



# Safeguarding children, young people and adults at risk Policy, procedures & guidance

## Contents

- 1. Policy Statement ..... 2
- 2. Principles ..... 2
- 3. Roles and Responsibilities ..... 3
- 4. Areas of Specific Responsibility ..... 3
- 5. Working in Partnership with others ..... 5
- 6. Induction and Training ..... 5
- 7. Protecting Staff and Children ..... 5
- 8. Sharing your concerns if you suspect possible abuse ..... 6
- 9. Confidentiality ..... 7
- 10. Referral Procedures ..... 8
- 11. Handling Complaints/Allegations of abuse by an ESSL employee ..... 9
- Appendix A ..... 11
- Appendix B ..... 12
- Appendix C ..... 14
- Appendix D ..... 17

Date	Author	Version	Change Reference

## 1. Policy Statement

- 1.1. This policy outlines the procedures adopted by East Suffolk Services Limited (ESSL) to ensure the safety of children, young people and adults at risk in the community we serve. The company recognises that whilst carrying out their normal duties, some members of staff, appointed volunteers and contractors come into contact with children, young people and adults at risk (of abuse).
- 1.2. The services that ESSL provides to the community are designed so that everyone is treated with respect and kept safe from harm. This policy also sets out procedures to cover recruitment, standards of service and means of reporting concerns.
- 1.3. It is intended that all employees, volunteers coming into contact with children, young people and adults at risk, their families, parents and carers will receive appropriate training to assist them:
  - to recognise abuse
  - to adopt sensible and robust working practices
  - to know what to do if they have a concern, including how to make a safeguarding referral
- 1.4. For the purposes of this policy, a child is defined as anyone who has not yet reached their 18th birthday. An adult at risk would be defined as a person aged 18 or over who is or may be in need of Community Care services by reason of mental health or other disability, age or illness, and who is or may be unable to take care of him or herself or unable to protect him or herself from harm or exploitation.
- 1.5. Safeguarding is the term that describes the function of protecting children and adults from potential abuse or neglect.
- 1.6. **This is the Safeguarding Children, Young People and Adults at Risk Policy and Procedures to be used by all East Suffolk Services employees and volunteers, to also include partners and contractors working on the Company's behalf. It is the responsibility of all employees to fully understand and implement the procedures.**

## 2. Principles

- 2.1 ESSL recognises that:
  - The welfare of children, young people and adults at risk, their families, parents and carers is a primary concern
  - All children, young people and adults at risk whatever their age, ability, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have equal rights to protection from abuse

- It is the responsibility of the relevant statutory agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns
- All incidents of suspicious poor practice and allegations should be taken seriously and responded to swiftly and appropriately.

### 3. Roles and Responsibilities

#### 3.1 ESSL's role and responsibilities.

- To implement relevant procedures, to provide a duty of care for children, young people and adults at risk, to safeguard their wellbeing and to protect them from abuse.
- To ensure that employees adopt and abide by this Policy and understand their responsibilities.
- To respond to allegations promptly and appropriately.
- To monitor and evaluate the policy annually or in the light of any changes to the Company or any significant incident or any changes to government legislation and guidance.
- To ensure that all contractors/partners working with ESSL meet the safeguarding standards expected by the Company. Safeguarding compliance will be monitored by the officer responsible for the contract.

#### 3.2 Responsibilities of staff:

- To fully understand and implement the processes and procedures within this policy.
- To share and report concerns.

### 4. Areas of Specific Responsibility

Listed below are some services which have a more direct relationship with children, young people, adults at risk and their families. However, any protection concerns may be raised, and referrals made by members of any team which come into contact with these groups via home visits or in a public space. In the event of a safeguarding investigation ESSL may be involved in any enquiry if there has been involvement in any aspect of service provision to the child, adult or family involved.

The Director of Performance and Improvement holds the key role of responsibility for ESSL, the Strategic Designated Lead, championing the importance of safeguarding and promoting the welfare of children, young people and adults at risk.

The role of the operational lead is undertaken by the Learning and Development Partner in the HR Team. Their duties include the day-to-day compliance with the policy and procedures, and attendance at local and regional safeguarding groups.

#### 4.1 Grounds & Building Cleaning

Teams within the Grounds service at ESSL whilst unlikely to have a direct relationship with children, young people, adults at risk and their families, do work in parks, open spaces and, on private contracts within school grounds, and may raise any protection concerns if noted during the normal delivery of their operations. Grounds staff, working on school premises, are likely to require a DBS check and safeguarding training in order to comply with School policies. Those working within the Building Cleaning Service are very unlikely to have any greater direct relationship with those deemed at risk, the nature of their work to be outside of public toilet opening times and/or when open, within busy communal areas. The team however may report any concerns to the appropriate person or organisation and will receive Safeguarding training.

#### 4.2 Waste & Recycling, Street Cleansing

Waste and Street Cleansing do not have direct relationships with children, young people, adults at risks and their families but may come into contact with them through the course of their work. Trade waste operatives empty the trade waste at Schools but do not normally come in contact with children. The refuse and street cleaning staff may come into contact with children etc when emptying wheeled bins and litter bins and litter picking. The staff will receive safeguarding training.

#### 4.3 Customer Services Department

Customer Services exercise a duty of care to customers in the way our operational objectives are delivered. Our operational systems and processes will be designed to ensure that the specific needs of a vulnerable individual are always considered and where possible accommodated.

Customer services may come into contact with vulnerable adults or children either in person or by phone/email so processes will be in place relating to the following:

- Ensuring that adults and children at risk are identified and protected.
- Improving the experience of vulnerable customers from the point of contact through decision to conclusion.
- Ensuring that all Customer Services staff, understand that everybody has a role to play in safeguarding the vulnerable.
- Raising and maintaining awareness amongst Customer Services staff of the various strands of vulnerability so that they can identify who may need assistance.
- Embedding and maintaining safeguarding practice and procedures across all Customer Services Operations ensuring compliance with policies.
- Ensuring that Customer Services works in partnership through engagement with

relevant stakeholders, including learning from those with lived experience and experts by experience.

#### 4.4 Workshops and MOT Station

Operatives within workshops at ESSL whilst unlikely to have a direct relationship with children, young people, adults at risk and their families, do carry out MOT's for the public, and may raise any protection concerns if noted during the normal delivery of their operations. Staff will therefore receive safeguarding training.

### 5. Working in Partnership with others

ESSL works in partnership with a range of organisations and the company expects them to have appropriate safeguarding policies in place.

ESSL will also ensure that its policy and procedures follow the guidance given in relevant Government and Safeguarding Partnership documents and the references in Appendix A.

### 6. Induction and Training

All staff and volunteers who work or come into contact with children, young people and adults at risk should receive clear induction and training in recognising and understanding possible signs of abuse and know what steps need to be taken to provide protection.

Induction training will be in the form of an e-learning module and supplemented by guidance from line managers on specific team procedures. All staff and volunteers will be directed to the safeguarding area on the Intranet for further advice.

Further approved training will be given according to job roles at the appropriate levels.

### 7. Protecting Staff and Children

#### 7.1. Good Practice Guidelines

These guidelines provide good practice advice for staff, volunteers coming into contact with children, young people and adults at risk.

All staff should be encouraged to demonstrate exemplary behaviour in order to protect themselves from possible allegations see Appendix B.

For those staff experiencing abuse, whether outside or inside of the workplace, support measures will be put in place that could include counselling and signposting to appropriate support vehicles.

## 7.2. Specific Guidance for Managers providing Work Experience Placements and employment under the age of 18

All managers offering work experience or employment to those under 18 years of age should be familiar with the contents of these safeguarding guidance notes.

Where activities described in Appendix B (e.g., time alone with the student or employee or providing a lift in your car) are necessary for the provision of genuine work experience, the following steps should be followed:

- A full risk assessment for the placement should be completed by the placement supervisor and copied to the school and to HR. A template is usually provided by the school. Advice on completing the risk assessment can be gained from HR.
- HR will contact the school or work experience co-ordinator to gain confirmation of the parent's written consent to the student undertaking such activities.
- If your student is under the age of 18, and you will be taking them out on site visits, one to one, you and anyone else undertaking these duties will need to undertake a basic DBS check prior to the placement starting.

## 7.3. Code of Ethics and Conduct

All organisations involved with caring for young people or adults at risk should have codes of conduct to protect against sexual activity within relationships of trust. On appointment ESSL staff are required to sign up to the [Code of Conduct ESSL .docx](#) which encourages:

- the development of an open and positive environment
- poor practice to be identified
- investigations to be carried out
- disciplinary action to be taken if appropriate.

## 8. Sharing your concerns if you suspect possible abuse

### 8.1. Staff may become aware of suspected or likely abuse by: -

- Their own observations or concerns.
- Being told by another person that they have concerns about a child or adult at risk.
- The child or adult tells them, either verbally or through play or behaviour.
- The abuser tells them.

### 8.2. Even if there is not direct contact with the child, young person or adult at risk, staff may become concerned because of difficulties experienced by the other adults in the relationship, e.g.

- Domestic Violence incidents

- Mental Health issues
- Substance and Alcohol abuse incidents

8.3. Although staff may be unsure as to whether to share or refer their concern, there is a duty on staff to respond to all concerns about children or adults at risk where they may be at risk of significant harm. Guidance on recognising signs of abuse in children, young people and adults at risk can be found in Appendix C. Details of other safeguarding issues that staff need to be aware of as they go about their duties are included in Appendix D.

If in doubt, guidance on the most appropriate and effective way of providing or obtaining help can be ascertained by reference to the information on the Safeguarding page on the intranet (see link in **10**. Below)

## **9. Confidentiality**

Sometimes, it is only when information from several sources has been shared and combined that it becomes clear that a child is at risk. Personal information about children, adults at risk and their families will usually be confidential and should not be disclosed to a third party without the consent of the subject. However, the law allows for the disclosure of confidential information where this is necessary to safeguard a child or children in the public interest. Advice for sharing information specifically for practitioners involved in safeguarding can be found here.

Disclosure of confidential information must be justifiable in each case, according to the particular facts of the case and must be limited to those people who need to know in order to take appropriate action.

**Supervision and support for staff** - All staff reporting concerns will be supported by an appropriate individual to help deal with any significant emotional demands they may face. Confidentiality will be maintained, and information only shared with appropriate people or agencies.

## 10. Referral Procedures

A referral will need to be made in two circumstances:

- You notice or observe an injury or behaviour that concerns you – on or from a child, young person or adult at risk.
- A child, young person or adult at risk makes a disclosure to you about abuse that is happening to them.

In either of the above circumstances, you should make a note of the injuries or behaviours which have caused concern.

You should then discuss with one of the following safeguarding co-ordinators in the company:

Name	Contact
Pete Coley	Pete.coley@eastsuffolkservices.co.uk
Richard Hackney	Richard.hackney@eastsuffolkservices.co.uk
Sarah Gilson	Sarah.gilson@eastsuffolkservices.co.uk
Ben Brame	Ben.brame@eastsuffolkservices.co.uk
Dave Whelan	Dave.whelan@eastsuffolkservices.co.uk
Nan Ford	Nan.ford@eastsuffolkservices.co.uk

The co-ordinator will make the formal referral on your behalf.

For co-ordinators:

To make the referral please go to the Safeguarding page on SharePoint - <https://eastsuffolkservices.sharepoint.com/sites/HR/SitePages/Making-a-safeguarding-referral.aspx>. You should complete a referral form using the Suffolk Children and Young People's Portal/Suffolk Adult Care Portal – this enables you to send information securely to the right team. Details of the process and links are on the SharePoint page.

If you are unable to access the portal, you can telephone Customer First on 0800 808 4005. **If the matter is urgent because a child, young person or vulnerable adult is in immediate danger, phone 999.**

If the concern relates to an adult self-neglecting and hoarding, this should be referred using the Self-Neglect and Hoarding Referral Form (Link on the SharePoint page).



All referrals should be discussed with East Suffolk Council's Operational Safeguarding Lead in regular meetings.

## **11. Handling Complaints/Allegations of abuse by an ESSL employee**

Any allegation or complaint about an ESSL employee or volunteer that involves possible harm to a child or adult at risk where this is related to the employee's work, must be reported immediately to Human Resources (within 24 hours maximum) and to the Director of Performance and Improvement. It is essential that any allegation of abuse made against a person who works with children, young people and/or adults at risk, including those who work in a voluntary capacity are dealt with fairly, quickly and consistently in a way that provides effective protection for the subject and at the same time supports the person who is the subject of the allegation.

In such cases, if staff are given the information in confidence, they must explain to the person that they have no choice but to report what they have been told.

Any manager who is made aware of such an allegation or complaint must not start their own enquiries but should follow similar guidelines to those provided under section 7 above, recording what they know and passing the information on to Human Resources immediately, followed by a written report. The Local Authority Designated Officer (LADO - see contact details below) must be informed within one working day, to determine the next appropriate step. This should be through the LADO referral form which is on the portal.

The employee or volunteer may need to be suspended from work whilst the matter is investigated and if their role involves contact with children, young people and adults at risk this is likely to be the case. However, this will not be automatic and will take into account the relevant circumstances and outcome of any possible strategy discussion with the LADO. In some cases, it may be sufficient to ensure that the employee or volunteer does not have unsupervised access to children or adults at risk. In all cases the person who is the subject of the investigation should be kept informed of the progress of the case and supported appropriately. Every effort should be made to keep the details confidential and to guard against any publicity whilst the allegation is being investigated.

Social Care (and/or the Police) will be informed and the procedures for managing allegations against people who work with children or adults at risk or are in a position of trust will be followed. Any internal investigation or action will not commence until this can be done without prejudicing their proper procedures - (where internal procedures are underway and a child protection issue comes to light, the internal procedures may be suspended pending Social Services/Police action). It is also helpful to share information about the alleged employee/volunteer(s) and any other possible employment/activities they may be involved in with children, e.g., coaching.

The contact details for the Local Authority Designated Officers are:

Tel: 0300 123 2044 Email: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)

## REFERENCES

This policy document has been developed through reference to the sources below -

[Working Together to Safeguard Children – a Guide \(2018\)](#)

[What To Do if You're Worried a Child is Being Abused \*Children's Services Guidelines 2015\*](#)

[www.suffolksp.org.uk](http://www.suffolksp.org.uk)

[www.suffolkas.org](http://www.suffolkas.org)

[www.doh.gov.uk](http://www.doh.gov.uk)

[www.dfes.gov.uk](http://www.dfes.gov.uk)

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

[www.eastsuffolk.gov.uk](http://www.eastsuffolk.gov.uk)

### PROTECTING STAFF AND CHILDREN - GOOD PRACTICE GUIDELINES:

#### Good practice means:

- always working in an open environment (e.g., avoiding private or unobserved situations and encouraging an open relationship (e.g., no secrets);
- treating all children, young people and adults at risk of abuse fairly, and with respect and dignity.
- always putting the welfare of each child, young person or adult at risk first.
- maintaining a safe and appropriate distance with children, young people and adults at risk of abuse you come into contact with.
- building balanced relationships based on mutual trust which empowers children, young people and adults at risk to share in the decision-making process.
- making activities fun and enjoyable and promoting fair play.
- ensuring that if any form of physical contact is required, it should be provided openly. The child, young person or adult at risk should always be consulted and their agreement gained.
- keeping up to date with the technical skills, qualifications and insurance required.
- involving parents/carers wherever possible (e.g., in decisions about work experience). If parents/carers are not present, staff should always work with at least one co-worker.
- ensuring that if mixed groups are taken away, a male and female member of staff always accompany them. (NB - however, it is important to recognise that same gender abuse can also occur.)
- being an excellent role model – this includes not smoking or drinking alcohol in the company of children and young people.
- giving enthusiastic and constructive feedback rather than negative criticism
- recognising the developmental needs and capacity of children, young people and adults at risk of abuse.
- securing written parental consent if staff are required to transport children, young people or adults at risk of abuse in their cars.
- securing parental consent in writing to act in the parent or carer's place if the need arises to give permission for the administration of emergency first aid and/or other medical treatment.

Where pictures/photos are taken parental permission must be gained.

#### Practice to be avoided

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable, they should only occur with the full knowledge and consent of someone in charge in the organisation or the child or young person's parents or the carer of the adult at risk. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

- avoid spending excessive amounts of time alone with children, young people or adult at risk, away from others.
- avoid taking children, young people or adults at risk to your home where they will be alone with you
- avoid giving children, young people or adults at risk lifts in your car, especially alone.

**Practice never to be sanctioned**

The following should **never** be sanctioned:

- engagement in rough, physical or sexually provocative games, including horseplay or those requiring extended physical contact.
- being alone in a room with a child, young person or adult at risk.
- allowing or engaging in any form of inappropriate touching.
- making sexually suggestive comments to a child, young person or adult at risk, even in fun.
- humiliating, putting down or degrading a child, young person or adult at risk as a form of control.
- allowing allegations made by a child, young person or adult at risk to go unchallenged, unrecorded or not acted upon.
- doing things of a personal nature for children, young people or adults at risk that they can do for themselves.
- inviting or allowing children, young people or adults at risk to stay with you at your home unsupervised.

**Incidents requiring Immediate Reporting**

If any of the following incidents should occur, staff should report them immediately to another colleague and make a written note of the event. Parents or carers should also be informed of the incident:

- if the member of staff accidentally hurts a child, young person or adult at risk.
- if a child, young person or adult at risk in the care of a member of a member of staff seems distressed in any manner.
- if an individual appears to be sexually aroused by the actions of a member of staff; or
- if an individual misunderstands or misinterprets something the member of staff has done.

## RECOGNISING SIGNS OF ABUSE IN CHILDREN

The first indication that a child is being abused is not necessarily the presence of a severe injury. Concerns that a child is being abused may be raised by the signs of bruises or marks on a child's body or by remarks made by a child, his/her parents or friends, or the observation of a child's behaviour or reactions, from an awareness that a family is under stress and may need help with caring for the children or from a number of other factors.

### Physical

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing significant harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child

### Emotional

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child(ren) that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's capability, as well as overprotection and limitation of exploration or learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

### Sexual

Sexual abuse involves forcing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening, the activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may also include non-contact activities, such as involving children looking at, or in the production of pornographic material; or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **RECOGNISING SIGNS OF ABUSE IN ADULTS**

### **Physical**

Similarly, to physical abuse against children and young people, this may include any unjustifiable physical discomfort such as pushing, shoving, pinching, slapping or punching. It may also involve withholding care or force feeding, or the application of inappropriate methods of restraint or physical intervention.

### **Neglect**

This would involve the withholding or failure to provide the support necessary for the adult to carry out the activities of daily living. This may include withholding food, care or service. Neglect may also include a failure to intervene in situations that are dangerous to the person concerned or others, particularly when the person lacks the mental capacity to assess risk.

### **Sexual**

This would include any form of sexual activity that the adult does not want and which they have not consented to (or do not have the capacity to consent to). Any sexual relationship that develops between adults where one is in a position of trust, power or authority in relation to the other would constitute abuse. Specific activities may include rape, buggery, incest, touching without consent or exposure.

### **Psychological**

This would include any behaviour which might lead to the adult's choices or opinions being negated. This could involve the use of intimidation, indifference, hostility, threats, humiliation, shouting, swearing or the use of discriminatory or oppressive language.

### **Financial**

This would involve the exploitation, inappropriate use or misuse of a person's financial resources or property. It could include withholding of money, online fraud and identity theft. "Silver Surfers" are particularly vulnerable to this due to their lack of internet awareness.

### **Discrimination**

This can be described as the intentional, wilful or unintentional abuse of a person based on their protected characteristic, for example, race, religion or gender.

### **Institutional**

This would involve abuse or mistreatment by an organisation or by any individual within a building where the person is living or receiving care. Possible signs may be the person having no personal clothing or possessions or frequent admissions to hospital. You may note instances of professionals having treated them badly or unsatisfactorily or acting in a way that causes harm to the person.

## **If you suspect abuse**

You should listen carefully to anything the child or adult tells you. If you have observed an injury, you may ask how the injury happened. You may also want to repeat back to the person what they have said to ensure that you have understood correctly. You should encourage the person to explain their distress without pressuring them to discuss or disclose more than they want, need or are able to; you might want to inform them of their right to talk to an independent person, for example social services, about any possible abuse. This is of particular importance where the allegation concerns a company employee.

1. Never promise confidentiality, instead tell the child, young person or adult at risk that you may have to pass on information they disclose. However, you should reassure the person that they have done the right thing in telling someone and that the events they describe are not their fault.
2. Remember, your role is to note and pass information on accurately, not to conduct the early stages of an investigation.
3. If there is still concern, e.g., if the explanation for an injury is inconsistent with the signs you have observed, make a careful note of what you have heard and observed, sign, date it and note the time

If your concern has arisen from something you have observed, you should in the ideal scenario obtain consent to make a referral from the child or young person's parent(s) or carer(s) or the adult's carer. However, if you feel that this may put the child, young person or adult in danger, it can be made without



## OTHER SAFEGUARDING ISSUES

### Child Sexual Exploitation and Trafficking

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

This can take place at any age, in any community and can affect boys as well as girls. However, the following groups are more vulnerable:

- Children in care
- Children leaving care
- Children with learning difficulties
- Young carers
- Children and young people living in poverty
- Children who go missing

Indicators of CSE that may be evident include:

- Regularly missing school or not taking part in education
- Having older boyfriends or girlfriends
- Drug and alcohol misuse

### Modern Day Slavery

ESSL has a [Modern Slavery and Human Trafficking Statement.docx](#) which outlines our responsibilities in this area and particularly our duty if we develop reasonable grounds to believe that a person in our district may be a victim of slavery or human trafficking.

### Forced Marriage

This takes place when the bride, groom or both do not want to get married but are forced to by others – usually their families. They could be tricked into going abroad and may be emotionally or violently blackmailed.

### Honour Based Violence

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family or community, often committed with some degree of approval and/or collusion by the family. Victims are often women (but not exclusively so).

## **Female Genital Mutilation (FGM)**

FGM is defined by the World Health Organisation as “all procedures that involve total or partial removal of the external female genitalia or other injury to the female genital organs for non-medical reasons”.

## **Children Missing from Education**

A child is missing from education if they are between 5 and 16 and do not have a formal school place or any alternative arrangements made about their education.

## **Private Fostering**

Private fostering takes place when a child under the age of 16 (or 18 if the child has a disability) lives with someone who is not a close relative (i.e., not their grandparents, aunt, uncle, brother, sister, cousin or stepparents) for 28 days or more unless that person has parental responsibility for them or is a local authority or agency foster carer. Under the Children Act 1989, private foster carers and those with parental responsibility are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

## **Prevent and Vulnerable to Radicalisation**

Radicalisation is the process by which a person comes to support or be involved in extremist ideologies. It can result in a person being drawn into terrorism and is in itself a form of harm.

Prevent is the multi-agency set of arrangements aimed at preventing individuals and groups from engaging in violent extremism. Prevent is not aimed at suppressing freedom of thought and expression. Early indicators of extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims against Crusades” or other non-prescribed extremist groups such as the EDL.
- Out of character changes in dress, behaviour and peer relationships.

## **Domestic Abuse**

Domestic abuse can be defined as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, or by a family member or carer.

Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)

- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial or economic abuse
- Harassment and stalking
- Online or digital abuse.

## **Gangs and Groups**

A gang is a group of people who spend time in public places and who see themselves (and are seen by others) as a noticeable group, and who engage in a range of criminal activity and violence. They may also identify with or lay a claim over territory and/or be in conflict with other, similar gangs.

County lines operate from urban areas into more rural areas. Young people are “recruited” by gangs or serious organised crime networks and used to facilitate the establishment of drug markets in the more rural locations.

## **Mate Crime/Hate Crime**

Any criminal offence which may be perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a personal characteristic.

The term ‘Mate Crime’ is being used where people with learning disabilities are often befriended by people who then exploit them.