

Safeguarding Policy

Date created: March 2015 (previously Child Protection Policy)
Person responsible: Emily Eversden
Trustee responsible: Lehni Lamide Davies
Date of this review: November 2024
Date of next review: November 2025

Tangled Feet often make work for and with young people aged 0-18. We work with adults in a professional capacity and sometimes vulnerable adults. Tangled Feet provide participatory projects and clinical therapeutic services in educational settings and within targeted projects in community settings. Some of our work also takes place online, with live sessions being hosted by Tangled Feet practitioners.

Tangled Feet's Safeguarding Policy applies to young people up to the age of 18 and vulnerable adults.

Tangled Feet **Designated Safeguarding Lead** (DSL):
Emily Eversden, Participation Director (07834857564, emily@tangledfeet.com)

Tangled Feet **Deputy Safeguarding Leads** (DDSL):
Nathan Curry, Co-Artistic Director, nathan@tangledfeet.com
and
Kat Joyce, Co-Artistic Director kat@tangledfeet.com.

Named **Safeguarding Trustee** – Lehni Lamide Davies

If none of the above are available for safeguarding matters, please contact:
Alyson Jones, General Manager (alyson@tangledfeet.com)

The named safeguarding trustee can be contacted via Tangled Feet's Co-Artistic Directors, Nathan Curry and Kat Joyce.

Tangled Feet actively encourages safeguarding and promoting the welfare of children, along with the well-being of children, young people and vulnerable adults, promoting a culture and environment to support this. Through our projects and material, we aim to create a safe environment where children, young people and vulnerable adults can enjoy rewarding and stimulating experiences.

We recognise that children, young people and vulnerable adults should be:

- listened to and heard
- valued and respected as individuals
- respected for their identity and uniqueness
- encouraged and praised
- involved in decisions as appropriate regardless of gender, ethnicity, disability, sexual orientation or religion.

- Tangled Feet believes that the promotion of safeguarding within all areas of the company's work is integral to the core of our company ethos.
- Tangled Feet clearly communicates to all staff that it is the responsibility of every adult who is working for the company to prevent the physical, sexual or emotional abuse, or neglect, of children and vulnerable adults, and to report any suspected or actual abuse that comes to their attention.
- Tangled Feet regards any breach of its Safeguarding Policy as misconduct and appropriate disciplinary action will be taken against any employee who is deemed to have breached this policy.

All members of our group and any co-opted, volunteer or 'employed' individuals accept and recognise our responsibilities to develop awareness of the issues which cause children and vulnerable adults harm. We all recognise as a group that clear safeguarding guidelines are established and adhered to at all times. We recognise that safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. Everyone who comes into contact with children, vulnerable adults and their families has a role to play. It is the responsibility of all Tangled Feet staff to remain vigilant and alert with regards to child safety and protection issues. It is the responsibility of the Participation Director, in conjunction with the Artistic Directors of the company, to assess, update and implement any changes in the policy and communicate these changes to all employees of Tangled Feet. Such changes will need to be ratified by the Board of Trustees.

We endeavour to safeguard children and vulnerable adults by:

1. Adopting child protection and safeguarding guidelines through procedures and a code of conduct, which all staff and volunteers must be given before working with children and/or vulnerable adults.
2. Sharing information about safeguarding and good practice with children, vulnerable adults and parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know and involving parents, children and vulnerable adults appropriately.
4. Following carefully the procedures for recruitment and selection of staff and volunteers. Including letting potential core staff candidates know that online searches will be done as part of due diligence checks ahead of their interview.
5. Providing effective management for staff and volunteers through supervision, support and training.
6. Regularly monitoring and reviewing our policy and good practice.

7. Providing regular safeguarding training for all core staff, trustee board members and freelance staff when necessary.

The definition of 'child' or 'young person' relates to anyone under the age of 18.

Commitment to Safeguarding Vulnerable Adults

At Tangled Feet we are fully committed to safeguarding the welfare and dignity of vulnerable adults in all aspects of our work. We recognise that safeguarding vulnerable adults is a fundamental duty and that every individual has the right to be treated with dignity, respect, and without exploitation or harm. We are dedicated to creating a safe environment where vulnerable adults are protected from abuse, neglect, or exploitation in any form.

Definition of Vulnerable Adults

A vulnerable adult is defined as any person aged 18 or over who may be unable to protect themselves against significant harm or exploitation due to their physical or mental capacity, age, illness, or other circumstances. Our approach to safeguarding recognises that vulnerability may be permanent or temporary, and our responsibility is to respond appropriately in all situations where an individual may be at risk.

Legal Framework

Our safeguarding practices are underpinned by relevant legislation and statutory guidance that govern the protection of vulnerable adults. These include, but are not limited to:

The Care Act 2014: This legislation places safeguarding vulnerable adults on a statutory footing, requiring providers to address abuse and neglect concerns.

Safeguarding Vulnerable Groups Act 2006: This law establishes the framework for vetting individuals working with vulnerable adults to ensure unsuitable persons are not employed in roles that put vulnerable adults at risk.

Human Rights Act 1998: This Act reinforces that every person, including vulnerable adults, has the right to live free from inhuman or degrading treatment, and ensures that their fundamental rights are respected.

Safeguarding Responsibilities

We recognise our responsibility to ensure that all vulnerable adults who come into contact with our organisation are protected from harm.

This means:

- Taking all necessary steps to prevent abuse or neglect.

- Ensuring that any concerns about the welfare of vulnerable adults are responded to appropriately and in line with relevant safeguarding procedures.
- Working in partnership with local safeguarding authorities and other relevant agencies to promote the wellbeing of vulnerable adults.

Commitment to Training and Awareness

To safeguard vulnerable adults effectively, we ensure that all staff and volunteers are adequately trained in recognising signs of abuse, understanding their safeguarding responsibilities, and following appropriate reporting procedures.

Responding to abuse

1. What is Abuse?

The following are the main categories of abuse as defined in the *Children's Act 1989*, *Luton Borough Council*, *Central Bedfordshire Council*, and are in line with Luton and Beds, Herts Area Child Protection Committee 'Protecting Children' – Child Protection Procedures. Also, the Care Act 2014:

1.1 Neglect - Severe and persistent neglect of a child, such as deprivation of food, clothing, warmth and medical care.

1.2 Physical abuse - Physical injury to a child, such as to cause bruising or burn marks through physical contact, scarring or biting a child.

1.3 Female Genital Mutilation (FGM) – Partial or total removal of external female genitalia for non-medical reasons. (See appendix two for further details)

1.4 Sexual abuse - Involving a child in sexual activities, either directly or indirectly.

1.5 Child Sexual exploitation (CSE) – Coercing, manipulating or deceiving a child into sexual activity in exchange for something the victim needs or wants.

1.6 Harmful Sexual Behaviour – Usually sexually explicit language, engaging in inappropriate touching; using sexual violence or threats.

1.7 Emotional abuse - Persistent or severe emotional ill-treatment, such as threats, taunts, rejection, 'scapegoating' or verbal attacks, which can severely damage behaviour and emotional development.

1.8 Bullying and Cyberbullying – Persistent behaviour that hurts someone else, such as verbal and non-verbal abuse, emotional and physical abuse, exclusion, control and manipulation. When bullying takes place online it can involve social networks, games and mobile devices.

1.9 Technology Assisted Harmful Sexual Behaviour – Using pornography (and exposing other children and young people to this), sharing sexual, naked or semi-naked images ('nudes' or 'semi-nudes') or videos of themselves or others ('youth-produced sexual imagery'), sending sexually explicit messages ('sexting').

1.10. Child trafficking (and modern slavery) – Recruiting and moving children for exploitation, either into the UK from overseas, or from one part of the UK to another.

1.11. Financial abuse: and for that purpose, "financial abuse" includes—

(a) having money or other property stolen,

(b) being defrauded,

(c) being put under pressure in relation to money or other property, and

(d) having money or other property misused.

(specific to vulnerable adults)

1.12 The Definition of 'harm'

Those who do not fit the above categories may also be at risk of significant harm. This could, for example, be in a situation where another child in the household has been harmed, or the household contains a known abuser.

The *Protection of Children Act 1999* explains that 'harm' has the same meaning as in section 31 of the *Children's Act (1989)*:

'Ill treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another'

'development' means physical, intellectual, emotional, social or behavioural development.

'health' means physical or mental health; and

'Ill treatment' includes sexual abuse and forms of ill-treatment which are not physical.

In addition, Section 120 of the *Adoption and Children Act 2002* amends the *Children Act 1989* by expanding the definition of 'harm' to include witnessing domestic violence.

Abuse can take place in a number of differing settings. The following are some examples:

- Most commonly where the child/vulnerable adult knows the individual(s) and trusts them. This can be a parent, carer, babysitter, sibling, relative, or friend of the child/vulnerable adult or the family.
- The abuser is sometimes someone in authority such as a teacher, youth leader, children's worker or care worker.
- The abuser is sometimes a paedophile, or other person who sets out to join organisations to obtain access to children or young people.

1.11 The definition of 'radicalisation' and 'extremism' – Exposing a child to extremist and radical ideology which may lead the Child to support or partake in an act of discrimination or violence. Radicalisation can be compared to grooming for sexual exploitation. (See Appendix 5).

1.12 The Definition of 'worker'

'A worker with children and young persons is a person who is not a teacher, but whose work brings him or her into regular contact with persons under the age of 18. This can include people such as classroom assistants, school caretakers, care workers in special or residential schools, or youth workers in the youth service.'

Criminal Justice and Court Services Act (2000) Protection of Children Guidance.

A worker at Tangled Feet could be a workshop leader, actor, director, designer or technical and stage management staff. This person could be a member of Tangled Feet's core staff or a freelance worker.

What to do and who to inform if abuse is disclosed or discovered?

2. What to do if you suspect that abuse has occurred?

Tangled Feet adheres to the guidelines set out in the 'Working Together to Safeguard Children' guidance, DofE (2018) (See appendix 7)

2.1 It is the responsibility of anyone working for Tangled Feet to act on any concerns of suspected abuse. All concerns should be reported as soon as possible to the Designated Safeguarding Lead (DSL) in conjunction with the Artistic Directors, who are required by the Board of Trustees to act on their behalf in referring all allegations or suspicions of neglect or abuse to the statutory authorities. If concerns are raised when a member of Tangled Feet is working in an educational or community setting, following a conversation with the Participation Director and DSL of Tangled Feet, a report should be made to the educational or school's DSL.

2.2 If the allegations or suspicions involve any member of Tangled Feet's senior staff team, then the report should be made to the Local Area Designated Officer (LADO) and the Chair of the Board of Trustees, who is mandated to undertake this role on behalf of the Trustees.

Details of how to contact the Chair can be obtained from any other member of Tangled Feet core staff and is included in the staff handbook.

2.3 If the suspicions in any way implicate both the Chair and a member of Tangled Feet's senior staff team, then the report should be made to another member of the Board of Trustees.

2.4 Where any form of abuse is suspected the Designated Safeguarding Lead, in conjunction with the Artistic Directors, will not speak to the parents/carers, as this may make the task of investigation by Police or Social Services more difficult, especially in the case of suspected sexual abuse.

3. Allegations of neglect, physical or emotional abuse

If the child or vulnerable adult discloses information about any abuse, the DSL in conjunction with the Artistic Directors, and in consultation with the adult that the child/vulnerable adult may have disclosed to, will contact the appropriate agency, e.g. social services, or the DSL in school if in a school setting. Social services will advise the DSL if the parents/carers should be informed.

3.1 Where emergency medical attention is necessary, this must be sought immediately. The DSL, in conjunction with the Artistic Directors, will inform the doctor of any suspicions of abuse.

3.3 Where there are suspicions of abuse, consideration should be given to referring the matter to the local Early Help Hub, the local MASH (Multi Agency Safeguarding Hub) and the local assessment and intervention team. If the DSL, in conjunction with the Artistic Directors, are unsure whether or not to refer a case to the local MASH, then they can always contact the local MASH for advice, or to discuss the case in confidence.

4. Allegation of sexual abuse

In the event of allegations or suspicions of sexual abuse, the DSL in conjunction with the Artistic Directors, will contact local MASH or the Police Child Abuse Investigation teams directly. The DSL, in conjunction with the Artistic Directors, will not speak to the parent/carer or anyone else directly, as there is always a possibility that they could be involved. If named people are innocent, talking to them before contacting the authorities may make it more difficult for them to be cleared.

4.1 If sexual abuse has occurred in the immediate past, or very recently, then contact the police immediately and make this clear to them. If the allegations concern events which have taken place previously, then the Police or local MASH must be informed at the earliest opportunity.

4.2 Under no circumstances must the DSL, or the Artistic Directors, attempt to carry out any investigation into allegations or suspicions of sexual abuse. The role for the DSL in conjunction with the Artistic Directors, is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the local MASH, whose task it is to investigate the matter under Section 47 of the Children Act (1989).

4.3 Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL or the Artistic Directors. The absence of the DSL or Artistic Directors should not delay referral to the local MASH.

4.4 Should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or the Artistic Directors, as to the appropriateness of the referral to the local MASH, that person retains a responsibility as a member of the public to report serious matters to the local MASH and should do so without hesitation.

4.5 Should there be any concern by the person in receipt of the allegation or suspicion as to inaction by the DSL or Artistic Directors, that person retains a responsibility to escalate the matter to the local MASH without hesitation.

4.6 The Board of Trustees will support the DSL and the Artistic Directors in this role, through the Chair, who is also the named safeguarding trustee, and any other appropriate and accept that any information they may from time-to-time have in their possession will be shared in a strictly limited way, on a need to know basis.

5. Suspicions of susceptibility to, or involvement in, extremism

These guidelines are based on the Home Office Prevent Strategy, as advised by Luton Borough Council. Prevent depends on the support of the community to make the community safer and safeguard those who may be vulnerable to radicalisation. (See appendix 4)

Home Office Prevent Strategy: 'Safeguarding vulnerable people from radicalisation is no different to safeguarding them from other forms of harm'. All allegations or suspicions should therefore be reported to the DSL or the Artistic Directors, in the same way as other forms of harm (as listed above). The DSL or the Artistic Directors can expedite all suspicions of extremism or radicalisation straight to the Luton or Croydon Channel Panel.

Within Luton, the Channel panel is a multi-agency group, chaired by the Council. The panel would then offer any number of support options to safeguard the individual.

Further details on susceptibility to extremism are below to help workers understand this growing phenomenon:

Why might a young person/vulnerable adult be drawn towards extremist ideology?

- Answers to questions about identity, faith and belonging
- Desire for 'adventure' and excitement; self-esteem or 'street cred'
- Identification with a charismatic individual/group which offers identity, social network and support
- Fuelled by a sense of grievance, triggered by personal experiences of racism or discrimination

Early indicators may include:

- Showing sympathy for extremist causes and extremist groups
- Glorifying violence
- Evidence of possessing illegal or extremist literature (online or print)

- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour

Establishing good working practice

6) Boundaries and good practice

All core and freelance staff are responsible for establishing and maintaining appropriate boundaries and good practice. Tangled Feet will encourage its entire staff and workers to demonstrate exemplary practice, both to provide a safe and positive working environment and to avoid and protect them from false allegations. On employment all staff will be issued with our Code of Conduct (see Appendix 6) which clearly states Tangled Feet's expectations of staff. It is the practice of Tangled Feet to ensure that staff directly working with children, young people or vulnerable adults should never work alone.

Tangled Feet is committed to the on-going training and appropriate line management/supervision of staff with regards to safeguarding and behaviour when working with children and vulnerable adults.

The DSL and DDSLs (Artistic Directors) attend specific training every year and must each attend an additional 'In Safe Hands' Luton Safeguarding Children Board training event for DSLs. Full staff training will be provided to the Board of Trustees, core staff team, relevant associate artists and all staff working in Tangled Feet's Dramatherapy service and on our targeted projects. This will be offered on a yearly basis. All staff and Trustees must read an Induction Pack before they begin their role and following their start date attend the next scheduled Safeguarding training event.

6.1 Risk assessment, management and conduct within the physical environment

Risk Assessment is an essential part of planning any Tangled Feet project and will always cover risks in relation to the protection and safeguarding of children and vulnerable adults. Any such risks will be monitored and managed throughout the project by the DSL in conjunction with the Artistic Directors.

Core and freelance workers should always work in an open environment and avoid unobserved situations, particularly outside of the professional space (e.g. toilets, or changing/dressing rooms).

6.2 Physical contact

All core and freelance workers should keep any physical contact public and visible and should be aware of an appropriate context regarding physical contact, e.g. handshakes and 'high-fives' would be appropriate, however, a hug in the context of a group is very different from a hug behind closed doors. Touch should be related to a child, young person's or vulnerable adult's needs, not the staff or workers. Touch should be age appropriate and generally be initiated by the child, young person or vulnerable adult, rather than the staff or worker. In the context of a physical theatre workshop, for any physical contact necessary to safely implement an activity (for example in physical improvisation) the facilitator must first ask the child/vulnerable adult if they can make physical contact.

Any form of physical response to misbehaviour is unlawful, unless it is by way of restraint. On those occasions when it proves necessary for workers to restrain a child/vulnerable adult physically to prevent them from inflicting injury to others, or damage to property, only the minimum force necessary should be used. Staff and workers should take responsibility for monitoring one another in relation to physical contact. They should be free to constructively challenge a colleague, if necessary.

6.3 Interpersonal interaction

Staff and workers should treat all children/vulnerable adults equally, with dignity and respect and consider attitude, language used, and actions taken. Balanced and empowering relationships between staff, workers, and children/vulnerable adults should be built on a basis of mutual trust and respect. Children/vulnerable adults should be actively encouraged to share in the decision-making processes. An environment of positive and constructive criticism should be nurtured and developed.

Staff and freelance workers should avoid any personal (i.e. non-professional) contact with children/vulnerable adults, including the exchange of personal contact details, including online and social networking. Primary contact should be made with parents/carers, rather than children/vulnerable adult.

Under no circumstances should children/vulnerable adult be invited to a staff member or worker's home. In the event of a child/vulnerable adult arriving uninvited to a worker's home, the child/young person/vulnerable adult should not be allowed to stay or invited inside. It is recommended workers accompany the child/young person/vulnerable adult to a safe, public place and inform their line manager of the event.

In regard to Dramatherapy clinical work, therapists will work on a one to one basis with clients, as is required to carry out the therapy process. Also, in rare cases, therapists may work in the client's home. This is addressed in the therapy service's working risk assessments. All appropriate safeguarding measures and insurances are in place to support this work.

6.4 Venues and Transport

If a worker arranges an activity with a child/vulnerable adult outside the usual group time, this must be with knowledge and consent of their line manager, in the first instance, and the Director, if appropriate, as well as that of the parent/carer. Parental consent will be obtained for all organised activities and outings, which are outside the usual group times. Arrangements for transporting children must also be with the knowledge of the nominated person and with parental approval. Transport or activities should not be arranged to leave from or take place in a member of staff or freelance worker's home.

6.5 Photography and Filming

Permission in writing for photography and/or videoing should be sought in advance from parents/carers. For other arts activity it is the staff and freelance workers' responsibility to ensure the host organisation is made aware of the need to obtain written permission from the parents/carers. As the majority of our work with children and young people happens in educational settings, written permission is sought by the school regarding photography and/or videoing and is held at each individual setting. The Participation Director will liaise

with the Senior Leadership Team in the school regarding use of photography or video for Tangled Feet's use.

7. Making a barring referral to the DBS

As an employer working with children, Tangled Feet has a legal responsibility to make a barring referral to the Disclosure and Barring Service (DBS) if there are any concerns that a member of staff may have harmed a child or vulnerable adult or put them at risk of harm or neglect. Any such referral will be made by the DSL in conjunction with the Artistic Directors within three months of an initial concern about the member of staff having been raised. Further guidance on the conduct, which would satisfy the harm test in relation to making a barring referral, can be found on the DBS website.

Guidelines for communication with a child or vulnerable adult who discloses any form of abuse

- Always stop and listen straight away, reacting calmly and responding slowly and clearly.
- If you can, write brief notes of what they are telling you whilst the conversation takes place.
- Always record any concerns, including all low level concerns or 'niggles' on TF's concerns form, ensuring each form is dated. Allowing there to be a chronology of all concern forms available.
- Clearly explain that as a member of Tangled Feet staff team you cannot promise confidentiality or to 'keep a secret', but that you will only communicate with the appropriate people who need to know.
- Don't ask leading questions that might give your own ideas of what might have happened. Do not interrupt the child/vulnerable adult whilst they are explaining.
- Reassure the child/vulnerable adult that they have done the right thing in telling someone.
- If you have difficulty understanding the child/vulnerable adult's method of communication, reassure them that you will find someone to help.
- Explain to the child/vulnerable adult the next steps that you will be taking following your conversation.
- Make a written record of your interaction on a concern form. The DSL can provide you with a cause for concern reporting form, which will include:
 - The date and time
 - Your name and role within this context
 - The name and DOB of the child/vulnerable adult

- Contact details for the child/vulnerable adult
- An outline of the concern
- Where possible record the testimony, or parts of it, in the child/vulnerable adult's own words
- Note the names and role of any witnesses
- Note other individuals who have been informed
- Record the name and details of the alleged abuser

The record should be signed and dated by both the author and the DSL or Artistic Directors, of Tangled Feet, and will include what action the DSL will do with the information. Such records are filed securely in line with the company's procedures on the storage of confidential documentation. See appendix 8 for a flowchart of disclosure and flowchart 9 for an allegation.

Important contact numbers

If concerns regarding the welfare of a child/vulnerable adult come to light, and it is unclear if they should be referred to the local MASH, the DSL or Artistic Directors of Tangled Feet should contact the designated **Child Protection Advice Line for the location of the work** as an alternative to the local MASH. It is the responsibility of the DSL to ensure they are aware of how to contact the Local Authority Designated Officer (LADO) for each borough in which Tangled Feet works with children. This currently (December 2023) includes:

Luton Multi-Agency Safeguarding Hub (MASH) - 01582 547653
Out of hours - 03003008123

Luton Early Help Hub – 01582 548231

Luton LADO – Paul James – 01582 547624

Luton Prevent Channel Panel – Police Sergeant David Layton-Scott 07718 965640
david.layton-scott@bedfordshire.pnn.police.uk

Bedfordshire Police Specialist Public Protection enquiries - 01234 846960

National Police Prevent advice line - 0800 011 3764

Croydon MASH - 020 8726 6464
Out of hours – 020 8726 6400

Croydon Early Help Hub
North Croydon – 020 8760 5701
Central Croydon – 020 8760 5530
South Croydon – 020 8667 8485

Croydon LADO – 020 8239 4322

Croydon Prevent Channel Panel – 0800 789 321

Other useful numbers:

NSPCC (Help line)	Tel: 0800 800 500
Police Child Protection Team, Bedfordshire	Tel: 01234 846960
Police Child Protection Team, London	Tel: 020 8217 4941
Childline	Tel: 0800 1111

List of relevant publications

- Rehabilitation of Offenders Act 1974 and Exceptions Order - Home Office. (amended 2023)
- Education Reform Act 1988 – Department for Education and Employment
- Children Act 1989 and 2004 – Department of Health
- Safe from Harm: A Code of Practice for Safeguarding the Welfare of Children in Voluntary Organisations in England and Wales 1993 – Home Office.
- Education Act 2002 - Department for Education and Employment
- Employment Rights Act 1996 - Department for Education and Employment
- Protection of Children Act 1999 – Department of Health (amended 2010)
- Criminal Justice and Court Services Act 2000 – Home Office.
- Bedfordshire Child Exploitation Practitioners Guidance - June-2020
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012 (incorporating Surveillance Camera Code of Practice 2022)
- Children and Young Persons Act 2008
- The Prevent Strategy 2011 – Home Office (duty guidance updated Dec 2023)

- Working Together to Safeguard Children 2018 (limited factual update 2023)
- Keeping Children Safe In Education 2015 (updated 2024)
- GDPR and the Data Protection Act 2018
- Information Sharing: Advice for Practitioners 2018
- What to do if You're Worried a Child is Being Abused, DfE (2015)
- Children and Families Act 2014
- Children and Social Work Act 2017
- Sexual Offences Act 2003 [updated 2023]
- Care Act 2014 (in relation to safeguarding vulnerable adults that we work with)

Date of last review: Nov 2024

Date of next review: Nov 2025

Appendix 1 What is Abuse

The definitions given below are sourced from 'Working Together to Safeguard Children' 2018 (updated 2023)

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child

that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child on child Abuse

Child-on-child abuse is most likely to include but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying). Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'). Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

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

Domestic Abuse

Source information NSPCC

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Types of domestic abuse

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house

- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to harm another family member or pet.

Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

Financial abuse (in relation to working with vulnerable adults)

sourced from the Care Act 2014

Financial abuse includes—

- (a) having money or other property stolen,
- (b) being defrauded,
- (c) being put under pressure in relation to money or other property, and
- (d) having money or other property misused.

Appendix 2 Signs of Abuse

Physical Signs

- Any injuries, bruises, bites, burns, fractures, etc., which are not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls,
- rough games, etc.
- Injuries which appear to have been caused by a weapon e.g. cuts, welts, etc.
- Injuries which have not received medical attention
- Instances where children are kept away from the group inappropriately or without explanation
- self-mutilation or self-harm e.g. cutting, slashing, drug abuse
 - absence from school or ongoing activities

Emotional Signs

- Changes or regression in mood and behaviour particularly where a child withdraws or becomes clinging. Also, depression/aggression
- Nervousness/inappropriate fear of particular adults e.g. frozen watchfulness
- Sudden changes in behaviour e.g. under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults e.g. excessive dependence
- Attention-seeking behaviour
- Persistent tiredness
- Wetting or soiling of bed or clothes by an older child
- Neglect Signs
- Regular poor hygiene
- Persistent tiredness
- Inadequate clothing
- Excessive appetite
- Failure to thrive e.g. poor weight gain
- Consistently being left alone and unsupervised

Sexual Signs

- Any direct disclosure made by a child concerning sexual abuse
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age inappropriate sexual play
- Preoccupation with sexual activity through words, play or drawing

- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares,
- sometimes with overt or veiled sexual connotations
- Other emotional signs (see above) may be indicative of sexual or some other form of abuse

NB: Just because a child exhibits one of these signs, this does not automatically mean that they have been abused. Nevertheless, the presence of one or more of the signs, or their repeated presence, might raise concerns, and should be used as a prompt for discussion with Tangled Feet's DSL

Appendix 3 FGM (female genital mutilation)

Source information - NSPCC

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but can have many other names.

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.” UK Government advice and guidance on FGM

The World Health Organisation definition of FGM: Definition of FGM: “Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation-1997)

FGM is a form of child abuse. It's dangerous and a criminal offence in the UK.

- there are no medical reasons to carry out FGM
- it is often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades
- children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained
- it is used to control female sexuality and can cause long-lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman's life, including:

- when a baby is new-born
- during childhood or as a teenager
- just before marriage
- during pregnancy.

FGM is classified into four major types:

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are 'the lips' that surround the vagina).
3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Signs that a girl might be at risk of FGM:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home.

Signs that FGM may have happened to a girl:

- Having difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school or college.
- Reluctance to go to the doctors or have routine medical examinations.
- Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

If a member of Tangled Feet staff, working in a school based in our region has concerns regarding a child being at risk of FGM or having been a victim of FGM, they must refer to the local children's social care team.

Appendix 4 Radicalism and extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

The Prevent strategy, published by the Government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act

this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The 2011 Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

Challenging and tackling extremism needs to be a shared effort (HM Government, 2013). For this reason, the Government has given some types of organisations in England, Scotland and Wales a duty to identify vulnerable children and young people and prevent them from being drawn into terrorism.

All organisations that work with children and young people have a responsibility to protect children from harm. This includes becoming radicalised and/or being exposed to extreme views.

*Safeguarding and radicalisation research report DfE
NSPCC*

Appendix 5 County Lines

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Appendix 6

Tangled Feet Code of Conduct for Participation Leaders

Code of Conduct for Participation Leaders

This document should be read alongside the Respect at Work Policy and Rehearsal Room contract to broaden knowledge of Tangled Feet working methodologies.

The Code covers five areas:

1. Safety
2. Professional competence
3. Responsibility
4. Working with people
5. Commitment to the Code of Conduct.

As a Participation Leader:

1. Safety

- I believe every participant has a right to enjoy their learning in a safe environment, and I have a responsibility to act in the best interests of their physical and mental wellbeing. I am committed to ensuring my practice is informed by, and complies with, relevant statutory or legal requirements that safeguard my own and others' legal, civil and human rights.
- I do not engage with work I cannot do safely.
- I understand that all physical theatre based activity should identify and minimise risk.
- I encourage participants to take active responsibility for their own welfare, behaviour and actions, and assist other staff and supporters to participate safely and happily.
- I ensure that nothing in my control is of detriment to health, safety or wellbeing.
- I risk assess activities and manage risks accordingly, making risk assessments available.
- I take steps to keep informed of any statutory or legal requirements that may affect my work.
- I familiarise myself with the procedures and protocols of the places I work in and agree with employers the roles and responsibilities that will support the safe delivery of my work.
- I comply with all statutory requirements affecting health and safety at work.

- I understand my legal obligations when working with children or vulnerable adults and ensure I have a relevant DBS check (or equivalent outside of UK) if appropriate. If I do not have a DBS check, I will make Tangled Feet aware in good time so they can obtain one.
- I undertake any necessary monitoring, record keeping and reporting around issues of consent and confidentiality to maintain a safe working environment.
- I set, agree, and monitor clear and appropriate personal boundaries to ensure the integrity of my relationships with participants and employers.
- I understand that as a leader I am role-modelling behaviours and ensure that my own conduct encourages responsible, safe and respectful practice at all times.
- I only teach lead workshops in spaces that I have checked, risk-assessed and ensured are safe and fit for purpose (whether inside or outside) and appropriate to the age, ability and competency of the participants with whom I am working.
- I have read and understood Tangled Feet's Safeguarding Policy.
- I have read and understood Tangled Feet's Whistleblowing Policy (note this to be updated in 2023).

2. Professional competence

- As a Tangled Feet workshop leader, I believe I have a responsibility to myself, the profession and the people with whom I work to do the best I can.
- I aspire to bring quality to everything I do and commit to investing in my own continuing professional development to ensure the relevance and quality of my practice and uphold professional standards within the relevant legislative frameworks and government directives.
- I have the necessary range of skills, knowledge and experience for the work I do.
- I am clear about the boundaries of my professional competence and work within them.
- I am forthcoming and truthful about my professional experience and any relevant qualifications.
- I actively commit to developing and improving my skills, knowledge and abilities through engaging in ongoing professional development.
- I remain aware of developments in practice, training and legislation that inform my work.
- I take responsibility for enabling other people to understand what I do.
- I work within the required health and safety legislation.

- I am committed to the principles of equal opportunities and human rights.

3. Responsibility

- As a Tangled Feet workshop leader, I work and behave with integrity: being open, trustworthy, sincere and consistent in the way I conduct myself and my work; following this through in my professional relationships and in undertaking my work in a responsible, thorough and accountable manner.
- I do what I say I will do and take responsibility for my own actions.
- I maintain effective communication and work in a collaborative manner with all partners.
- I prepare thoroughly, agreeing with partners and employers the context for my work, the aims and desired outcomes, who I will be working with, where and how.
- I work in partnership with others to ensure that relevant support is available and in place.
- I turn up in time for workshops (or if I can't, communicate this to others in good time).
- I ensure that my appearance and behaviour are appropriate to the context I am working in.
- I monitor the quality of my work, seeking and acting on feedback from participants, employers and colleagues.
- I reflect on my work and apply what I learn from this to improve my skill.
- I am aware of Tangled Feet's Safeguarding and Respect at Work Policies and understand my responsibility to report any concerns to the Participation Manager, Emily Eversden. If the workshops are taking place in a school the Participation Manager will report the concerns to the teacher of the class.

4. Working with people

- As a Tangled Feet workshop leader, I believe everyone has a right to be treated with dignity and recognised as an independent and equal human being. I celebrate diversity, support and enhance the autonomy of the individuals I work with and ensure nothing I do discriminates on the grounds of race, gender, sexuality, religion, ethnicity, age, disability, national or social origin or other status.
- I work in an open, encouraging, sensitive manner; an inclusive, supportive environment in which individual experiences, abilities and interests are acknowledged and given space.
- I give time and space to build relationships which acknowledge and respect individual differences, perceptions and needs.

- I invite feedback, encourage input from participants, and build positively on their contributions; I am willing to be a co-learner and share ownership of the learning activity.
- I enable and assist individuals to make independent choices and decisions.
- I use appropriate and inclusive language that can be understood by all participants.
- I only use physical touch in workshop sessions when necessary and always ask participants' permission before initiating physical contact.
- I respect and acknowledge the experience and expertise of other specialists and support staff.
- I am aware of, and able to take responsibility for my own wellbeing, and enable other people to take responsibility for their behaviour and relationships with others.

Appendix 7 Reporting Concerns

Guidelines for communication with a child, young person or vulnerable adult who discloses any form of abuse

If a disclosure of abuse is made to a member of Tangled core or freelance staff by child, young person or vulnerable adult, that member of staff should always:

- Always stop and listen straight away, reacting calmly and responding slowly and clearly.
- If you can, write brief notes of what they are telling you whilst the conversation takes place.
- Always record any concerns, including all low level concerns or 'niggles' on TF's concerns form, ensuring each form is dated. Allowing there to be a chronology of all concern forms available.
- Clearly explain that as a member of Tangled Feet staff team you cannot promise confidentiality or to 'keep a secret', but that you will only communicate with the appropriate people who need to know.
- Don't ask leading questions that might give your own ideas of what might have happened. Do not interrupt the child/young person/vulnerable adult whilst they are explaining
- Reassure the child/young person/vulnerable adult that they have done the right thing in telling someone.
- If you have difficulty understanding the child/young person/vulnerable adult's method of communication, reassure them that you will find someone to help.

- Explain to the child/young person/vulnerable adult the next steps that you will be taking following your conversation.
- Make a written record of your interaction on a concern form. The DSL can provide you with a cause for concern reporting form, which will include:
 - The date and time
 - Your name and role within this context
 - The name and DOB of the child/young person/vulnerable adult
 - Contact details for the child/young person/vulnerable adult
 - An outline of the concern
 - Where possible record the testimony, or parts of it, in the child/young person/vulnerable adult's own words
 - Note the names and role of any witnesses
 - Note who else has been informed
 - Record the name and details of the alleged abuser

The record should be signed and dated by both the author and the DSL or Artistic Directors, of Tangled Feet, and will include what action the DSL will do with the information. Such records are filed securely in line with the company's procedures on the storage of confidential documentation. See appendix 8 and 9 for a flowchart of disclosure and flowchart for an allegation.

Appendix 8 Disclosure information – guidance from Luton LSCB

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- stay calm
- do not communicate shock, anger or embarrassment
- reassure the child
- tell her/him you are pleased that s/he is speaking to you
- never enter into a pact of secrecy with the child
- assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- tell her/him that you believe them
- children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- tell the child that it is not her/his fault

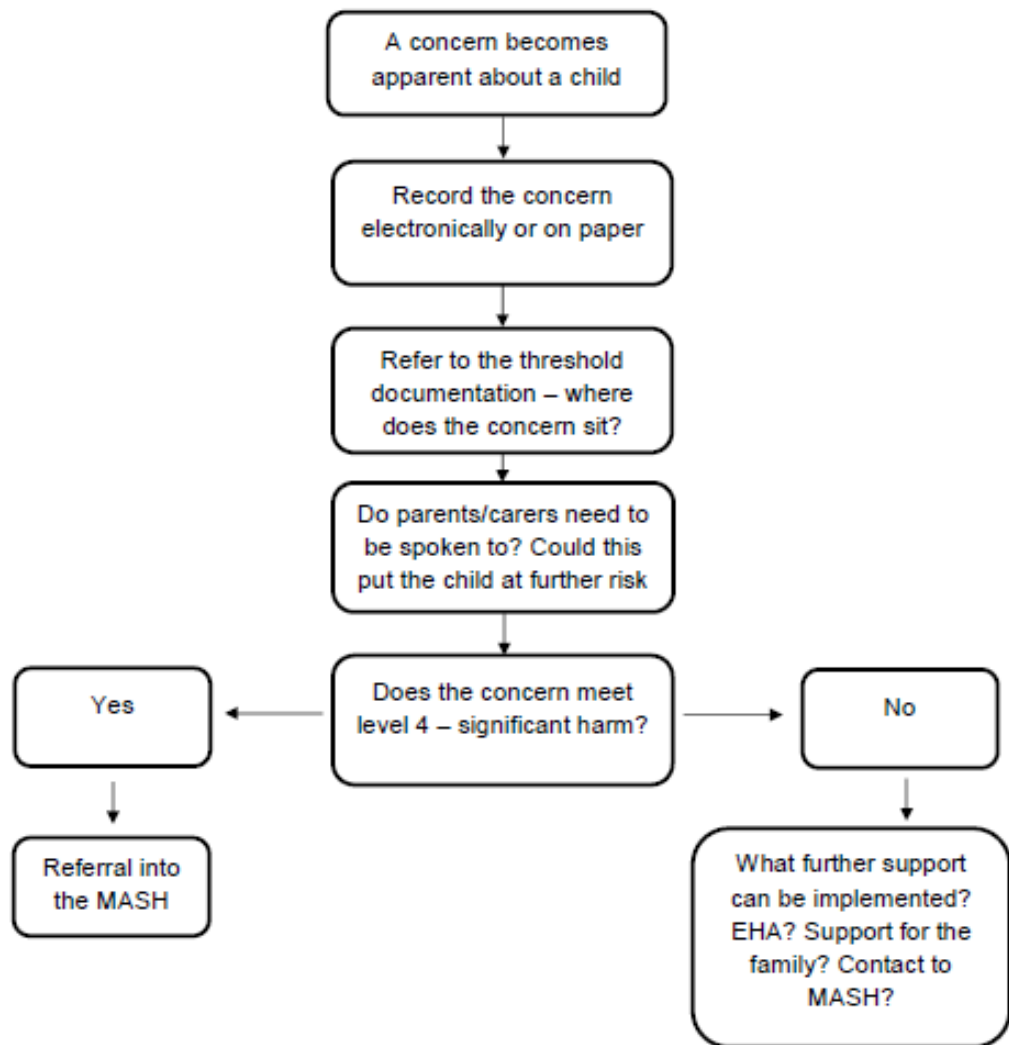
- encourage the child to talk but do not ask "leading questions" or press for information
- listen and remember
- check that you have understood correctly what the child is trying to tell you
- praise the child for telling you
- communicate that s/he has a right to be safe and protected
- do not tell the child that what s/he experienced is dirty, naughty or bad
- it is inappropriate to make any comments about the alleged offender
- be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- at the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- as soon as you can afterwards, make a detailed record of the conversation using the child's own language – include any questions you may have asked
- Do not add any opinions or interpretations

NB It is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.



9 Allegation Flowchart
Managing Allegations or Concerns about Adults who Work/Volunteer with Children

Luton

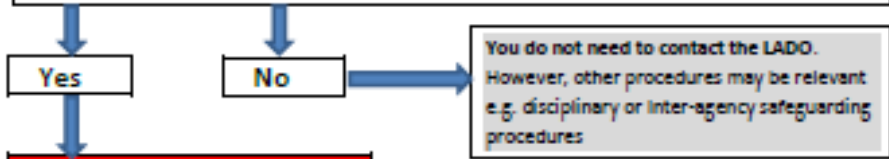
Managing Allegations or Concerns about Adults who Work/Volunteer with Children

Quick Reference Guide

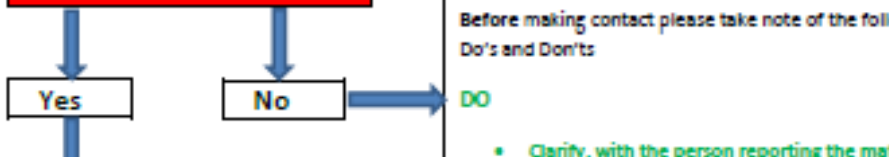
Is it **alleged** (or there is a concern) that an adult who works with children has:

- harmed a child
- committed a criminal offence in relation to a child
- behaved towards a child/ren in a way that indicates they may pose a risk to children

See over for further guidance – What the LADO needs to know about



Child/ren may have suffered significant harm*



Do the following:

Contact Children's Social Care (MASH) or Police – Public Protection Team **without delay**

Inform parents or carers unless doing so may put the child/ren at risk.

Contacts

Social Care – MASH 01582 547653

Emergency Duty Team (out of hours) 0300 3008 123

Police – Public Protection Team 01234 846960

Please contact the LADO on 548069

Before making contact please take note of the following Do's and Don'ts

DO

- Clarify, with the person reporting the matter, basic information such as when, where, who. It is ok to make your own notes of what you are told.
- Take all allegations or concerns seriously

DO NOT

- Investigate the matter at this stage. Avoid seeking written statements until after you have spoken to the LADO.
- Seek alternative explanations or offer your own personal view
- Inform the person concerned

*Significant harm: Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm. See LSCB Interagency procedures for more detail. Following contact with MASH/Police please also inform the LADO

What the LADO needs to know about

We acknowledge that each circumstance has a unique context and therefore if, after reading this guidance, you remain unsure please contact the LADO for further advice.

The LADO **does not** need to know about the following

Situation	Advice
Concerns about the welfare of a child which are <u>not</u> connected to an adult in a position of trust	Contact the Multi Agency Safeguarding Hub (MASH) on 01582 547653 . (Out of hours - 0300 300 8123). If you are concerned about immediate risk of harm call the police on 999 or 01582 401212 .
Allegations or concerns about adults working exclusively with vulnerable adults	Please contact the Safeguarding Vulnerable Adults team on 01582 547730 or 547563
Parental complaints regarding peer on peer bullying.	Follow your organisations anti bully policy
Staff issues that do not relate to child safety or welfare	Contact your Human Resources provider.
Physical intervention that sits within the scope of the Governments <i>Use of Force guidance (2013)</i>	See DfE website, search <i>Use of Force (2013)</i>
<i>Most</i> circumstances where the presenting issue relates to poor practice, error or accident.	Contact your Human Resources provider.

The LADO **does** need to know about the following (use flow chart)

<p>Physical: Allegation of physical mistreatment or abuse against an adult in a position of trust. <i>Includes</i> - hitting, shaking, pushing, aggressive or intimidating behaviour. Note: <i>If concern is about significant harm (an injury for example) please contact the MASH first and the LADO second</i></p>
<p>Sexual: Disclosure of sexual abuse perpetrated by an adult in a position of trust. <i>Includes</i> - sexual assault, sexual touching, sexual relationship, grooming behaviour, other behaviour which causes concern about a sexual motivation towards a child. Note: <i>If concern is about significant harm, please contact the MASH first and the LADO second.</i></p>
<p>Emotional: An adult in a position of trust emotionally mistreating children. <i>Includes</i> – excessive shouting, belittling, humiliating, making fun of a child, persistently choosing to ignore a child’s needs. Note: <i>If concern is about significant harm, please contact the MASH first and the LADO second.</i></p>
<p>Neglect: An adult in a position of trust neglecting their duty to keep children safe. <i>Includes</i> – serious or persistent failure to adequately supervise a child. Failure to take action to protect a child from harm or abuse. Note: <i>If concern is about significant harm, please contact the MASH first and the LADO second.</i></p>
<p>May pose a risk to children: Information about an adult in a position of trust, perhaps unrelated to their work with children, which raises a concern that they may pose a risk to children.</p> <p><i>Includes</i> - abuse or mistreatment of their own child/ren or another child outside of their role, a pattern of concern relating to poor practice error or accident (impacting on children), behaviour in their private life which may present a transferable risk in to their role with children. This might include drug and alcohol misuse or involvement in crime including perpetrating domestic abuse, accessing indecent images of children, information that indicates a sexual interest in children, allegation of non–recent sexual abuse.</p>

