

Safeguarding and Child Protection Policy

COVID – 19 Arrangements for Safeguarding and Child Protection

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Listening to Improve Young Lives

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Safeguarding is a Shared Responsibility

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CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity No: 1186434

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of The Purple Elephant Project, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

TPEP – The Purple Elephant Project

Hub – Centre of The Purple Elephant Project

Significant Information -Richmond Borough

SPA: 020 8547 5008

LADO: 020 8891 737007774332675

lado@achievingforchildren.org.uk

Local Authority Designated Officer (LADO) works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.

Hounslow Borough

- If the child/ren are open to Children's Services and have an allocated Social Worker, call 020 8583 6600 (option 2 followed by option 1)
- If you are worried about a child and want to report your concerns, call 020 8583 6600 (option 2 followed by option 3)

- Email: childrensocialcare@hounslow.gov.uk

Out of hours (after 5pm weekdays or weekends) call 020 8583 2222 and ask to speak to the duty social work.

Introduction and purpose

The Purple Elephant Project fully recognises our moral and statutory responsibility and is committed to safeguarding and promoting the welfare of all its service users. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. All professionals working for The Purple Elephant Project will always take a considered and sensitive approach in order that we can support all our service users and recognise that each child's welfare is of paramount importance.

This Safeguarding and Child Protection Policy is one of a range of documents which set out the safeguarding responsibilities of the project. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Wherever the word "staff" is used, it covers all staff on site and working in the organisation, including employed staff, self-employed staff, volunteers and Trustees. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out. This policy provides the knowledge our staff need to keep children and young people safe – procedures relate to working in the centre. Whilst working in schools and the community staff will liaise with the DSL and procedures of the school/location they are working in. Staff are required to update the DSL of The Purple Elephant Project as soon as is possible regarding any safeguarding concerns or referrals made away from the hub/centre.

Key personnel

<p>Designated Safeguarding Lead (DSL) Jenny Haylock 07415 227641</p>
<p>Trustees Contact details Catherine Bridger info@thepurpleelephantproject.org</p>

Policy principles and aims

This policy aims to demonstrate to children, parents, partners and all service users, The Purple Elephant Project's commitment to safeguarding and child protection.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our organisation have a full and active part to play in protecting children from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our organisation is committed to providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children who come into contact with our organisation should feel confident to and know how to approach adults if they are in difficulties.

This policy is used in conjunction with staff training and continued professional development to:

- raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those children
- emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially Achieving for Children (AfC) and the police
- develop a structured procedure within the organisation which will be followed by all members of the organisation in cases of suspected abuse; ensure that the structured procedure is followed by all staff and volunteers in cases of suspected abuse.
- children and staff involved in child protection issues will receive appropriate support

5. Statutory framework, key statutory and non-statutory guidance

In order to safeguard and promote the welfare of children, The Purple Elephant Project will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping Children Safe in Education 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff or volunteer is accused of, or suspected of, abuse.

We will ensure that all staff and volunteers read and understand:

- The Purple Elephant's Project's Safeguarding and Child Protection policy
- Keeping Children Safe in Education (2020) [Part One] and read Annex A
- The Purple Elephant's Project's staff code of conduct

We will ensure that all staff and volunteers are aware of:

- The Purple Elephants Project's staff code of conduct
- the role of the Designated Safeguarding Lead
- the identity of The Purple Elephant Project's Designated Safeguarding Lead and Deputy

The Purple Elephant Project will publish our Safeguarding and Child Protection policy on our website and hard copies will be available on request from the hub. Copies of the above documents will be provided to all staff as part of the induction process.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

6. Roles and responsibilities

The Board of Trustees

The board of trustees of The Purple Elephant Project understands and fulfils its responsibilities, namely to ensure that:

- there is a Safeguarding and Child Protection policy together with a Code of Conduct.

- child protection, safeguarding, recruitment and managing allegations policies and
- procedures, including the staff code of conduct, are consistent with Kingston and Richmond Safeguarding Children's Partnership and statutory requirements. They are reviewed annually. The Safeguarding and Child Protection policy is publicly available on the project website
- all staff, including temporary staff and volunteers read and understand The Purple Elephant Project's Safeguarding and Child Protection policy and Staff code of conduct policy
- all staff and volunteers have read and understood Keeping Children Safe in Education (2020) part 1 and Annex A and that mechanisms are in place to assist staff and volunteers in understanding and discharging their roles and responsibilities as set out in the guidance
- the organisation operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable) and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- The Purple Elephant Project's has procedures for dealing with allegations of abuse against staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- The Purple Elephant Project has a nominated trustee responsible for safeguarding who has undertaken appropriate training for the role. The chair of Trustees is responsible in the event of an allegation of abuse made against the designated lead.
- a member of staff has been appointed as designated safeguarding lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- DSL's and their deputy(ies) undertake multi-agency (Level 3) safeguarding training which is updated every two years
- all other staff have safeguarding training updated as appropriate

- at least one member of the board of trustees has completed safer recruitment training to be repeated every five years
- enhanced Disclosure and Barring Service (DBS) checks (without barred list checks, unless the trustee is also a volunteer in the organisation) are in place for all trustees

The designated safeguarding lead (DSL)

- holds ultimate responsibility for safeguarding and child protection in The Purple Elephant Project. This responsibility will not be delegated.
- acts as a source of support and expertise for the whole organisation in regards to our safeguarding duties.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- will refer a child if there are concerns about possible abuse, to Achieving for Children's Single Point of Access (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all such records are kept confidential, stored securely and are separate from the child's general file.
- will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the child's general file.
- will liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- has a working knowledge of Kingston and Richmond Safeguarding Children Partnership and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings,

- contribute to assessments and provide a report, where required, which has been shared with the parents and child (depending on age and understanding).
- will ensure that all staff sign to say they have read, understood and agree to work within the project's safeguarding and child protection policy, staff code of conduct, and Keeping Children Safe in Education 2020 Part 1 and Annex A and ensure that the policies are used appropriately.
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all staff, keep a record of attendance and address any absences.
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation.
- will ensure that the name of the designated safeguarding lead and deputies, are clearly advertised in the hub and on the website, with a statement explaining the organisation's role in referring and monitoring cases of suspected abuse.
- will ensure that they, or a deputy, are available during opening hours for staff to discuss any safeguarding concerns.
- Undertake Prevent Awareness Training

Will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

A deputy designated safeguarding lead(s)

- is trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All organisation staff

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- consider, at all times, what is in the best interests of the child.
- know how to respond to a child who discloses abuse.
- will refer any safeguarding or child protection concerns to the designated safeguarding lead or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority.
- will provide a safe environment in which children can learn and grow

7. Safe organisation, safe staff

We will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years
- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, children, parents and carers and adhere to The Purple Elephant Project's code of conduct
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2020 and Kingston and Richmond Safeguarding Children Partnership, LADO and HR policy, procedures and guidance
- staff are fully aware of how to and have the confidence to report misconduct
- all staff receive information about The Purple Elephant Project's safeguarding arrangements, safeguarding statement, staff code of conduct, safeguarding and child protection policy, the role and names of the designated safeguarding lead and their

- deputy(ies), and Keeping Children Safe in Education (2019) part 1 and Annex A on induction
- all staff receive safeguarding and child protection training at induction which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and trustees have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the safeguarding and child protection policy is made available via our website or other means and that parents and carers are made aware of this policy and their entitlement to have a copy via the organisational website or on request.
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and on the website.
- The Purple Elephant Project provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans
- the names of the designated safeguarding lead and deputy(ies), are clearly advertised in the hub with a statement explaining The Purple Elephant Project's role in referring and monitoring cases of suspected abuse
- all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it. This applies to the board or trustees in relation to part 2 of the same guidance

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- ensure that children do not take photographs or video images of other children without their express permission and the permission of a member of staff

8. Training

- induction session for all new staff and volunteers on starting at the project
- yearly safeguarding refresher training for all staff including volunteers at the start of the academic year
- regular and relevant updates given at regular staff meetings
- safeguarding updates at trustee meetings as relevant
- level three refresher training for DSL/DDSL as required

9. Child protection overview and specific safeguarding concerns

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

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 a child 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 a 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2018) [Working Together to Safeguard Children 2018](#)

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child in any family in any setting could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern and seek support for yourself if you are distressed or need to debrief

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

The Purple Elephant Project recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Purple Elephant Project acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

The Purple Elephant Project recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Children missing education

We recognise that full attendance at school is important to the wellbeing of all children and enables them to access the opportunities made available to them at school. Schools are required to monitor attendance closely and work in partnership with AfC when patterns of absence give rise to concern. Should staff be concerned regarding school attendance this should be raised with the DSL as soon as possible.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

Children who run away or go missing from home or care

The Purple Elephant Project recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2019' highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, The Purple Elephant Project will facilitate return home interviews where necessary including providing an appropriate and safe space on site for the interview to take place, should this be required. See link in appendices.

Children with family members in prison

The Purple Elephant Project recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The project will work with agencies and resources such as [NICCO](#) (National Information Centre on Children of Offenders) to help mitigate negative consequences for those children.

Mental Health

Mental Health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives mentalhealth.org.uk.

The Purple Elephant Project recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk or developing one.

Possible warning signs include:

- Persistent sadness – two or more weeks
- Withdrawing from or avoiding social interaction
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes to eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

The Purple Elephant Project aims to promote positive mental health for all staff and pupils and will ensure staff, pupils and parents are made aware of support available.

Peer on peer abuse

Occasionally, allegations may be made against children by other children, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

The Purple Elephant Project does not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

The allegation:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school/organisation

- indicates that other children may have been affected by this child
- indicates that young people outside the organisation may be affected by this child

Examples of safeguarding issues against a child could include:

- **physical abuse:** violence, particularly pre-planned, forcing others to use drugs or alcohol, initiation/hazing type violence and rituals
- **emotional abuse:** blackmail or extortion, threats and intimidation
- **sexual abuse:** indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting or up skirting
- **sexual exploitation:** encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts
- **abuse within intimate partner relationships**

In areas where gangs are prevalent, older children may attempt to recruit younger children using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat.

What to do:

- when an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed.
- report your concern to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly, by the end of the day.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- the DSL should contact children’s services to discuss the case. It is possible that children’s services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children’s services referral where appropriate.

- the DSL will make a record of the concern, the discussion and any outcome and keep a copy in both children's' files.
- if the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- it may be appropriate for the school involved to exclude the child being complained about for a period of time according to the particular school's behaviour policy and procedures.
- where neither social services nor the police accept the complaint, a thorough investigation should take place by the school concerned if appropriate, into the matter using the school's usual disciplinary procedures.
- in situations where the organisation considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- the plan should be monitored, and a date set for a follow-up evaluation with everyone concerned

Sexual violence and sexual harassment

The Purple Elephant Project follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE May 2018\)](#)

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The Purple Elephant Project will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at The Purple Elephant Project.

Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

The Purple Elephant Project recognises that the following children can be especially vulnerable to sexual violence and sexual harassment:

- children with Special Educational Needs and Disabilities (SEND)
- children who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence:

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment: Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual ‘jokes’ or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes displaying pictures, photos or drawings of a sexual nature

Upskirting

- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (see Youth produced sexual imagery (Sexting)); unwanted sexual comments on social media, sexualised online bullying; exploitation inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

Harmful sexual behaviours:

Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refer to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see [NSPCC Harmful Sexual Behaviours](#)

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. A useful tool is: [Brook Traffic Light Tool](#)

Harmful sexual behaviours will be considered in a child protection context.

The Purple Elephant Project recognises that children displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

The Purple Elephant Project has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects and activities of the organisation. The organisation has appropriate policies and procedures in support of this.

Responding to allegations of sexual harassment and sexual violence

Report your concern to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.

The Purple Elephant Project will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children’s social care and the police as required.

The management of children and young people with sexually harmful behaviour is complex and The Purple Elephant Project will work with other relevant agencies to maintain the safety of the organisation’s community.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adults and staff) at the organisation, especially any actions that are appropriate to protect them

The Purple Elephant Project will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the organisation's community.

Up skirting

The Purple Elephant Project will ensure that all staff and children are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of up skirting will not be tolerated. The Purple Elephant Project will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Child sexual exploitation (CSE)

The Purple Elephant Project follows the London Child Protection Procedures for safeguarding children from sexual exploitation. [Safeguarding Children from Sexual Exploitation](#)

In February 2017, the government updated the working definition of child sexual exploitation [Child sexual exploitation definition and guide](#)

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

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

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

Child sexual exploitation may occur without the child being aware of events or understanding that these constitute abuse.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of

- other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Key factor in child sexual exploitation

Child sexual exploitation involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child/young person does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Links to other kinds of crime

- child trafficking
- domestic abuse
- sexual violence in intimate relationships
- grooming (including online grooming)

- abusive images of children and their distribution
- drugs-related offences
- gang-related activity
- immigration-related offences
- domestic servitude

Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe or stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories).
- sexual identity

Possible indicators of child sexual exploitation

- acquisition of money, clothes, mobile phones, etc, without plausible explanation.
- gang association and/or isolation from peers and social networks.

- exclusion or unexplained absences from school, college or work.
- leaving home or care without explanation and persistently going missing or returning late.
- excessive receipt of texts or phone calls.
- returning home under the influence of drugs or alcohol.
- inappropriate sexualised behaviour for age or sexually transmitted infections.
- evidence of or suspicions of physical or sexual assault.
- relationships with controlling or significantly older individuals or groups.
- multiple callers (unknown adults or peers).
- frequenting areas known for sex work.
- concerning use of internet or other social media.
- increasing secretiveness around behaviours.
- self-harm or significant changes in emotional wellbeing.
- online exploitation.

All young people are at risk from online exploitation and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others which makes it difficult to contain the potential for further abuse.

Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

Child criminal exploitation

Child criminal exploitation 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. CCE can include children being:

- Forced to work in cannabis factories
- Coerced into moving drugs or money across the country (county lines)
- Forced to shoplift or pickpocket
- Forced to threaten other young people

Some of the following can be indicators of CCE

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Regular missing episodes or frequently coming home late
- Missing school or education.

County lines: child criminal exploitation

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) from one or more importing areas within the UK, using dedicated mobile phone lines or other forms of 'deal line'. Exploitations 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. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special

educational needs schools, children's homes and care homes. Children are often recruited to moved drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drugs debts and can threaten serious violence and kidnapping toward victims and their families if they attempt to leave the county line network.

Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

For more information see: [Criminal exploitation of children and vulnerable adults: county lines](#)

Schools related weapons incidents

The Purple Elephant Project follows the AFC School Related Weapons or Potential Weapons incidents Protocol available on request.

The Purple Elephant Project has a duty and responsibility to protect and safeguard our clients and staff and will inform SPA and the police of any incident involving a weapon or potential weapon.

Staff have a number of legal powers which include the power to search pupils without consent for a number of 'prohibited items. These include knives and weapons,

alcohol, illegal drugs and stolen items; tobacco and cigarette papers, fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned (by the school rules) that has been identified in the (school rules) as an item that may be searched for.

The Purple Elephant Project recognises that children and young people involved in (school) related weapons incidents, including the alleged perpetrators, are vulnerable and will provide support, protection and education to develop a full understanding of the implications of carrying, and or using, weapons.

Online safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That 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. Children may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access those sites in the hub. Many children own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Cyberbullying and sexting by children will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below).

Youth produced sexual imagery (Sexting)

The Purple Elephant Project's will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016) '[Sexting in school and colleges](#)'

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The Purple Elephant Project's will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Report concerns to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly by the end of the day. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a child or young person (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice searching, screening and confiscation: advice for headteachers, school staff and governing bodies (DfE January 2018), page 11 'After the search'. '[Searching, screening and confiscation](#)'

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved

as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to SPA and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a referral to the Multi-Agency Risk and Vulnerability (MARVE) Panel is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves

- pressure applied to a number of students (e.g., all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the situation can be contained in partnership with all parents of the children/young people involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the Police and the Single Point of Access to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a child.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)

- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school/organisation's device or network.

If it is necessary to view the imagery, then the DSL will:

- never copy, print or share the imagery; this is illegal
- ensure viewing is undertaken by the DSL or deputy DSL
- ensure viewing takes place with another member of staff present in the room, ideally another DSL. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on organisations premises, ideally in the DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the child's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Deletion of images

If the DSL has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

Bullying

The Purple Elephant Project has an anti-bullying policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g., cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the board of Trustees.

All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the DSL will consider implementing child protection procedures.

We have a duty to record and regularly report to the local authority incidents of recorded racism within the organisation.

So-called 'honour based' abuse

So-called 'honour based' violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Honour based abuse might be committed against young people in our school who;

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to avoid an arranged marriage
- want to avoid a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others. Staff at The Purple Elephant Project will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police, and/or the Single Point of Access as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits

and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- children 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, Gambia, 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

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See [Female Genital Mutilation Statutory Guidance](#) and [Kingston and Richmond Safeguarding Children Partnership FGM Policy](#) for further information). If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern - to the DSL if working in the hub - if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible- immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- 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
- repeated urinal tract infection
- disclosure

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in The Purple Elephant Project who are employed or engaged to carry out 'teaching work' (Anybody who **works** in an education setting has a duty to protect the welfare of children who attend. This applies to governors, headteachers, Designated **Safeguarding** Officers (DSOs), **teachers**, **teaching** assistants, dinner staff, and anyone else who spends time with children) in the organisation, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

The Purple Elephant Project staff in this situation will record their concerns on concerns form and inform the DSL, who will support staff in making a direct report to the police. There are no circumstances in which a member of staff will examine a girl.

Forced marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Staff should be particularly alert to suspicions or concerns raised by a child about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

For further information see: [Guidance forced marriage](#)

Staff will never attempt to intervene directly as an organisation or through a third party.

Contact will be made with the Single Point of Access or the Forced Marriage Unit (020 7008 0151) for advice and support.

Child trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation.

Human trafficking, or modern-day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at The Purple Elephant Project are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

Types of Modern-Day Slavery

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and child minding
- additionally, victims can be forced into criminal activities such as cannabis production, theft or begging

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions, and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance: poor physical condition, malnourishment, untreated injuries, and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. they may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day, and no identification documents
- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family
- If a member of The Purple Elephant Project staff suspects that a child may be a victim they will, in the first instance report their concerns to the DSL if working in the hub – if working
- in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the TPEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.

The DSL will seek advice and support from the Single Point of Access who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 0121 700.

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents.

Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The Purple Elephant Project recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When The Purple Elephant Project becomes aware of a private fostering arrangement for a child that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as an organisation to inform the local authority of children in such arrangements.

[Looking after someone else's child](#)

Radicalisation and extremism

Protecting children from the risk of radicalisation is part of The Purple Elephant Project's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to

fundamental British values.

The Purple Elephant Project's seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to far right/neo Nazi/white supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights movements.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online. As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging.

Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

The Purple Elephant Project's takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The Purple Elephant Project's is committed to preventing children from being radicalised and drawn into any form of extremism or terrorism. The Purple Elephant Project's promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing children with opportunities through the discussion of issues of religion, ethnicity and culture and by ensuring that all children are valued and listened to within the organisation.

The Purple Elephant Project's staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The Purple Elephant Project's recognises the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge extremist perspectives.

When any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

The Purple Elephant Project staff will discuss any concerns about possible radicalisation identified with a child or young person's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any child whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department of Education has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264).

We expect all staff, volunteers, visiting professionals, individuals or agencies associated to The Purple Elephant Project to behave in accordance with the organisations staff code of conduct policy. We will challenge the expression and/or promotion of extremist views and ideas by any adult on the premises or at project events and, when necessary, will make appropriate referrals in respect of any such adult 43

Parents and staff may find the following websites informative and useful:

[Protecting children from radicalisation: the prevent duty](#)

[Educate against hate](#)

Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm stops for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour, but signs may include:

- wearing long sleeves at inappropriate times

- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

The Purple Elephant Project recognises that any child who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a child has self-harmed or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

Fabricated or induced illnesses

Staff at The Purple Elephant Project are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

The above three methods are not mutually exclusive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

Staff at The Purple Elephant Project will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern- to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible- immediately when there is evidence of physical or sexual abuse and certainly by the end of the day. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

Contextual Safeguarding

The Purple Elephant Project recognises that safeguarding incidents and/or behaviours can be associated with factors outside the organisation and/or can occur between children outside the organisation. All staff, but especially the designated safeguarding leads will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare [contextual safeguarding](#)

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences

of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

10. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already viewed as a 'problem'

- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

11. Children who have a social worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect and/or complex family circumstances. The Purple Elephant Project recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barrier to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the designated safeguarding lead will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

12. Children looked after and previously looked after

The most common reasons for children becoming looked after is as a result of abuse and/or neglect. The Purple Elephant Project will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

13. Early help and interagency working

At The Purple Elephant Project we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL who may discuss concerns with the appropriate school and offer support for this process if needed.

Any child may benefit from early help, but at The Purple Elephant Project we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

Staff may be required to support other agencies and professionals in an Early Help Assessment (EHA) [Early help assessment](#).

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting

as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs, we recognise the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information do not stand in the way of promoting the welfare and safety of children.

14. What to do if staff are concerned about a child's welfare

If staff have any concerns about a child's welfare, they should act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be reported as follows:

Hub:

- Complete a PEP RCF- Raising Concerns Form
- Pass form onto PEP DSL/DDSL if they are on site
- If TPEP DSL/DDSL are not on site, contact them as soon as possible to obtain guidance and unique log number
- Email completed RCF to PEP DSL

School/community-based sessions

- Raise your concerns with school/community centre DSL as soon as possible

- Follow school/community centre procedures as directed by the DSL/DDSL
- Inform TPEP DSL of concerns raised and outcomes as soon as possible

School holiday sessions

Follow Hub procedure as above.

For physical signs of abuse, a body map can also be used (appendix 2). Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing. There will be occasions when staff may suspect that a child may be at risk but have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

The Purple Elephant Project recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding. In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the child or young person if they are OK or if they can help in any way.

Staff should use the concerns form to record these early concerns and give the completed form to the DSL. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing. If the child does begin to reveal that they are being harmed, staff should follow the advice below regarding a child making a disclosure.

15. What to do if a child discloses to a member of staff

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one. During their conversation with the child staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the child may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the child and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive, but may be interpreted by the child to mean they have done something wrong
- tell the child what will happen next

If a child talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the concerns form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed, and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used (appendix 2). The record should be handed to the DSL if working in the hub – if working in a setting away from the hub, discuss with the setting DSL as quickly as possible and update the PEP DSL as soon as possible– immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.

16. Notifying parents

The organisation will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased.

17. Making a referral to the Single Point of Access (SPA)

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access is appropriate. If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If after a referral the child's situation does not appear to be improving the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

18. Support for staff

We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the

DSLs and to seek further support as appropriate.

19. Confidentiality

The Purple Elephant Project recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm they must contribute to inter-agency working in line with Working Together to Safeguard Children (2019) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

The DfE emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. It is important that staff and volunteers tell the child in a manner appropriate to the child's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the child or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the DSLs will only disclose information about a child to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with SPA on this point.

20. Record Keeping

Safeguarding and child protection records will be stored securely in the hub. All secure documents are kept in a locked filing cabinet and access to them will be appropriately limited.

21. Procedure for dealing with complaints and allegations about staff

Despite all efforts to recruit safely there may be occasions when allegations of abuse against children are reported to have been committed by staff, practitioners and/or volunteers, who work with children in our organisation.

An allegation is any information which indicates that a member of staff or volunteer may have:

- behaved in a way that has, 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 they may pose a risk of harm to children

This applies to any child the member of staff or volunteer has contact with in their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the organisations code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings' [Guidance for safer working practice](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff will also be given at induction.

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in

view of other adults –other adults to be aware that the interview or work is taking place or to ensure other adults are present in the centre if working on site.

We understand that a child may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL.

The DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the DSL, the person receiving the allegation will immediately inform the board of trustees who will consult the LADO as above. Contact details for the board of trustee’s can be found in section 2 of this policy.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children’s Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people’s children
- the position of trust enjoyed by such people

The Purple Elephant Project will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2020](#)

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the board of trustees will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the DSL, the decision to suspend will be made by the board of trustees in consultation with the LADO and HR.

If an allegation pertains to an adult not employed directly by the organisation, for example, cleaning staff, peripatetic teachers etc. the organisation will work directly with the employing agency and the LADO as described above.

Staff, parents and trustees are reminded that publication of material that may lead to the identification of an adult who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

22. Whistleblowing

The Purple Elephant Project has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our organisation works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, children, parents and service users with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the organisation's safeguarding arrangements.

In the first instance this should be raised with the DSL or board of trustees. If it becomes necessary to consult outside the organisation, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 or email: help@nspcc.org.uk

Whistle-blowing issues regarding the DSL should be raised with the board of trustees whose contact details are in section 2 of this policy.

23. Physical intervention

The nature of the interventions provided by The Purple Elephant Project are not enhanced by the use of physical intervention practices. Staff are however aware of the need to keep children safe which can on rare occasions require the use of physical intervention strategies. As The Purple Elephant Project staff are not trained in physical restraint techniques, if on site at a school and physical intervention is required to ensure the safety of the child or other children, trained school staff will be accessed to provide this support. If during an intervention at the hub parents are present in the building and will be called upon to provide necessary support.

24. Linked policies

- Staff code of conduct
- Whistleblowing
- Anti-bullying
- Health & safety
- Allegations against staff
- Recruitment and selection
- Radicalisation and extremism,
- Induction and training checklist
- Safer recruitment check list on appointment
- Annual child protection briefing

Appendix 1

Concern reporting form

Hub/Community/Online/Holiday Sessions only

School sessions – follow school SG procedures

Child's name			
Child's DOB		Day/Date/Time	
Name of member of staff noting concern			
Location – Hub or off site (name Venue if off site)			

Details of concern

(Please describe as fully as possible and use the child's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Tell me more

Explain what you mean

Describe to me

Please ensure that the completed form is given to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

Safeguarding is a Shared Responsibility

Tel:07736 906819

info@thepurpleelephantproject.org



**CHARITY COMMISSION
FOR ENGLAND AND WALES**

Charity No: 1186434

Actions taken			
Date	Person taking action if off site name member of staff concerned	Action	Signature

Signature:.....

Date:.....

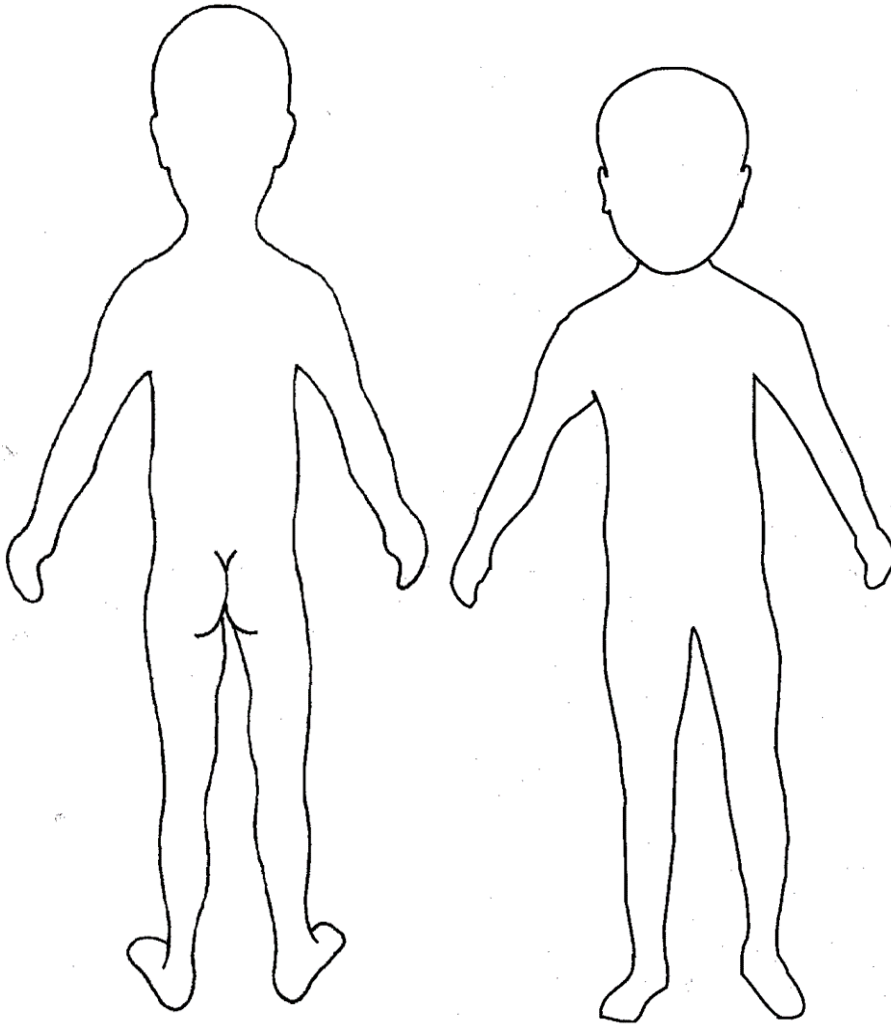
Physical			CSE	
Emotional			Radicalisation	
Sexual Abuse			Peer on Peer Abuse	
Neglect			Online	
CME			Sexting	
FGM			Mental Health	

Appendix 2

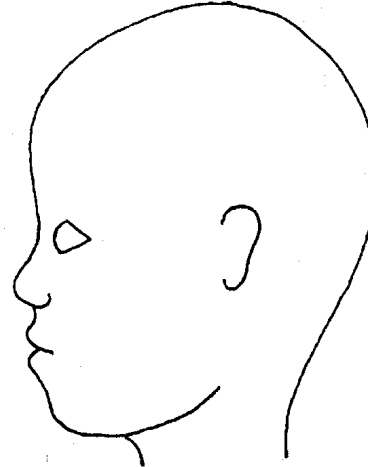
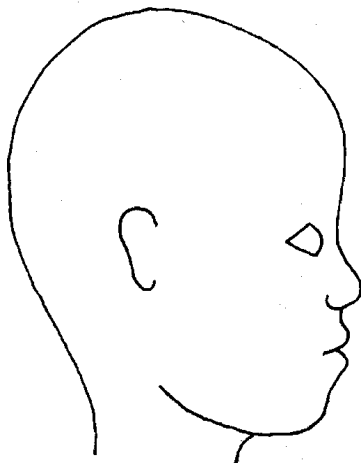
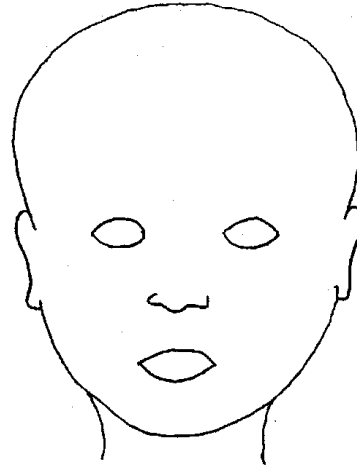
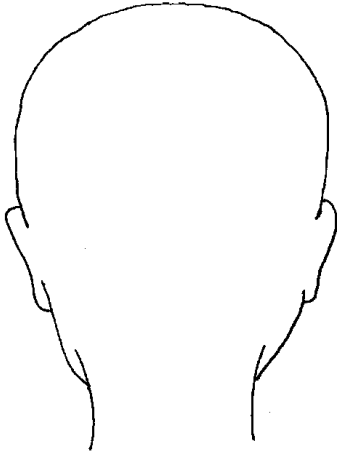
Body map

(This must be completed at time of observation)

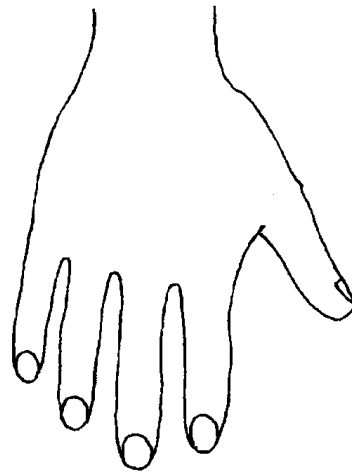
Name of child:		Date of Birth:	
Name of Staff:		Date and time of observation:	



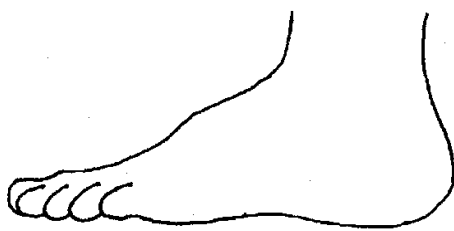
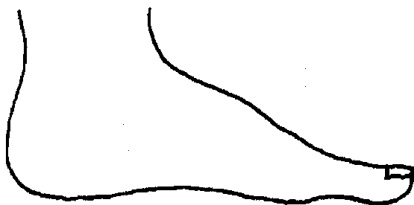
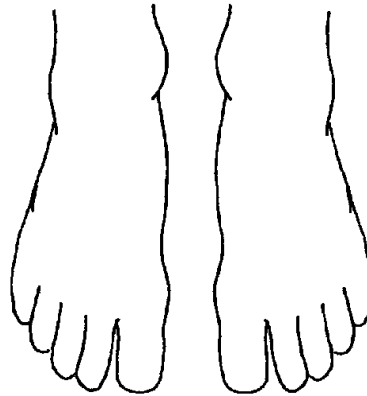
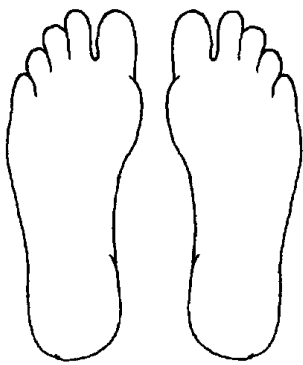
Name of Child:		Date of Birth:	
Name of Staff:		Date and time of observation:	



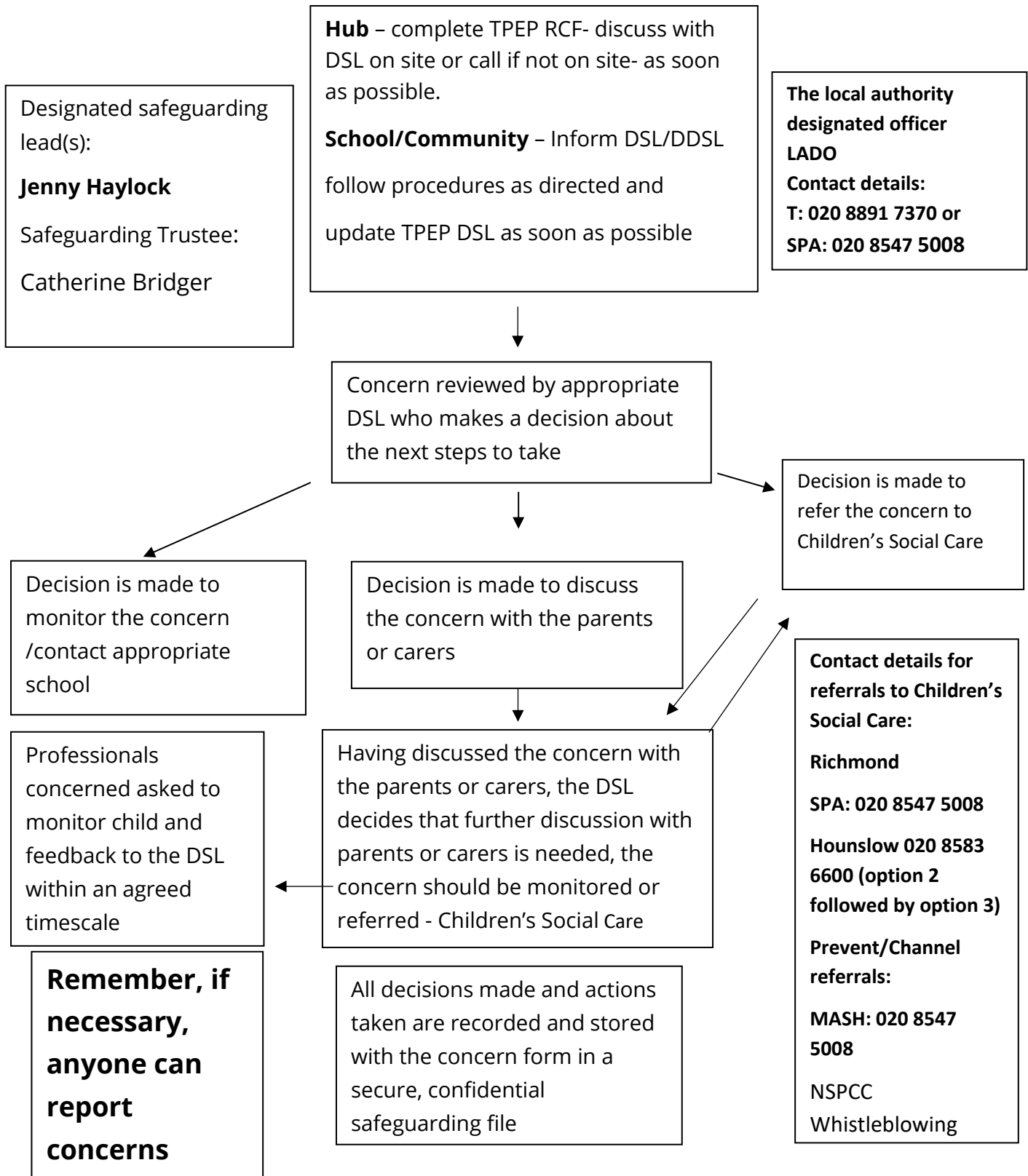
Name of Child:		Date of Birth:		
Name of Staff:		Date and time of observation:		



Name of Child:		Date of Birth:	
Name of Staff:		Date and time of observation:	



Raising safeguarding concerns about a child



Links

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

London Child Protection Procedures and Practice Guidance: www.londoncp.co.uk

Working Together to Safeguard Children 2018:

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education 2020: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Mental Health: <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

Operation Encompass: <https://www.operationencompass.org/>

Children who run away or go missing from home or care: <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

What to do if You're Worried a Child is Being Abused:

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Children Missing Education Statutory Guidance:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Safeguarding Children from Sexual Exploitation:

www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

Child Sexual Exploitation Definition and Guide:

www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Sexting in School and Colleges:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance:

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation

Policy: <https://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php>

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://Educate%20against%20hate)

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: www.afcvirtualschool.org.uk

Early Help Assessment: www.achievingforchildren.org.uk/early-help-assessment

Guidance for Safer Working Practice: www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

London Child Protection Procedures: Allegations:

www.londoncp.co.uk/chapters/alleg_staff.html

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Safeguarding is a Shared Responsibility

Tel:07736 906819

info@thepurpleelephantproject.org



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity No: 1186434



Listening to Improve Young Lives

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Sexual Violence and Sexual Harassment: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

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FOR ENGLAND AND WALES

Charity No: 1186434

COVID-19 Arrangements for Safeguarding and Child Protection

Date: 30th March 2020

To be reviewed as necessary

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Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. As the Purple Elephant Project delivers services within schools and at the Twickenham Hub

Key contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Jenny Haylock	07736 906819	Info@thepurpleelephantproject.org
Deputy Designated Safeguarding Lead	Coleen Norman	-----	info@thepurpleelephantproject.org
Safeguarding Trustee	Catherine Bridger	-----	info@thepurpleelephantproject.org
AfC Education Safeguarding Adviser	Linda Sheehan	07774686362	linda.sheehan@achievingforchildren.org.uk
AfC Adviser for Online Services and Safety	Peter Cowley	07595173975	peter.cowley@achievingforchildren.org.uk
AfC Virtual School Headteacher	Suzanne Parrott	07827895894	suzanne.parrott@achievingforchildren.org.uk

SPA: 020 8547 5008 **Out of Hours:** 020 8770 5000

LADO: 020 8891 7370

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07774332675

lado@achievingforchildren.org.uk

Hounslow Early Help

- 020 8583 6600 option 2 followed by option 3
- Email: childrensocialcare@hounslow.gov.uk
- Out of hours: After 5pm weekdays or weekends, call 020 8583 2222 and ask to speak to the duty social worker

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The Purple Elephant Project will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Headteacher (VSH) for children looked-after and previously looked-after. The lead person for this will be: **Jenny Haylock**

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There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and relevant school and if appropriate, The Purple Elephant Project, will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the relevant school and where needed The Purple Elephant Project or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The Purple Elephant Project will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Schools and social workers will agree with parents/carers whether children in need should be attending school – schools will then follow up on any pupil that they were expecting to attend, who does not. Schools will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, schools will, when communicating with parents/carers confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the relevant school or where appropriate The Purple Elephant Project will notify their social worker.

Schools will complete the Government's [daily online attendance form](#) and supply any information regarding attendance requested by Achieving for Children.

Designated Safeguarding Lead

The Purple Elephant Project has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: **Jenny Haylock**

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Tel:07736 906819

info@thepurpleelephantproject.org



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The Deputy Designated Safeguarding Lead is: |

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case the DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

It is important that all staff and volunteers have access to the DSL (or deputy), will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the charity's Safeguarding and Child Protection Policy. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children, they should report the concern to the DSL. If there is a requirement to make a notification to the whilst away from the centre, this should be done verbally and followed up with an email to the DSL.

Concerns regarding the DSL should be directed to the Safeguarding Trustee: Catherine Bridger

Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join the project, they will continue to be provided with a safeguarding induction including the current Safeguarding and Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

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Tel: 07736 906819

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Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, The Purple Elephant Project will continue to follow the relevant safer recruitment processes, including relevant sections in part 3 of Keeping Children Safe in Education (2019).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where The Purple Elephant Project are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of Keeping Children Safe in Education (2019). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Purple Elephant Project will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of Keeping Children Safe in Education (2019).

Online safety

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in line with the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The Purple Elephant Project will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only – in the case of therapeutic relationship sessions as delivered by The Purple Elephant Project, advice and guidelines from professional bodies including BAPT and BACP has been incorporated into new procedures, staff meetings and contracts with parents including an emergency number useable during the session must be obtained prior to sessions taking place. Please see contracts for further information.
- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any computers used should be in appropriate areas, as agreed by parents prior to sessions
- should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

The Purple Elephant Project is committed to ensuring the safety and wellbeing of all its service users. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child. All contacts must be recorded.

The communication plans can include: remote contact; phone contact; on line contact. The Purple Elephant Project and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Purple Elephant project recognises that it is a protective factor for children and young people, and the current circumstances, can affect the mental health of children and their parents/carers. Staff will take this into consideration when working with the child and family.

Mental health

The Purple Elephant project is aware that negative experiences and distressing life events such as the current circumstances can affect the mental health of children and their parents/carers.

The Purple Elephant Project will ensure that appropriate support is in place for our service users through a number of methods including remotely, by post or by phone.

The Purple Elephant Project will ensure that all pupils have contact details for appropriate support services such as:

<https://www.childline.org.uk>



Listening to Improve Young Lives

A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems

<https://www.minded.org.uk>

Provides free online teaching to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds

<https://youngminds.org.uk>

Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support service

Peer on peer abuse

The Purple Elephant Project recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims **and** will follow the principles as set out in part 5 of Keeping Children Safe in Education (2019) and our Safeguarding and Child Protection Policy.

The Purple Elephant Project will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded using the projects procedure and appropriate referrals made.

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