

## CHILD PROTECTION AND ADULTS AT RISK POLICY AND REPORTING PROCEDURES

**Author:** Designated Safeguarding Lead

**Equality Assessment:** Designated Safeguarding Lead

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Version and Date		Actions/Notes
1.0	August 2024	Updates re Government Guidance updates Job roles and titles Definitions and forms of abuse updated Addition of Cheshire East contact details Addition of Acronyms
2.0	September 2025	Updates re Government Guidance Date changes Added College Policies 3 – addition of low-level concern reporting Appendix 3 – definitions and forms of abuse updated
3.0	April 2026	Addition of name of DSL Page 2

**Approved by SMT:** April 2026

**Approved by Corporation:** April 2026

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**Related policies or procedures or parent policy if applicable:**

- Safeguarding Policy
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023) Prevent Duty Guidance 2023
- Work Related Learning Policy
- Health and Safety General Statement Risk Assessment documentation
- Safer Recruitment & Vetting Policy and Procedures Tutorial Scheme of Work
- Student Anti-Bullying & Harassment Policy Staff Disciplinary Procedures
- Educational Visit Policy
- Behaviour Policy and Procedures
- Online Safety Policy
- AI Policy
- DfE Digital and Technological Standards for Schools and Colleges 2023
- Social Media Policy

**Groups/bodies consulted in the development of the policy:** Cheshire East Safeguarding Children Partnership (CESCP)  
Safer Working Practice Guidance for those working with children and young people in education settings 2022

**To be published on College Website:** Yes

**To be published on Student Hub:** Yes

## Purpose

As part of the Safeguarding agenda as outlined in the Keeping Children Safe in Education 2025 document the College has taken the decision to have a clear, separate policy and procedure document relating to Child and Adult at Risk Protection for instances of disclosure. This will support the College to deal effectively with concerns relating to the protection of children and adults at risk

This policy and procedure guide will be disseminated to staff along with the Safeguarding Policy and Professional Practice document at the beginning of their employment with the College and will form part of their induction and refresher training as appropriate.

Students are advised at induction of the College's approach to both Safeguarding and its duties under child protection legislation.

**Scope:** All students, staff, governors, parents and visitors to the site

**Responsibility:** The Corporation  
Principal  
Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead at Macclesfield College is Angela Bradley.

In relation to Child and Adult at Risk Protection, Macclesfield College will ensure the following:

- an appropriate responsibility structure is maintained for child and adult at risk protection (Appendix 1)
- all staff, volunteers and governors have appropriate training for their level of responsibility (Appendix 2)
- every member of staff, volunteer and governor knows the name and role of the designated safeguarding lead (DSL) for child and adult at risk issues
- all staff and volunteers understand their own responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL or nominated deputies
- parents/carers are informed of the responsibility placed on Macclesfield College and its staff for child and adult at risk protection via communications with the Welfare Team and the website
- the development of effective links with relevant agencies and co-operation as required with their enquiries regarding child or adult at risk protection matters, including attendance at case conferences
- written records are kept about any concerns, even where there is no need to refer the matter immediately
- all records are kept securely, separate from the main student file, and in locked locations. Records will be kept in line with recommendations from the Cheshire East Safeguarding Children's Partnership which is until their 25<sup>th</sup> birthday has been reached (unless relating to CSA or CSE which will be retained indefinitely until further advice is received from the independent inquiry currently ongoing). An adult at risk referral for 8 years after the last point of contact with the student. The records will remain on site
- procedures are in place and are followed in the event of an allegation being made against a member of staff or volunteer
- safe recruitment practices are always followed
- all staff are aware of what constitutes inappropriate relationships with students and that it is a criminal offence under the Sexual Offences Act 2003 (abuse of position of trust) to enter into a sexual relationship with students under 18, even if that relationship is consensual.

When the College has been informed that a student is on the Child Protection Register the following actions will occur:

- Children's Social Care will be informed if there is an unexplained absence of more than two days of a student on the register
- if a student on the register leaves, their information will be transferred to the new establishment (if known) and their social worker will be informed

Staff and volunteers are made aware of how to proceed should they feel that a college decision not to report a concern is incorrect. See procedure 5.1

## CHILD & ADULT AT RISK DISCLOSURE PROCEDURES

		Responsibility
<b>1. Suspicions or allegations of abuse</b>		
1.1	Definitions of abuse are given in Appendix 3. Training on identifying indicators will be given to all staff at induction and will be maintained through annual updates with full refresher training every 3 years. See <b>Appendix 2.</b>	DSL
1.2	Any suspicion, allegation or incident of child abuse is to be discussed with the DSL or deputy immediately. If the named manager is not available, then an approach should be made to a member of the Executive Leadership Team. Staff, whilst able to make direct disclosures to Children's Social Care, are encouraged to follow internal procedures for reporting unless in an emergency situation where no-one is available.	All staff, governors and volunteers
1.3	<p>A record should be made of any suspicion of abuse or concern relating to radicalisation/extremism. This should be passed to the DSL or deputy. This record, which will be kept in a secure place, should contain:</p> <ul style="list-style-type: none"> <li>• the date</li> <li>• the time</li> <li>• the place where the alleged abuse happened if relevant</li> <li>• the name of the person reporting the incident and names of others present</li> <li>• the name of the complainant and, where different, the name of the young person involved</li> <li>• the details of the alleged abuse or concern</li> <li>• an accurate description of any injuries observed, including diagrams where appropriate</li> </ul> <p>A copy of this record should <b>not</b> be kept by the individual preparing it. This record can be made within the confidential comments section of ProMonitor for expediency where possible or in writing and passed to DSL.</p>	Individual having suspicion or receiving allegation
1.4	Promises of confidentiality <b>MUST NOT</b> be given to the student, as the matter may develop in such a way that these cannot be honoured.	Individual having suspicion or receiving allegation
1.5	If the complainant is the young person themselves, then questions are to be kept to the minimum necessary to understand what is being alleged, as leading questions can cause problems for any subsequent investigation and any court proceedings. Use the acronym TED to guide your conversation – Tell, Explain, Describe. It is not the responsibility of staff to explore the situation, but simply to pass concerns on to the relevant person.	Individual having suspicion or receiving allegation
1.6	Where the disclosure would appear to warrant the intervention of Children's Social Care or other appropriate agency (eg Channel) they will be contacted by the DSL or deputy. This will be initially by telephone but followed up in writing within 48 hours.	DSL/Deputy

1.7	If the student is aged 16-18 then their preferences should be taken into consideration and logged. However, the College may not have all the information to make an informed judgement and should seek advice. When students are under 16 or where other children under 16 are involved, then a report to Children's Social Care must be made if the severity of the allegation warrants it.	DSL/Deputy
1.8	Where the young person is at College on a 16-19 programme, the College will pass any allegation or suspicion on to the school which retains duty of care.	DSL/Deputy
<b>2. Allegations or concerns on educational visits</b>		
2.1	When the alleged abuser and person abused are both members of an educational visit away from the College site, the primary consideration is the initial protection of the child or adult at risk. Action to ensure this, should be taken by the member of staff in charge of the visit.  Once there is no immediate risk of further abuse then a more considered approach can be taken. For students aged 16-18 it is important that their views are given consideration from the start. However, It is also important to note that all offences against children up to the age of 18 yrs must be reported. (CESCP on-line procedures)	Member of staff in charge of the visit
2.1.1	Contact should be made with DSL or a member of the Executive Leadership Team at the College for initial advice	Member of staff in charge of the visit
2.1.2	If an offence is thought to have been committed staff should contact local police in the first instance.	Member of staff in charge of the visit
2.1.3	Careful consideration should be given as to how best to inform the student's parents/carer and whether any or all of the students should be returned home. This will depend on the seriousness of the incident, the effect on the students and the risk present. This should be discussed with a Senior Manager.	Member of staff in charge of the visit/DSL/Senior Manager
2.2	When the allegation disclosed on an educational visit away from the College concerns abuse of the student <b>at their home</b> , the standard reporting procedure should be followed. Staff should discuss the allegations with the DSL/deputy or a member of the Executive Leadership Team by telephone at the earliest opportunity.	Member of staff in charge of the visit
2.3	When the alleged abuser is a member of the local population, staff should contact the local police in the area that they are visiting.	Member of staff in charge of the visit
<b>3. Allegations about members of staff</b>		
3.1	Any suspicion, allegation or actual abuse of a young person by a member of staff must be reported to the Director of HR immediately. This would include any concerns regarding the expression of extremist views. If the Director of HR is the subject of the allegation or complaint then the report should be made to the Principal. If the Principal is the subject of the allegation or complaint then the Director of HR along with the Governors should be informed.	Individual having suspicion or receiving allegation. Director of HR/ Principal Chair of Governors
3.2	The allegations will be investigated according to Cheshire East Safeguarding Children Partnership (CESCP)/or appropriate agency procedures which will include reporting to, and seeking advice from the Local Authority Designated Officer (LADO)/Channel Co-ordinator. A risk assessment may be undertaken and where appropriate the member of staff will be suspended on full pay without prejudice, pending the outcome of the investigation.	Director of HR

3.3	Macclesfield College Staff Disciplinary Procedure will come into effect as appropriate. If the staff member is dismissed or removed due to safeguarding concerns (or would have been if they had not resigned) then a referral to the Disclosure and Barring Services must be made.	Director of HR
3.4	Where a student is proven to have made a malicious false allegation against a member of staff, the Student Disciplinary Procedure will come into effect.	Deputy Principal
3.5	A low-level concern is any concern – no matter how small, and should be logged on the College low level concern report. This is found on the staff hub.	DSL
<b>4. Allegations about students</b>		
4.1	If any student is the subject of a concern this should be reported to the DSL/Deputy. Contact will be made with appropriate external agencies. A risk assessment will be undertaken and appropriate measures taken, without prejudice to the outcome of an investigation. This might include restricting the student's range of activity or suspending the student until the outcome of an investigation is known. The College Policy in relation to Peer on Peer Abuse will be followed where appropriate.	Individual having suspicion or receiving allegation DSL/Deputy
<b>5. Staff concerned about the College's response</b>		
5.1	If a member of staff who originates a concern disagrees with a decision by the DSL/Deputy not to progress the issue they should in the first instance discuss their concerns with the Principal. If they are still not satisfied then they have the right and the duty to progress the case further. They should initially refer the case to the Director of Governance and at the same time refer it directly to Children's Social Care or appropriate agency. The issue will then be dealt with in confidence as consistent with the Whistleblowing Procedure.	Individual having suspicion or receiving allegation Principal Director of Governance
<b>6. Records</b>		
6.1	Records must be kept of all stages of any allegation, suspicion or incident of child abuse/concern and the subsequent investigation. These will be kept securely within Student Services when in relation to external abuser. There will be further records kept within HR when in relation to allegations against staff members. Copies should not be kept by the originating division. Records will be kept in accordance with the Principles of Data Protection Act.	DSL/ Director of HR
<b>7. Information/Support for students and parents/guardians</b>		
7.1	Information on Macclesfield College Child and Adult at Risk Protection Policy will be given to students through induction and in tutorials, and to parents/carers via the College website and parents/carers evenings.	DSL/ Centre Principals
7.2	Emotional support and wellbeing is available via the College Counsellor and will be offered at the time of disclosure.	DSL/ College Counsellor
7.3	Staff will always take into account the special educational needs of a student and be aware of the additional barriers they may face when identifying concerns.	All staff

## **APPENDIX 1 RESPONSIBILITIES IN RELATION TO THE PROTECTION OF CHILDREN AND ADULTS AT RISK**

Detailed guidance on responsibilities can be found in the DfE document 'Keeping Children Safe in Education' (September 2025), but in summary:

### **Designated Safeguarding Lead**

The Designated Safeguarding Lead at Macclesfield College is the Welfare Lead.

The Designated Safeguarding Lead takes lead responsibility for child and adult at risk protection for the College.

The broad areas of responsibility, as stated in the DfE document "Keeping Children Safe in Education" (Sept 2025) are:

### **Manage referrals**

- refer cases of suspected abuse to the local authority children's or adult's social care as required; support staff who make direct referrals to local authority children's or adult's social care; refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make direct referrals to the Channel programme; act in an advisory capacity to the Director of HR with regards to allegations against staff; refer cases where a crime may have been committed to the Police as required;

### **Work with others**

- liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the case manager and the designated officers at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

The Director of Student Services & Inclusion, The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Director of Student Services & Inclusion, The Designated Safeguarding Lead (and any deputies) should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;

- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

## **Raise Awareness**

The Designated Safeguarding Lead should:

- ensure the College's child protection and adults at risk policies are known, understood and used appropriately
- ensure the College's child protection and adults at risk policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
- ensure the child protection and adults at risk policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this
- link with Supporting Children in Educational Settings team to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ensure where students leave the College, their child protection file is copied for any new college as soon as possible

## **Director of HR**

This Director of HR is responsible for:

- liaising with the local authority designated officer (LADO) for child protection concerns (where a staff member is named in the allegation) with support from DSL as required; and
- reporting to the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child

**Macclesfield College Corporation** has responsibility for ensuring that appropriate and effective Child and Adult at Risk Protection measures are in place and being followed.

## **Designated Governor**

The College has a designated member of the governing body with responsibility for child protection issues. This governor will undertake relevant training as delivered by the Safeguarding Children in Educational Settings (SCiES) team.

The designated governor is responsible for liaising with the Principal, the DSL and other staff members with responsibility over matters regarding child protection, including:

- ensuring that the College has procedures and policies which are consistent with the Cheshire East Safeguarding Children Partnership (CESCP) procedures
- ensuring that the governing body considers the College policy on Child & Adult at Risk Protection each year alongside the overarching Safeguarding Policy
- ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The designated governor is nominated to liaise with the local authority and/or partner agencies on issues of child protection in the event of an allegation of abuse being made against the Principal. This will not include undertaking any form of investigation, but will ensure good communication between the parties and the provision of information to assist enquiries.

**Macclesfield College Principal** has responsibility for ensuring that Child Protection and Adults at risk Policies and Procedures adopted by the Governing Body are fully implemented and for creating a positive culture for safeguarding children and vulnerable adults.

**Macclesfield College Strategic Safeguarding Committee** will oversee and review Child and Adults at Risk Protection arrangements as part of its wider Safeguarding remit.

## **APPENDIX 2      CHILD & ADULT AT RISK PROTECTION TRAINING**

The Designated Safeguarding Lead and Deputies will receive training in Child Protection and inter-agency working that is provided by, or to standards agreed by the SCIES and formal refresher training at 2 yearly intervals to keep their knowledge up to date.

The Principal, other staff, and the nominated Governor will be provided with training to equip them to carry out their responsibilities for Child Protection effectively, and refresher training at 3 yearly intervals.

Temporary (hourly paid) staff and volunteers will be made aware of the College's arrangements for Child Protection and their personal responsibilities through induction with the DSL.

In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## APPENDIX 3 DEFINITIONS OF ABUSE

Further information is available from Keeping Children Safe in Education (September 2025). All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**Symptoms of abuse**

**Physical Abuse**

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children

**Neglect**

- Excessive hunger
- Inadequate or insufficient clothing
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under or overweight
- Low self-esteem, attachment issues, depression or self-harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

**Sexual Abuse**

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g. for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

**Emotional Abuse**

- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger

**Behaviours**

• Marked change in general behaviour	Lack of self-confidence or self-esteem
• Extremely passive/aggressive	Self-harm or eating disorders
• Sleeping difficulties	Eating disorder
• Lethargy/tiredness	Fear of certain adults
• Poor social relationships	Attendance difficulties
• Disclosure	Self-harm
• Withdrawn/withdrawn from family and friends	

### Further Forms of Abuse

The information provided below is an abridged version of Annexe B of KCSiE. However, there are details below as to how our school responds to these concerns and more. Some specific concerns are detailed within the main body of this policy.

### Contextual Safeguarding Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines)

and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child causing the harm is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including:

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

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

Some specific forms of CCE can include children:

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

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

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

## **Child Sexual Exploitation (CSE)**

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

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant.

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

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

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school, care or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator, or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> and 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool <https://helpwithchildarrangements.service.justice.gov.uk/> with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## Child-on-child abuse

Children can abuse other children and this is often referred to as child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone can be a victim.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

In our college the Pass Programme teaches children in an age/developmentally appropriate way about topics which include healthy relationships, consent, staying safe online and positive friendships.

We have the systems in place which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Allegations of child-on-child abuse will be recorded, investigated, and dealt with using our normal college's child protection procedures and in line with Part 5 of KCSiE 2025.

We have clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

Where sexual violence or sexual harassment between children is alleged then the college follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2025.

[Where sharing nudes or semi nudes \(youth produced sexual images\) are part of the abuse then the college follows the UK Council for Child Internet Safety \(UKCCIS\) Sharing nudes and semi-nudes: advice for education settings](#)

### **Children Missing from Home or Care**

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

- conflict with parents/carers
- feeling powerless
- being bullied/abused
- being unhappy/not being listened to
- the Toxic Trio

**Pull factors** include:

- wanting to be with family/friends
- drugs, money and any exchangeable item
- peer pressure
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a college we will inform parents of children who are absent (unless the parent has informed us).

## Cyberbullying

Central to our College's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all learners have a right not to be bullied*'.

The college recognises that it must take note of bullying perpetrated outside college which spills over into the college and so we will respond to any bullying including cyber-bullying that we become aware of carried out by learners when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts
- making threatening, abusive, defamatory or humiliating remarks in on-line forums
- Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The college will pass on information to the police if it feels that it is appropriate, or we are required to do so.

## Domestic Abuse/Violence

Macclesfield College believes that all our learners have the right to be safe at college and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass college, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way. We do this by supporting learners who we have received an operation encompass alert by allocating a member of the Welfare Team, ensure learners recognize healthy relationships via the Pass Programme and by staff training enabling staff to be able to spot the signs of abuse and enabling them to support victims.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected." (Domestic Abuse Act 2021, Section 2).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can affect anybody; it occurs across all of society, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child

may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- have an ethos which puts children's wellbeing at the heart of all that we do
- create a predictable school life with set routines
- ensure that rules and expectations are clearly stated and understood by all
- understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- model respectful and caring behaviour, positive conflict resolution and respectful interactions, helping children learn not only what not to do, but what to do instead
- use the language of choice, making clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions
- support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*)
- understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them
- accept that they may not be willing or able to talk about it right away (if ever)
- provide effective, non-verbal, systems for children to access support
- provide reassurance that only people who need to know about the incident will know
- allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

## **Children, Young People and Domestic Abuse**

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and our designated safeguarding lead (or a deputy)

ensures appropriate referrals are made based on the child's circumstances.

## **Emotional Abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), 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.

## **Honour-Based Abuse including Breast ironing, FGM and Forced Marriage**

Staff are aware of "Honour-Based" Abuse (HBA) So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA" (KCSIE 2025).

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and forced marriage can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

## **Breast Ironing also known as Breast Flattening**

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

## Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM:

- is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

### Indications that FGM may be about to take place:

- when a female family elder is around, particularly when she is visiting from a country of origin.
- reference to FGM in conversation e.g. a girl may tell other children about it.
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- parents state that they or a relative will take the child out of the country for a prolonged period.
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- a girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

### Indications that FGM has taken place:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- unusual/a noticeable change in behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear
- prolonged absences/ persistent unexplained absence from school/college
- seek to be excused from physical exercise without the support of their GP
- child not allowed to attend extra-curricular activities
- close supervision of child by family/carers

Staff in our college are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **tutor**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **tutor** must report this to the police".

Members of our college community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

## **Forced Marriage**

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development [Forced marriage resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61424/Forced_marriage_resource_pack_-_GOV.UK.pdf)

### **Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- appearing anxious, depressed and emotionally withdrawn with low self-esteem
- self-harming, self-cutting or anorexia
- criminal activity e.g. shoplifting or taking drugs or alcohol
- declining performance, aspirations or motivation
- not allowed to attend any extra-curricular or after school activities
- girls and young women may be accompanied to and from school/college
- attending school but absenting themselves from lessons
- stopping attendance at school/college
- a family history of older siblings leaving education early and marrying early

### **Actions our college takes in relation to take around Honour Based Abuse:**

- when managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- the college requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- we check in with the child/children to see if they know and corroborate the purpose of the visit.
- if a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

## **Modern Day Slavery including Trafficking and the National Referral Mechanism**

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation.

### **Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- have a history with missing links and unexplained moves
- are required to earn a minimum amount of money every day
- work in various locations
- have limited freedom of movement
- appear to be missing for periods
- are known to beg for money
- are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- are one among a number of unrelated children found at one address
- have not been registered with or attended a GP practice
- are excessively afraid of being deported
- look malnourished or unkempt
- are withdrawn, anxious and unwilling to interact
- are under the control and influence of others
- live in cramped, dirty, overcrowded accommodation
- have no access or control of their passport or identity documents
- appear scared, avoid eye contact, and can be untrusting
- show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner
- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding

- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder
- truancy / disengagement with education
- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links
- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

## **Neglect**

Staff are aware that 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, 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 caregivers); or ensure access to appropriate **medical** care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child.

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood. If we suspect neglect, we will use the [CESCP Neglect Screening Tool](#)

## **Online Safety**

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The Department has published guidance to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education. [Generative AI: product safety expectations - GOV.UK](#)

The College therefore seeks to provide information and awareness to staff, pupils and their parents through:

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- parents evenings / sessions
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications
- social media policy

### **Cyber crime: Preventing young people from getting involved**

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

### **Risks associated with Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The college raise awareness by:

- termly newsletter updates to parents and carers about the games their children play and help them identify whether they are appropriate
- when relevant supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- when relevant talking to parents about setting boundaries and time limits when games are played
- highlighting relevant resources
- making our children aware of the dangers including of online grooming and how to keep themselves safe
- making our children aware of how to report concerns

### **Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **Prevent, Radicalisation and Extremism**

At Macclesfield College we recognise that children may be susceptible to extremist ideology and radicalisation. Macclesfield College adheres to the Prevent Duty Guidance, December 2023 and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Extreme Right Wing Terrorism which includes Cultural Nationalism, White Nationalism, White Supremacism ideology. Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or college's safeguarding approach.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The college community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, the use of college premises by external agencies, behaviour and anti-bullying and the Pass Program.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the college's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

All staff have received training about the Prevent Duty and tackling extremism.

Our college has a Prevent risk assessment in place which all staff are aware of.

Macclesfield College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child may be susceptible to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or

protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) / **SPOC (Single Point of Contact)** making a [Prevent referral](#) on the Cheshire East stopadultabuse.org.uk website (this could be about an adult and/or a child).

If we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would also contact:

Cheshire East Consultation Service (ChECS): :  
0300 123 5012 **Option 3** – Cheshire East Consultation Service (ChECS)  
Then choose **Option 2** – ChECS / Immediate safeguarding concerns

**and** complete a [Prevent referral](#) on the stopadultabuse.org.uk website.

### **Where necessary individuals may be discussed at Channel**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2023:

[Channel Duty Guidance: Protecting people susceptible to radicalisation \(publishing.service.gov.uk\)](#)

### **In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.**

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed. Consent is then sought from the adult / parent with parental responsibility.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

This means that schools may be invited to attend the meeting.

### **Serious Violence**

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## Sharing Nudes and Semi-Nudes

This form of abuse means the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Producing and sharing nudes and semi-nudes of under 18s is illegal, which causes considerable concern in education settings working with children and young people, and amongst parents and carers.

Although the production of such images will likely take place outside of education settings, sharing can take place and the impacts of an incident are often identified or reported here. Our college will respond swiftly and confidently to make sure children and young people are safeguarded, supported, and educated. We will follow the guidance set out in the following document: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

## Sexual Abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child 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
- It 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
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education see child-on-child.

## Acronyms

The policy contains a number of acronyms used in the safeguarding. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSC	Children's Social Care	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.

LAC in CE Cared for Children	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC/PC4C	Previously looked-after children / cared for	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SPOC	Single Point of Contact	This is the person, usually, the Designated Safeguarding Lead who is the named lead for Prevent in school.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
TRA	Teenage Relationship Abuse	Abuse in intimate personal relationships between children known as teenage relationship abuse.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

### **Additional forms of abuse relevant to Adults at Risk Financial Abuse**

Including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions.

### **Discriminatory Abuse**

This includes discrimination on the basis of race, culture, language, religion, gender, age, sexuality or disability and includes hate crime incidents

### **Unlawful deprivation of liberty**

Restrictions or restraint can take away a person's freedom and so deprive them of their liberty. This may happen if restraint is used frequently or for extended periods, or a number of different restrictions are in place. There is no clear definition of when the use of restrictions and restraint crosses the line to depriving a person of their liberty.

### **Institutional**

Institutional abuse occurs when the systems, processes and/or management of these is failing to safeguard a number of adults leaving them at risk of, or causing them, harm.