

Appendix 1: Definition of Abuse

“Abuse” is a violation of an individual’s human and civil rights by any other person or persons. It may involve a single or repeated act or omission, occurring within a personal or other close relationship where there is an expectation of trust, which causes harm to a vulnerable person. Abuse can be intentional or unintentional. It can be active or passive, and it may be part of a pattern of behaviour or a single incident.

The following examples of abuse are not exhaustive:

Physical Abuse

- Hitting, slapping, pushing, kicking, throwing, shaking, inappropriate/careless handling and other forms of assault that may not leave visible signs of injury, but may cause pain or discomfort
- Beating (with or without an implement), punching, biting, deliberate burns, scalding, unnecessary restraint and other forms of assault that leave injuries
- Stabbing, strangulation, drowning, poisoning and wounding (breaking the skin) and other forms of assault that cause serious injuries or death
- Medical mistreatment such as withholding or inappropriately altering or administering medication or other treatments, and the inappropriate use of restraint or other sanction.

Sexual Abuse or Exploitation

Sexual abuse involves a child/vulnerable adult being forced or coerced into participating in or watching sexual activity. It is not necessary for the person to be aware that the activity is sexual and the apparent consent of the person is irrelevant.

- Incest, rape
- Offensive or suggestive sexual language or behave in a sexually inappropriate way
- Touching, fondling, caressing, kissing, masturbation
- Oral sex on alleged victim, oral sex by alleged victim on perpetrator
- Sexual intercourse
- Involvement in prostitution or pornography
- Watching sexual activities

Psychological/Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause severe and adverse effects on the child/vulnerable adult’s behaviour and emotional development, resulting in low self-worth.

- Use of threats or fears to over-ride a person’s wishes
- Lack of privacy or choice
- Denial of dignity
- Deprivation of social contact or deliberate isolation
- Being made to feel worthless
- Threat(s) to withdraw care or support or contact with friends
- Humiliation, blaming
- Use of coercion
- Treating an adult as if they were a child

- Verbal abuse
- Exploitation or corruption
- Always feeling frightened or in danger

Neglect and Acts of Omission

Neglect is the persistent or severe failure to meet a child/vulnerable adult's basic physical and/or psychological needs likely to result in serious impairment of the person's health or development.

- Lack of care
- Withholding food, drink, medication or shelter
- Deprivation of necessary personal care
- Failure to protect from harm
- Removal of aids to daily living
- Failure to give access to health and social care or educational services
- Failure to give information about sexual and reproductive health

Financial Abuse or Exploitation

- Stealing, theft of money or property
- Deceiving or manipulating a person out of money or property
- Withholding or misusing money or property
- Stripping the person of his or her assets
- Exploitation of dependence for personal gain
- Misuse of benefits by others

Discriminatory Abuse

- Racist, sexist or homophobic abuse
- Abuse relating to age, illness or disability
- Acts or comments, including incitement of others to commit abuse

Honour-Based Discriminatory Abuse

- Forcing you to marry against your wishes
- Forcing you to have female Genital Mutilation
- Abuse relating to age, illness or disability

Child on Child Harmful Sexual Behaviour or Abuse

- Sexual violence / harassment that occur/s between two or more young people under the age of 18 of any sex
- It is nationally recognised that harmful sexual behaviour the victims are more likely to be girls, and boys perpetrators.
- All child on child abuse is unacceptable and must be taken seriously

Sexual Exploitation and County lines Exploitation

Signs may include:

- going missing from home, care or education
- being involved in abusive relationships
- hanging out with groups of older people
- be involved in gangs or anti-social groups
- having older boyfriends or girlfriends
- spending time at places of concern, such as hotels or known brothels
- being involved in petty crime such as shoplifting

- having access to drugs and alcohol
- having new things such as clothes and mobile phones, which they aren't able to easily explain

Domestic Abuse

Children who witness or perpetrate domestic abuse may:

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

Child Trafficking or Modern-Day Slavery

Children may be trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Appendix 2: Staff Procedure for Dealing with Disclosures of Abuse and for Reporting Concerns

If a **child/vulnerable adult** tells a member of staff about possible abuse:

- 1 Listen carefully and stay calm.
- 2 Do not interview the child/vulnerable adult, although if necessary you may seek to clarify, using open questions and without putting words into the person's mouth, in order to be sure that you understand what the person is telling you.
- 3 Reassure the person that by telling you, they have done the right thing.
- 4 Inform the person that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- 5 Note the main points carefully.
- 6 Report on CPOMS the date, time, place, what the person said, did and your questions as soon as possible
- 7 Staff should not investigate concerns or allegations themselves, but should report them immediately to the Safeguarding Team either verbally or via CPOMS as soon as possible.
- 8 The DSL or Safeguarding Manager may then make a referral in accordance with Local Safeguarding Children's Board or Local Safeguarding Adult Board guidelines.
- 9 Concerns relating to possible abuse by a member of staff must be reported immediately to HR.

To reiterate: your responsibility is to

1. Follow the referral flow chart "What to do if you are worried a child/vulnerable adult is being abused" (appendix 4), contact Safeguarding immediately and they will investigate
2. Ensure the safety of the **child/vulnerable adult** at this point. Do not send them back home into danger, keep victim and perpetrator separate if necessary
3. Provide reassurance to the **child/vulnerable adult**, not promise confidentiality, as you will need to pass on any information given
4. Pass on the information, do not make the decision that it isn't worth taking seriously
5. Believe the person, but not interview anybody yourself. If a crime has been committed this will contaminate the evidence and lose a possible prosecution
6. Preserve any evidence and record everything seen and heard on CPOMS
7. Follow up any verbal report with confirmation in writing
8. Be prepared to co-operate fully with any formal investigation

What Happens After a Referral to Safeguarding

The Safeguarding team will investigate all referrals

Where victims of abuse and perpetrators are both at college, the Safeguarding team will assess risk, ensure support is provided to both/all parties and provide a range of intervention to enable those involved. This support can extend to those impacted by the incident/s.

Appendix 3

Child on Child Harmful Sexual Behaviour or Abuse

As a college sexual harassment and online sexual abuse will not be tolerated, and where any issues are identified, support and early intervention to protect individuals and groups within our community. In order to do this, we will assume that sexual harassment and online sexual abuse is happening on campus, even when there are no specific reports, and ensure a whole College approach to address them within the safeguarding processes and procedures in place.

We will work to:

- minimise potential barriers in reporting and disclosing instances of harassment and sexual misconduct
- ensure that investigatory procedures are fair and impartial
- ensure all students involved receive appropriate support
- clearly set out behavioural expectations for all students
- provision of training and support for staff to increase awareness
- sustained use of CPOMS for record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns to further improve our Safeguarding approaches
- to report regularly on sexual harassment and sexual violence at Safeguarding Steering group
- reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- to work closely with external agencies to raise awareness and increase knowledge of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- to provide updated Safeguarding training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of peer-on-peer sexual abuse
 - consistently uphold standards in their responses to sexual harassment and online sexual abuse

Appendix 4

WHAT TO DO

If you're worried a child or vulnerable adult is:

- Being abused - see Be Safe poster
- At risk of becoming radicalised (Prevent)
- A victim of Harmful Sexual Behaviour (HSB)
- At risk of criminality
- Any other significant concerns



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