Follow guidelines in social networking policy.
- Always maintain professional boundaries in the case of seeing local young people outside of work.

**Staff should never:**

- Engage in rough, physical or sexually provocative games, including rough and tumble.
- Share a room with a young person.
- Allow or engage with any form of inappropriate touching.
- Allow young people to use inappropriate language unchallenged.
- Use inappropriate language in front of young people.
- Make sexually suggestive comments to a young person, even in fun.
- Reduce a young person to tears as a form of control.
- Allow allegations made by a young person to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for a young person that they can do themselves.
- Take young people to their home unsupervised.
- Administer medication unless specifically trained and authorised to do so.
- Take a young person to the toilet unsupervised.
- Transport young people unsupervised.
- Take chances when common sense, policy or practise suggests a more prudent approach.
- Develop external relationships with young people outside of work.

## **7. Recognition of poor practise, abuse and bullying**

### **Poor practice**

Poor practice includes any behaviour that contravenes the guidelines set out in this Child Protection Policy and Safeguarding Procedure or the:

- Rights of the children and their parents / carers.

- Responsibilities for the welfare of the child.
- Respect for children

## 8. Categories of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur, or has already taken place. Whilst it is accepted that staff are not experts at such recognition, they do have a responsibility to act if they have any concerns about the behaviour of someone (an adult or a child) towards a child. All staff have a duty to discuss any concerns they may have about the welfare of a child or young person immediately with the Designated Safeguarding Lead.

Abuse is a form of maltreatment of a child/young person; somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. It can take many forms but is usually divided into four categories.

**Neglect** is the persistent failure to meet a child/young person's basic physical and / or psychological needs, likely to result in serious impairment of health and development. Neglect is by far the most common form of abuse. Neglect may occur during pregnancy as a result of maternal substance abuse. Once the child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, shelter and clothing (including exclusion from home or abandonment)
- Protect the child from physical harm or danger.
- Meet or respond to a child's basic emotional needs.
- Ensure adequate supervision including use of adequate care-takers
- Ensure adequate access to appropriate medical care or treatment
- Ensure that educational needs are met.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, giving children alcohol and / or inappropriate drugs, suffocating or otherwise causing physical harm to a child(young person). Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse;
- Serious bullying, causing children frequently to feel frightened or in danger;
- Exploiting and corrupting children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts.

Sexual activities may also include non-contact activities e.g. including children in looking at, or in production of abusive images, watching sexual activities or encouraging them to behave in sexually inappropriate ways. This may include use of photographers, pictures, cartoons, literature or sound recordings e.g. the internet, books, magazines, audio tapes, tapes, CD's.

Children under 16 years of age cannot provide lawful consent to any sexual activity, though in practice many are involved in sexual contact to which, as individuals, they may have agreed.

### **Child Sexual Exploitation**

Child sexual exploitation is when people use the power they have over young people to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money or other resources.

People often think of child sexual exploitation in terms of serious organised crime, but it also covers abuse within relationships and may involve informal exchanges of sex for something a child wants or needs, such as accommodation, gifts, cigarettes or attention. Some children are 'groomed' through 'boyfriends' who then force the child or young person into having sex with friends or associates.

Sexual abuse covers penetrative sexual acts, sexual touching, masturbation and misuse of



sexual images, for example on the internet or by mobile phone.

Part of the challenge of tackling child sexual exploitation is that the children and young people involved may not understand that non-consensual sex (sex they haven't agreed to) or forced sex – including oral sex – is rape.

Any child or young person can be a victim of sexual exploitation, but children are believed to be at greater risk of being sexually exploited if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

**Chart featuring type of abuse, physical indicators, and behavioural indicators**

Type of abuse	Physical Indicators	Behavioural indicators
<b>Neglect</b>		
	Constant hunger	Consistent lack of supervision / abandonment
	Poor hygiene	Unattended physical problems or medical needs
	Weight loss / underweight	Begging / Stealing food
	Inappropriate dress	Truancy / late for school
		Regularly alone / unsupervised
		Poor relationship with caregiver
<b>Physical</b>		
	Frequent or unexplained bruising marks or injury	Behavioural extremes – aggressive / angry outbursts withdrawn or violent behaviour

	Bruises which reflect hand marks or shapes of articles e.g. belts	Fear of going home
	Cigarette burns	Flinching when approached or touched
	Bite marks	Depression
	Unexplained broken or fractured bones	Keeping arms / legs covered
	Scalds	Reluctance to change clothes
	Fear of parent/carer contacted	Panics in response to pain
		Reports injury caused by parent
<b>Emotional</b>	<b>Physical Indicators</b>	<b>Behavioural indicators</b>
	Delays in physical development	Age-inappropriate behaviour
	Neurotic behaviour or progress	Impairment of intellectual, emotional, social or behavioural development
	Sudden speech disorders	Failure to thrive
	Sleeping disorders, unable to play	Fear of making mistakes
	Sucking, biting or rocking	
<b>Sexual</b>	<b>Physical Indicators</b>	<b>Behavioural indicators</b>
	Pain / Itching in the genital area	Promiscuity

	Bruising / bleeding near genital area	Sexually transmitted disease
	Age-inappropriate sexual behaviour or knowledge	Sudden changes in behaviour
<b>Sexual Exploitation</b>	<b>Physical Indicators</b>	<b>Behavioural indicators</b>
	Vaginal discharge / infection	Going missing for periods of time or regularly returning home late
	Using drugs and alcohol	Skipping school
	They may also show signs of unexplained physical harm such as bruising and cigarette marks	Appearing with unexplained gifts or possessions that can't be accounted for
	Running away from home	Experiencing health problems that may indicate a sexually transmitted infection
	Having mood swings and changes in temperament	Emotional withdrawal through lack of trust in adults
	Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile	Unexplained sources of money or 'gifts'

	Frequent unexplained abdominal pains	Inappropriate sexually explicit drawings or stories
	Discomfort when walking / sitting	Bedwetting or soiling
	Bed wetting	Overeating or anorexia
	Excessive crying	Substance / drug misuse
		Reports of assault
		Phone ('sexting') Being disruptive in class
<b>Bullying</b>	<b>Physical Indicators</b>	<b>Behavioural indicators</b>
	Stomach aches	Reluctance to go to school, activities or sports clubs
	Headaches	A drop in performance at school or standard of play
	Difficulty sleeping	Bingeing for example on food, cigarettes or alcohol
	Bed wetting	Reduced concentration
	Scratching	Becoming withdrawn
	Bruising	Clingy
	Damaged clothes	Depressed
		Tearful
		Erratic mood swings
		Beginning truanting
		Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating
		Attempting or threatening suicide
		Beginning to bully other children/siblings

## **9. Indicators of abuse**

It is important to remember that a child may suffer or be at risk of suffering from one or more types of abuse and that abuse may take place on a single occasion or may occur repeatedly over time. There is not an absolute criterion on which to rely when judging what constitutes significant harm, the following indicators on the signs and symptoms may be consistent with abuse; but children may exhibit them for other reasons. For this reason any concerns about a child must be raised with the Designated Safeguarding Lead at the earliest opportunity.

## **10. Bullying**

It is important to recognise that abuse is not always carried out by an adult on a child; the abuser may be a young person, for example, in the case of bullying. Bullying may be seen to be deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

Although anyone can be a target for bullying, victims are typically shy, sensitive and perhaps anxious and insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture. Bullying can and does occur anywhere where there is inadequate supervision – on the way to and from school for example.

Bullies come from all walks of life; the bully for a variety of reasons and may have been bullied or abused themselves. Typically, bullies have low self-esteem, can be excitable, aggressive and jealous. Crucially, they have learned how to gain power over others.

### **Bullying can be:**

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding personal belongings, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, gestures

- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, graffiti
- Cyber - all areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities
- Upskirting, which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; is a specific example of abusive behaviour which has been linked to online bullying and grooming. Upskirting is a criminal offence.

The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Any member of Arts Education Exchange staff, child or young person reporting concerns under this Policy is assured that their concerns will be taken seriously and treated sensitively. Formal referrals from professionals will be treated as anonymous and the parent will ultimately only become aware of the identity Arts Education Exchange not individual members of staff.

False allegations do occur. However, if a child indicates that they are being abused, or information is obtained which gives concern that a child is being abused, this should never be ignored. Any allegation of abuse must be reported to the KCC Duty Services.

## **11. Responding to a Safeguarding disclosure or allegation**

### **Action to be taken**

A member of staff receiving information should:

- React calmly so as not to frighten the child
- Listen carefully
- Reassure the child that they are right to tell

- Let them know that you will have to tell another adult
- Take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a child
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said.
- Tell them what you will do next and with whom the information will be shared
- Make a full written record of what has been said (using a child's own words), heard and / or seen as soon as possible. Note the date and time, any names mentioned and to whom the information was given. Ensure the record is signed and dated.
- Pass this information onto the Designated Safeguarding Lead as soon as possible, if the Safeguarding Lead cannot be reached then the Safeguarding Deputy should be contacted.

### **Actions to be avoided**

The person receiving information should not:

- Panic
- Allow their shock or distaste to show
- Promise confidentiality or promise to keep secrets
- Probe for more information than is offered; Questions should not be leading and should not consist of Who...? What...? When...? Where...?
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser
- Discuss the issue with anyone other than the named Safeguarding Lead or Deputy

### **Responding to suspicions of abuse**

It is essential that Arts Education Exchange staff understand that child abuse is a complex issue, and that diagnosis of the validity of an allegation is the responsibility of relevant, expert agencies. The role of staff is to report and refer to any concerns, not investigate or judge. All allegations that fall within the scope of this policy and procedure are to be followed up and examined objectively by the KCC Local Area Designated Officer (LADO) / County Duty Service

(Social Care).

County LADO Service: 03000 41 08 88

Urgent/Immediate danger and requires safeguarding: 03000 41 11 11

Email: kentchildrenslado@kent.gov.uk

In Kent the referrer should confirm verbal and telephone referrals in writing, within 48 hours.

## **12. Reporting procedure**

### **1. Concern over inappropriate behaviour of a member or staff or colleague**

- If a member of staff believes that a child faces immediate risk, they should, without delay, speak to the Designated Safeguarding Lead. If for any reason they are not available they can speak to the Safeguarding Deputy.
- If a member of staff has concerns about the welfare of a child, but does not believe they face immediate risk, they should speak to the Designated Safeguarding Lead on the next available working day.
- If both the Designated Safeguarding Lead and the Deputy cannot be reached a direct report should be made to Children's Social Services or the Police, and the Designated Safeguarding Lead notified retrospectively. Please ensure that clear and concise notes regarding the referral are made.
- The incident / concern report should be made to KCC Social Services on 03000 41 11 11 (text relay 18001 03000 41 11 11) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk) in office hours (8.30am to 5pm).
- Out of office hours the incident / concern should be telephoned through to the out of office hours service 03000 41 91 91. If you think someone is in immediate danger, the best thing to do is call 999 for the emergency services.
- KCC will, within 24 hours, acknowledge by email receipt of the report.

### **2. Concern over inappropriate behaviour of a member or staff or colleague**

These concerns should be reported to the Designated Safeguarding Lead. If concerns relate to the Safeguarding Lead these should be brought to the attention of the Safeguarding Deputy. The Designated/deputy Safeguarding lead should then follow the guidance on



handling safeguarding allegations in a charity

<https://safeguarding.culture.gov.uk>

### **3. Reporting incident to the Police**

If the nature of the concern is such that it is felt the police should be notified, this will be done immediately with a retrospective referral to KCC Duty Services stating this. The expectation is that Social Services will investigate cases and liaise with police where there is suspected criminality.

Arts Education Exchange staff will cooperate fully with any resulting investigation carried out by external child protection agencies or the Police.

Staff must inform the Designated Safeguarding Lead about their decision to make a referral to the police, supplying comprehensive and clear notes regarding the disclosure.

#### **Information**

Information to be passed to Social Services or the Police will be as detailed as possible.

Reporting the matter to the KCC Social Services or the Police should not be delayed in an attempt to obtain more information.

### **13. Non-collection of Children**

If a parent or carer fails to collect a child, two members of staff must be present and remain with the child or young person at all times. If the parent or carer has not arrived after 45 minutes see separate *Abandonment Policy* for further details.

### **14. Missing Persons**

For the purpose of this policy a child or young person (under the age of 18 years) is to be considered 'Missing from Home' if:

- a) their location is unknown – and one of the below applies:
- b) there is no indication that the child or young person will return within a short c) space of time
- d) there is cause for concern because of the child / young person's vulnerability, or
- e) there is a potential danger to the child or public.

This will also apply to young people between the age of 16-18 years who are living

independently, for whom the local authority has legal responsibility.

### **Good practice**

The vast majority of children who go missing from home will be reported missing by their parents. In rare cases practitioners may become aware that a child is missing from home but has not been reported as such by parents.

If a child presents stating they have 'run away' or another child reports that one of their friends has run away the following procedure applied:

- Verify this information if possible.
- Try to establish if the child is missing or is staying away from home with the parent's consent. The child would not be viewed as missing within the definition of these guidelines if the parent has not consented to the child being away from home but knows where they are staying.
- Contact the Designated Safeguarding Lead to raise the issue and seek advice as to the next steps.
- Make contact with the child's parent/carer and advise them of the organisation's duty to ensure the matter is reported to the Police. If necessary follow this up with a call to the Police to verify that reporting by parent/carer has occurred.
- If it is believed that the child or young person may be at risk of significant harm (i.e if there is a child protection concern) then the Safeguarding Policy should be followed, including deciding whether to contact children's Social Care for consultation or referral.

### **Reporting to the Police**

If a member of staff becomes aware that a child/young person has 'gone missing' then the following steps should be taken if parents decline to report the child as missing:

- Report the fact of the 'missing' person to the Police, by telephone.
- A 'Missing from Home' report will be completed by the Police and distributed electronically, if appropriate.
- A Police Officer will be allocated.
- The Police will assess the vulnerability of the missing child/young person.
- The Police will conduct their investigations in accordance with Kent Police policy relating

to missing persons.

- The Duty Sergeant will be informed of the circumstances and will decide upon the most appropriate course of action. If necessary the Duty Inspector will be notified.

### **Information to be made available**

When reporting the matter to the Police, the member of staff will make the following information available if it is known:

- A description of the child, their height, weight, ethnicity, eye colour, hair colour, distinguishing marks, including the clothes the child was last seen wearing
- A recent photograph
- When the child or young person was last seen and with whom
- Family addresses
- Known friends
- Information about access to cash and mobile phone numbers
- Any previous history of running away or going missing
- The name and address of the child's GP and school
- Any key health concerns
- Circumstances which increase the risk to a child should be drawn to the attention of the Police

## **15. Child Trafficking**

Arts Education Exchange adopts the following principles in relation to identifying and responding to children at risk of or having been trafficked:

- Trafficking causes significant harm to children in both the short and long term; it constitutes physical and emotional abuse to children;
- The safety and welfare of the child is paramount (i.e. the nationality or immigration status of the child is secondary and should be addressed only after the child's safety is assured);

- Trafficked children are provided with the same standard of care that is available to any other child in the UK;
- All decisions or plans for the child/ren should be based on good quality assessments and supported by easily accessible multi-agency services; and
- All agencies should work in partnership with local communities, to empower individuals and groups to develop support networks and education programmes.

## **Why do people traffic children?**

Most children are trafficked for financial gain. This can include payment from or to the child's parents, and can involve the child in debt-bondage to the traffickers. In most cases, the trafficker also receives payment from those wanting to exploit the child once in the UK. Some trafficking is carried out by organised gangs. In other cases, individual adults or 'agents' traffic children to the UK for their own personal gain. The exploitation of trafficked children may be progressive. Children trafficked for domestic work may also be vulnerable to sexual exploitation or children initially trafficked for sexual exploitation may be resold.

### **Children may be used for:**

- Sexual exploitation e.g. child sexual abuse, child abuse images
- Domestic servitude e.g. undertaking domestic chores, looking after young children
- Labour exploitation e.g. working in restaurants / building sites, cleaning
- Enforced criminality e.g. cannabis cultivation, begging and pickpocketing, drug dealing / trafficking, for the purpose of benefit fraud
- Trade in human organs

This list above is not exhaustive and all cases should be treated on a case-by-case basis. Illegal adoption, female genital mutilation (FGM) and forced marriage could be indicators of trafficking in cases where any of the listed exploitation types have also occurred. All Arts Education Exchange staff who come into contact with children in their everyday work need to be able to identify children who may have been trafficked, and be competent to act to support and protect these children from harm.

Whenever a professional identifies that a child may have been trafficked, s/he should act promptly before the child goes missing and assess the child's levels of need / risk of harm as

set out in this guidance.

## **Indicators a child may have been trafficked whilst resident in the UK**

The child:

- Receives unexplained / unidentified phone calls whilst in placement / temporary accommodation;
- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Young person known to be sexually active;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child
- Evidence of drug, alcohol or substance misuse;
- Has a history with missing links and unexplained moves;
- Has gone missing from local authority care;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Performs excessive housework chores and rarely leaves the residence;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Has not been enrolled in school;
- Has to pay off an exorbitant debt (e.g. for travel costs) before having control over

own earnings;

- Is permanently deprived of much of their earnings by another person;

and/or

- Is excessively afraid of being deported.

- Leaving home / care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older people);

- Phone calls or letters from adults outside the usual range of social contacts;

- Adults loitering outside the child's usual place of residence;

- Significantly older boyfriend;

- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;

- Persistently missing, staying out overnight or returning late with no plausible explanation;

- Returning after having been missing, looking well cared for despite having no known base;

- Placement breakdown;

- Pattern of street homelessness;

- Having keys to premises other than those known about;

- Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;

- Truancy / disengagement with education;

- Entering or leaving vehicles driven by unknown adults;

- Going missing and being found in areas where the child or young person has no known links; and/or

- Possible inappropriate use of the internet and forming online relationships, particularly with adults.

If a member of staff suspects that a child has been involved in trafficking they should contact Arts Education Exchange's Designated Safeguarding Lead to seek advice on next steps. Concerns will then be raised with the Social Services Duty team.

## **16. Radicalisation (Prevent agenda)**

If a member of staff has a concern about a particular child or young person they should

follow the normal safeguarding procedures, including discussing with the Designated Safeguarding Lead, and where deemed necessary, with children's social care.

The Arts Education Exchange Designated Safeguarding Lead can also contact the local police force or dial 101 (the non-emergency number). They can talk in confidence about concerns and help gain access to support and advice.

It is the responsibility of all Arts Education Exchange staff, paid or voluntary, to make themselves aware of signs of vulnerability to radicalisation and how to recognise indicators that radicalisation has or is taking place. Regular training will be offered to support this process. At a minimum staff must recognise the signs of vulnerability:

## **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

## **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

## **17. Gang Exploitation**

Arts Education Exchange adopts the following principles, in relation to identifying and responding to young people at risk of or being affected by gang activity:

- The safety and welfare of the child is paramount;



- Children who harm others are both victims and perpetrators;
- All decisions or plans for children should be based on good quality assessments and actions taken proportionately and in the best interests of the child or young person;
- Everyone working with or in contact with children and young people has a responsibility to recognise and know how to act on evidence, concerns or signs that a child's health, development or safety is being impaired or at risk of being impaired; and
- All agencies and practitioners should work in partnership with others, including members of the local community, to make well-informed assessments and put in place the best support to safeguard young people . The role of safeguarding and child protection in relation to gangs should be both preventative and responsive – responding to the needs of those young people who are involved in gangs and at risk of harm as well as addressing the risk factors of other young people being drawn into gangs in the future.

## **Particularly vulnerable children and young people**

Overall, children particularly vulnerable to suffering harm in the gang context are those who are:

- Not involved in gangs, but living in an area where gangs are active, which can have a negative impact on their ability to be safe, healthy, enjoy and achieve, make a positive contribution and achieve economic well-being;
- Not involved in gangs, but at risk of becoming victims of gangs;
- Not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members, or;
- Gang-involvement and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation and risk of attack from own or rival gang members).

## **Signs of gang involvement**

- Child withdrawn from family;
- Sudden loss of interest in school. Decline in attendance or academic achievement;
- Started to use new or unknown slang words
- Holds unexplained money or possessions

- Stays out unusually late without reason
- Sudden change in appearance – dressing in a particular style or ‘uniform’ similar to that of other young people they hang around with, including a particular colour;
- Dropped out of positive activities
- New nickname
- Unexplained physical injuries
- Graffiti style ‘tags’ on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hangs around with one group of people;
- Increased use of social networking sites
- Started adopting certain codes of behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends with in the past;
- Scared when entering certain areas; and
- Concerned by the presence of unknown youths in their neighbourhood.

## **Reporting a concern**

If a staff member has a concern that a child may be at risk of harm as a consequence of gang activity (through their participation or as a victim) they should follow Disclosure Flowchart to report concerns in line with the Safeguarding Policy.

Arts Education Exchange commits to relevant information sharing and multi-agency working to support the process above.

## **18. Female Genital Mutilation**

Key Facts (World Health Organisation)

- Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

- The procedure has no health benefits for girls and women.
- Procedures can cause severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths.
- More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East and Asia where FGM is concentrated.
- FGM is mostly carried out on young girls between infancy and age 15.
- FGM is a violation of the human rights of girls and women.

## **Duty to Report**

Arts Education Exchange has a duty to refer to Social Services or police if FGM is suspected. Contact social services on the phone number referenced in Section 12 (Reporting process).

When talking about FGM, Arts Education Exchange will:

- Ensure that a female member of staff is available to speak to, if the girl or woman would prefer this;
- Make no assumptions
- Give the individual time to talk and be willing to listen;
- Create an opportunity for the individual to disclose, seeing the individual on their own;
- Be sensitive to the intimate nature of the subject
- Be sensitive to the fact that the individual may be local to their parents;

If a member of staff has concerns that a girl is potentially at risk or has recently undergone FGM, they should refer the case immediately through Arts Education Exchange's Safeguarding Procedure to the police or children's social care.

As with all safeguarding concerns, staff should not try to complete their own investigation. Children's Social Care is able to bring together different professionals to support the investigation process.

**Further Advice** Staff can contact the FGM Helpline (0800 028 3550) to discuss any concerns; and get advice.

## **19. Key Contacts**

**AEE Safeguarding Trustee: Dr Tracie Trimmer-Platman** [tracietrimmer@hotmail.com](mailto:tracietrimmer@hotmail.com)

### **Kent Social Services : During Office Hours (8.30am – 5pm)**

KCC Social Services are the main access point for people wanting to contact Adult or Children's services concerning themselves or others and they are open 8.30am – 5pm. The contact details are:

**Tel:** 03000 41 11 11

**Email:** [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

**Web:** <http://www.kent.gov.uk/education-and-children/protecting-children/report-abuse>

### **Kent Social Services : Out of Office Hours**

KCC's contact centre on 03000 41 91 91 outside of office hours above.

If you are concerned about a vulnerable adult and would like to make a referral of suspected abuse please contact Kent County Council Adult Social Services on 03000 41 61 61 . If it's outside of office hours please call 03000 41 91 91

### **Kent Police**

Margate Police Station  
Fort Hill Margate  
CT91HL

**Tel :** 01843 231055

### **Kent Safeguarding Children Multi Agent Partnership (KSCMP)**

Room 2.71  
Sessions House,  
County Hall  
Maidstone ME14 1XQ

**Email:** [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)

**Tel:** 03000 42 11 26

## Resources

The following links are the latest government guidance and should be referred to in conjunction with this document

Children and Social Work Act 2017

<http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Kent and Medway Child Protection Procedures 2021

<https://bit.ly/2lyX7L1>

Kent Safeguarding Children multi-agency partnership arrangements

<https://www.kscmp.org.uk/about-kscmp/new-arrangements>

[https://www.kscmp.org.uk/\\_\\_data/assets/pdf\\_file/0012/111513/KSCMP-Arrangements-March-2022-all-signatures.pdf](https://www.kscmp.org.uk/__data/assets/pdf_file/0012/111513/KSCMP-Arrangements-March-2022-all-signatures.pdf)

What to do if you're worried a child is being abused (March 2015)

<https://bit.ly/2Kdn9hY>

Working together to Safeguard Children (July 2018) <https://bit.ly/2GK6UHA>

Information sharing: Guidance for Practitioners and Managers (2018)

<http://bit.ly/32owpWO>

In addition this is a summary of updates <https://bit.ly/2Emv2zE>

## Monitoring

This policy will be reviewed a year after development and then annually, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board
- As a result of any other significant change or event

