CATCH: SAFEGUARDING & PREVENT POLICY

Policy and procedures for the safeguarding of children,

young people and adults at risk

Katy Sidell – Safeguarding & Wellbeing Lead
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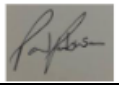
Developed by	Paul Robnson (DSL) & Katy Sidell (DDSL)
Signed	
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Version	Type	Date	History
V1.0	New		
V1.2 Revision		October 2022	Update contact details to reflect new DSL and general review of all information in the policy.
V1.3		September 2023	Check through all information and make necessary amendments. New safeguarding team reflected.
V2.0	Revision	September 2024	Policy reviewed to change DSL details and to reflect KCSIE updates.
V2.1	Revision	September 2025	New update using NSPCC guidelines and Martyns Law.

Contents

Safeguarding and Protection Policy

The purpose and scope of this policy statement

CATCH is an independent training provider dedicated to delivering high-quality training, development, and engineering apprenticeship programmes.

The purpose of this policy statement is:

- to protect children, young people and adults who receive CATCH 's services from harm. This includes the children of adults who use our services
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

We are committed to creating a safe, inclusive, and nurturing environment for all children, young people, adults, learners, apprentices and staff who engage with our organisation.

We recognise our overarching responsibility to safeguard and promote the welfare of children and young people. We believe that safeguarding is everyone's responsibility and that all individuals have a duty to practise in a way that protects children from harm and promotes their wellbeing.
This safeguarding policy applies to:

- Children and young people under the age of 18
- All CATCH staff
- All learners and apprentices, *regardless of age*

We believe:
Children and young people should never experience abuse of any kind
We have a responsibility to promote the welfare of all children, young people and vulnerable adults, to keep them safe and to practise in a way that protects them.

We recognise:

- Safeguarding all ages and the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and
- other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous
- experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse

Our Commitment to Safeguarding

To ensure the safety and wellbeing of all children, young people, staff, learners, and volunteers, CATCH will:

- Value, listen to, and respect all children, young people and vulnerable adults, ensuring their voices are heard and their rights upheld.
- Appoint a Designated Safeguarding Lead (DSL) for children, young people and vulnerable adults, along with a deputy DSL and a trustee or board member with lead responsibility for safeguarding.
- Embed safeguarding best practices across our organisation through robust policies, procedures, and a clear code of conduct for all staff and volunteers.
- Develop and implement a comprehensive online safety policy, supported by procedures that address digital risks and promote safe online behaviour.
- Provide strong leadership and support for staff and volunteers so they are confident and competent in applying safeguarding policies and behaviour standards.
- Recruit staff and volunteers safely, ensuring all necessary background checks and vetting procedures are completed in line with legal requirements.
- Handle personal information professionally and securely, in accordance with data protection legislation and guidance from the Information Commissioner's Office (ICO).
- Share safeguarding information and good practice with children, young people and vulnerable adults, and their families through accessible formats such as leaflets, posters, group sessions, and one-to-one conversations.
- Ensure children, young people and vulnerable adults, and families know how to raise concerns, and where to go for help and support.
- Use our safeguarding procedures to report concerns appropriately, sharing relevant information with external agencies and involving children, parents, and carers as needed.
- Respond to allegations against staff or volunteers in line with our safeguarding procedures, ensuring transparency and accountability.
- Maintain an anti-bullying environment, supported by a clear policy and procedures for addressing bullying effectively.
- Implement effective complaints and whistleblowing procedures, ensuring concerns can be raised safely and addressed appropriately.
- Provide a safe physical environment for children, young people, staff, and volunteers by applying health and safety measures in accordance with legal and regulatory standards.
- Foster a culture of safeguarding, where everyone—staff, volunteers, children, young people, and families—treats one another with respect and feels safe to share concerns

Key Legislation and Guidance

This policy is underpinned by and complies with relevant legislation and statutory guidance, which collectively outline the legal duties and best practices for safeguarding children in educational and training settings including:

- Children Act 1989 and 2004
- Education Act 2002
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children
- United Nations Convention on the Rights of the Child
- Data Protection 2018
- Human Rights Act 1998
- Equality Act 2010

Safeguarding Contacts

Designated Safeguarding Lead (DSL)
Name: Paul Robinson
Email: paul.robinson@catchuk.org
Phone: 07535 272149

Deputy Designated Safeguarding Lead (DDSL)
Name: Katy Sidell
Email: katy.sidell@catchuk.org
Phone: 07399 296151

Trustee Board Safeguarding Lead
Name: Rob Tuplin
Email: robert.tuplin@woodplc.com
Phone: 07984 613515

External Support Contacts:

NSPCC Helpline: 0808 800 5000 (for adults concerned about a child)
Childline: 0800 1111 (for children and young people seeking support)

Equality and Anti-Discriminatory Practice

CATCH is committed to equality and anti-discriminatory practice.
We will give equal priority to keeping all children and young people safe, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

- role description for the designated safeguarding officer
- dealing with disclosures and concerns regarding a learner
- managing allegations against staff and volunteers
- recording concerns and information sharing
- child protection records retention and storage
- code of conduct for staff and volunteers
- behaviour codes for children, young people and vulnerable adults
- photography and sharing images guidance
- safer recruitment
- online safety
- anti-bullying
- managing complaints
- whistleblowing
- health and safety
- induction, training, supervision and support

Responding to concerns about a student's welfare procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that all staff, volunteers, and representatives of **CATCH** respond appropriately and effectively to any concerns regarding the welfare or safety of a child or young person or vulnerable adult. This includes recognising signs of abuse or neglect, responding to disclosures, and taking timely and proportionate action to protect children from harm.
The aim is to:

- Provide a clear and consistent framework for identifying, reporting, and managing concerns about a child's welfare.
- Ensure that all concerns are taken seriously, acted upon promptly, and recorded accurately.
- Promote a culture of vigilance and accountability where safeguarding is prioritised across all areas of our work.
- Support staff and volunteers to feel confident and competent in responding to concerns, in line with statutory guidance and organisational policies.
- Work collaboratively with children, families, and external safeguarding agencies to ensure the best outcomes for children and young people or vulnerable adult.

Summary of useful information

It can be very hard for children and young people to speak out about abuse. Often they fear that there may be negative consequences if they tell anyone what's happening to them.
Some may delay telling someone about abuse for a long time, while others never tell anyone, even if they want to.
It's vital that children and young people are able to speak out, and that whoever they tell takes them seriously and acts on what they've been told.
Even if a child doesn't tell someone verbally about what's happened to them, there may be other indicators that something is wrong. People who work with children need to be able to recognise the signs and know how to respond appropriately.
Disclosure is the process by which children and young people start to share their experiences of abuse with others. This can take place over a long period of time – it is a journey, not one act or action.
Children may disclose directly or indirectly and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.
Not all disclosures will lead to a formal report of abuse or a case being made or a case being taken to court, but all disclosures should be taken seriously.
Children and young people may disclose abuse in a variety of ways, including:

- directly– making specific verbal statements about what's happened to them
- indirectly – making ambiguous verbal statements which suggest something is wrong
- behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- non-verbally – writing letters, drawing pictures or trying to communicate in other ways.

There are many reasons why children and young people might find it hard to talk about their experiences of abuse or neglect. They might be reluctant to seek help because they feel they don't have anyone to turn to for support. They may have sought help in the past and had a negative experience, which makes them unlikely to do so again or they may not have the knowledge or words to describe their experience.

Instructions

This procedure outlines how CATCH staff, volunteers, and representatives should respond when they have concerns about a child, young person's or vulnerable adult welfare. It ensures that all concerns are taken seriously, acted upon appropriately, and recorded accurately.

Key Points to Remember:

- **Recognise the Signs:** Be alert to indicators of abuse, neglect, or any behaviour that suggests a child may be at risk. This includes physical, emotional, sexual abuse, and neglect.
- **Respond Calmly and Supportively**
  If a child discloses a concern, listen carefully, avoid leading questions, and reassure them that they've done the right thing by speaking up.
- **Record the Concern:** Write down what was said or observed as soon as possible, using the child's own words where applicable. Include dates, times, and factual details.
- **Report Immediately:** Share the concern with the Designated Safeguarding Lead (DSL) or deputy DSL without delay. Do not investigate the matter yourself.
- **Maintain Confidentiality:** Only share information with those who need to know in order to protect the child. Handle all records securely and in line with data protection laws.
- **Follow the Procedure:** Use the organisation's safeguarding and child protection procedures to escalate concerns appropriately, including contacting external agencies if necessary.
- **Support the Child**: Ensure the child feels safe and supported throughout the process. Keep them informed where appropriate and involve parents/carers unless doing so would place the child at further risk.

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Contacts for Support and Advice:

- **Designated Safeguarding Lead (DSL):** Paul Robinson 07535 272149
- **Deputy DSL**: Katy Sidell 07399 296151
- **Trustee Safeguarding Lead:** Rob Tuplin 07984 613515
- **NSPCC** Helpline: 0808 800 5000
- **Childline** (for children and young people): 0800 1111
- **Children's services:** https://www.nelincs.gov.uk/health-wellbeing-and-social-care/childrens-social-care/report-a-concern-about-a-child/ or 01472 326292 (option 2, option2)
- **Children's services (out of hours):** 01472 326292 option 2

Confidentiality

Confidentiality means keeping personal, sensitive, or private information secure and only sharing it with those who have a legitimate need to know. In the context of safeguarding, all information relating to a child's safety, wellbeing, or protection is treated with the highest level of confidentiality. This means it is only shared with appropriate professionals when necessary to protect the child, and always in line with legal and ethical responsibilities.

Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Storing protection records procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that all child protection records at CATCH are recorded, stored, and managed securely, in line with legal requirements and best practice guidance. Accurate and confidential record-keeping is a vital part of safeguarding and child protection, supporting effective decision-making, accountability, and continuity of care.

The aim is to:

- Ensure that all safeguarding concerns, disclosures, and actions taken are documented clearly and accurately
- Protect the confidentiality and privacy of children, young people or vulnerable adult, and families, while ensuring that relevant information is accessible to those with a legitimate need to know
- Comply with data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018
- Support effective safeguarding practice by maintaining a clear chronology of concerns and interventions
- Ensure that records are retained and disposed of appropriately, in accordance with statutory guidance and organisational policy

Summary of useful information

According to Data Protection principles, records containing personal information should be:

- adequate, relevant and not excessive for the purpose(s) for which they are held
- accurate and up to date
- only kept for as long as is necessary (Information Commissioner's Office, 2021).

The introduction of the General Data Protection Regulation (GDPR) in 2018 does not change the way child protection records should be stored and retained. Your organisation should:

- know the reason why you're keeping records about children and/or adults (for example, because they relate to child protection concerns)
- assess how long you need to keep the records for
- have a plan for how and when the records will be destroyed.

To keep personal information secure, you should:

- compile and label files carefully
- keep files containing sensitive or confidential data secure and allow access on a 'need to know' basis
- keep a log so you can see who has accessed the confidential files, when, and the titles of the files they have used.

If anyone in your organisation has concerns about a child or young person's welfare or safety, it's vital all relevant details are recorded. This should be done regardless of whether the concerns are shared with the police or children's social care.

Whether your child protection records are electronic or paper-based, they should be kept confidential and stored securely. Electronic files should be password protected and stored on computers with protection against hackers and viruses.

- Information about child protection concerns and referrals should be kept in a separate child protection file for each child, rather than in one 'concern log'. The child protection file should be started as soon as you become aware of any concerns.
- It's good practice to keep child protection files separate from a child's general records. You should mark the general record to indicate that there is a separate child protection file.
- If you need to share records (within your own organisation or externally), make sure they are kept confidential. Use passwords and encryption when sharing electronic files.
- If your staff and volunteers use their personal computers to make and store records, you need a clear agreement to ensure the records are being stored securely.

- If the person responsible for managing your child protection records leaves your organisation, make sure you appoint somebody to take over their role and arrange a proper handover. (NSPCC)

Information requests
Sharing of information between organisations and agencies within a multi-agency system is essential to improve outcomes for children and families.
For more information around information requests please see Working together to safeguard children 2023: statutory guidance pg 35-36

Instructions
Make sure the report is factual. Any interpretation or inference drawn from what was observed, said or alleged should be clearly reported as such. The record should always be signed and dated by the person making the report.

What information needs to be recorded
All concerns need to be recorded on MyConcern. **Please see appendix 1**

Contact for support and guidance
Records retention and storage guidelines Page 4 of 11 nspcc.org.uk/learning learning@nspcc.org.uk 0116 234 7246
Data Protection Act 2018: https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted
Information Commissioner's Office: https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/
Working together to safeguard children 2023: https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
Children's Act 2024 (section 16H): https://www.legislation.gov.uk/ukpga/2004/31/section/16H

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Preventing and responding to bullying procedure

Purpose and aim of the procedure
The purpose of this procedure is to ensure that **CATCH** provides a safe, respectful, and inclusive environment where all children, young people, vulnerable adults, learners, apprentices, and staff are protected from bullying in all its forms. Bullying can have a serious impact on a person's wellbeing, development, and ability to engage in education or training, and it is not tolerated in any part of our organisation.
The aim is to:
- **Prevent bullying** by promoting a culture of respect, inclusion, and positive behaviour.
- **Identify and respond to bullying incidents promptly and effectively**, whether they occur in person or online.

- **Support those affected by bullying**, including both the individual being targeted and the person displaying bullying behaviour, through appropriate interventions and restorative approaches.
- **Ensure that all staff, learners, and volunteers understand their role** in recognising, reporting, and addressing bullying.
- **Promote awareness and understanding** of the different types of bullying, including physical, verbal, emotional, discriminatory, and cyberbullying.
- **Comply with safeguarding responsibilities** and relevant legislation to protect the welfare of all individuals within our care.

Summary of useful information

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).
It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.
Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying nasty things to or about a child or their family.

Physical abuse:

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Bullying and cyberbullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality. (NSPCC)
When you're not sure the NSPCC Helpline can help when you're not sure if a situation needs a safeguarding response.

Instructions

If you have a concern about bullying or cyberbullying, you should follow procedure as soon as possible.
If you think a child is in immediate danger, contact the police on **999**. If you're worried a child is at risk of serious harm but they are not in immediate danger, you should share your concerns.

Each situation will need to be risk assessed and action taken to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

Responding to incidents of bullying and cyberbullying
All responses should have a consistent approach to how they respond to bullying and cyberbullying, which should be outlined in an anti-bullying policy. This should be linked to your child protection policy.

When responding to incidents or allegations of bullying it's important for staff and volunteers to:

- listen to all the people involved to establish what has happened
- record details of the incident and any actions you've taken
- inform your nominated child protection lead
- inform parents and carers (unless doing so would put a child at further risk of harm)
- provide support to the child/children/young person being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- ask the children/young person who have been bullied what they would like to happen next
- consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation has been resolved.

It's important to review your anti-bullying policies and procedures regularly in the light of any incidents that have taken place, any new information learned and best practice.
Your anti-bullying procedures should include information about how you will respond to bullying that takes place outside your organisation, but involves children who know each other through your activities. This should include online bullying, bullying that happens on the way to and from school, and bullying that happens in other public places.

When responding to online bullying and cyberbullying:

- make sure children know not to retaliate online or reply to any bullying messages
- make sure children understand how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
- ask the child if they have shared the bullying content with anyone else (if so, who).

If bullying content has been circulated online, take action to contain it:

- if appropriate, ask the person responsible to remove the content
- contact the host (such as the social networking site) and ask them to take the content down
- contact the NSPCC helpline for advice about what to do.

If the content is illegal, contact the police who can give advice and guidance.

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Contact for support and guidance

- **Contact the NSPCC Helpline** on 0808 800 5000 or by emailing help@nspcc.org.uk. Our child protection specialists will talk through your concerns with you and give you expert advice.
- **Contact your local child protection services**. Their contact details can be found on the website for the local authority the child lives in.
- **Contact the police.**
- **Contact national bullying helpline**: on 0300 323 0169/0845 225 5787 or visit https://www.nationalbullyinghelpline.co.uk/
- **Anti-bullying alliance:** https://anti-bullyingalliance.org.uk/

- **Young Minds:** https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/
- **Stop bullying:** https://www.stopbullying.gov/

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Recruiting the right people to volunteer or work with children procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that CATCH recruits individuals who are suitable, safe, and committed to working with children and young people or vulnerable adult. We recognise that robust recruitment practices are a vital part of our safeguarding responsibilities and help to create a safe and supportive environment for all learners.
The aim is to:

- Ensure that all staff and volunteers working with children and young people or vulnerable adult are appropriately vetted, qualified, and aligned with our values and safeguarding standards.
- Prevent unsuitable individuals from gaining access to children, by implementing safer recruitment practices in line with statutory guidance and best practice.
- Promote a culture of vigilance and accountability, where safeguarding is embedded throughout the recruitment, induction, and ongoing supervision processes.
- Support safer working practices by providing clear expectations, training, and codes of conduct for all staff and volunteers.
- Comply with legal and regulatory requirements, including those set out in *Keeping Children Safe in Education*, the *Children Act 1989 and 2004*, and the *Safeguarding Vulnerable Groups Act 2006*.

Summary of useful information

Safer recruitment is a set of practices to help make sure your staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm.
Safer recruitment should be a continuing process of improvement for every school, club, business or organisation whose work or services involve contact with children. (NSPCC)

Recruiting safely is essential to safeguarding children and young people. At **CATCH**, we follow safer recruitment practices to ensure that all staff and volunteers are suitable, competent, and committed to promoting the welfare of those in our care.
Key Points to Remember:
Clear Role Descriptions:

- Every role involving contact with children must have a clear job description outlining safeguarding responsibilities.

Robust Application and Interview Process

- Use structured interviews to explore candidates' attitudes toward safeguarding and working with children.
- Ask for and check employment history, including any gaps.

Vetting and Background Checks

- Carry out enhanced DBS checks (or equivalent) for all roles involving regulated activity.
- Verify identity, qualifications, and references thoroughly.

Safeguarding Declarations

- Ask candidates to declare any previous safeguarding concerns or investigations.

Induction and Training

- Provide safeguarding induction and ongoing training to ensure staff understand policies, procedures, and expectations.

Code of Conduct

- Ensure all staff and volunteers sign and adhere to a clear code of conduct that promotes safe and respectful behaviour.

Monitoring and Supervision

- Regularly supervise and review staff performance, especially in relation to safeguarding practices.

Culture of Vigilance

- Encourage staff to raise concerns about behaviour or practice through clear whistleblowing and reporting procedures.

Keeping children safe in education (Part 3) document offers guidance on the egal requirements '**must** do', what we **should** do, what is considered **best practice** and **important information.**

Instructions

Please refer to the CATCH Safer Recruitment policy, which will offer instructions around

- The recruitment and selection process
- Pre-appointment and vetting checks, regulated activity and recording of information
- Other checks that may be necessary for staff, volunteers and others including the responsibilities on school and colleges for children in other settings
- How to ensure the ongoing safeguarding of children and the legal reporting duties on employers.
- DBS checks
- Online checks e.g. social media etc
- Professional curiosity
- References

What information needs to be recorded

Please refer to the CATCH Safer Recruitment policy.

Contact for support and guidance

NSPCC Safer Recruitment: https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment

Safeguarding children and safer recruitment in education:
https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education

KCSIE, Part three:
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

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Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Codes of conduct for all staff and volunteers procedure

Purpose and aim of the procedure

The purpose of this Code of Conduct is to set clear expectations for the behaviour, values, and professional standards required of all staff and volunteers at **CATCH** who work with or come into contact with children and young people. It is a key part of our safeguarding framework and helps to create a safe, respectful, and supportive environment for everyone.
The aim is to:

- **Promote a culture of integrity, accountability, and respect**, where children and young people feel safe, valued, and protected.
- **Ensure that all staff and volunteers understand their responsibilities** in maintaining appropriate boundaries and acting as positive role models.
- **Prevent inappropriate behaviour or abuse of power**, by providing clear guidance on acceptable and unacceptable conduct.
- **Support consistent and fair decision-making**, especially in situations where professional judgement is required.
- **Protect both children and adults** by reducing the risk of misunderstandings, allegations, or harm.
- **Reinforce our commitment to safeguarding**, equality, and anti-discriminatory practice in all aspects of our work.

Summary of useful information

Organisations that work with children need to set clear expectations about what behaviour is acceptable from adults, children and young people. By writing this out formally you can make sure everyone understands the appropriate way to behave. This will help you:

- protect children and young people from abuse
- manage any allegations or incidents of inappropriate behaviour
- ensure everyone - staff, volunteers and children and young people - feels safe, respected and valued.

We call this a code of conduct, or behaviour code, and you should have a separate code for adults and for children. Sometimes it is included in your behaviour management policy. It should form part of your safeguarding and child protection organisational policies, procedures and standards.
We've created example behaviour codes for adults and for children and young people, which you can use to inform your own codes, to make sure everyone in your organisation understands the right way to behave. They should be used alongside the information on these pages and our further resources on safeguarding and child protection. (NSPCC)

The role of staff and volunteers

It is explained to staff that as part of their role at CATCH they are acting in a position of trust and authority and have a duty of care towards the children and young people we work with. They are

likely to be seen as a role model by young people and are expected to act appropriately. We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Inappropriate behaviour
When working with children and young people or vulnerable adult, you must not:

- allow concerns or allegations to go unreported
- take unnecessary risks
- smoke, consume alcohol or use illegal substances
- develop inappropriate relationships with children and young people
- make inappropriate promises to children and young people or vulnerable adults
- engage in behaviour that is in any way abusive o including having any form of sexual contact with a child or young person
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- act in a way that can be perceived as threatening or intrusive
- patronise or belittle children and young people
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

Instructions
Staff are issued with a staff handbook which includes the code of conduct for staff.

Responsibility of staff and volunteers

- Staff are responsible for:
- prioritising the welfare of children and young people
- providing a safe environment for children and young people
- ensuring equipment is used safely and for its intended purpose
- having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- following our principles, policies and procedures o including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all inappropriate behaviour and reporting any breaches of the behaviour code to HR
- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures, this includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age.
- value and take children's contributions seriously, actively involving them in planning activities wherever possible
- respect a young person's right to personal privacy as far as possible
- if you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

You should always follow this code of behaviour and never rely on your reputation or that of our organisation to protect you.
If you have behaved inappropriately, you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you might be asked to leave CATCH. We might also make a report to statutory agencies such as the police and/or the local authority child protection services. If you

become aware of any breaches of this code, you must report them HR. If necessary, you should follow our whistleblowing procedure and safeguarding and child protection procedures.

What information needs to be recorded

Please refer to the staff handbook for further information

Contact for support and guidance

NSPCC codes of conduct guidance: https://learning.nspcc.org.uk/research-resources/templates/behaviour-codes-adults-children
Behaviours in schools guidance:
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Confidentiality

Confidentiality means keeping personal, sensitive, or private information secure and only sharing it with those who have a legitimate need to know. In the context of safeguarding, all information relating to a child's safety, wellbeing, or protection is treated with the highest level of confidentiality. This means it is only shared with appropriate professionals when necessary to protect the child, and always in line with legal and ethical responsibilities.
Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Managing concerns about or allegations made against staff or volunteers procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** responds promptly, fairly, and transparently to any concerns or allegations made against staff or volunteers regarding their conduct towards children or young people. We are committed to maintaining the highest standards of safeguarding and ensuring that all concerns are taken seriously and managed in line with statutory guidance.
The aim is to:

- **Protect children and young people from harm** by ensuring that any allegation or concern is addressed without delay.
- **Ensure a fair and consistent process** for managing allegations, balancing the need to safeguard children with the rights of staff and volunteers.
- **Comply with legal and regulatory requirements**, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, and local safeguarding partnership procedures.
- **Promote a culture of openness and accountability**, where concerns can be raised safely and without fear of reprisal.
- **Support all parties involved**, including the child or young person, the person raising the concern, and the individual subject to the allegation, throughout the process.

Summary of useful information

If allegations that a staff member, volunteer, child or young person may have caused harm to a child – or you have concerns they may cause risk of harm to a child – it's essential that you respond appropriately. All allegations and concerns must be taken seriously and dealt with promptly, no matter where the alleged incident took place.

Any allegation or concern that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place.
Depending on the situation, an appropriate response may involve:

- the police investigating a possible criminal offence
- your local child protection services making enquiries and/or assessing whether a child is in need of support
- your organisation following the relevant disciplinary procedures with individuals concerned.

You should also make sure any children involved are given appropriate support.

Allegation
The scope of the LADO procedure has 4 criteria that needs to be met to be considered an allegation:

1. behaved in a way that has harmed a child, or may have harmed a child
2. possibly committed a criminal offense against or related to a child
3. behaved towards a child or children in a way that indicates they may pose a risk of harm to children
   OR
4. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Complaint
A complaint refers to the process where a person feels aggrieved about an act, omission, decision or how a service has been delivered. The organisation receiving the complaint will investigate the matter fairly considering any learning identified as its outcome. There will be a different procedure for responding to complaints as opposed to allegations.

Concerns about care and practise
If CATCH receives repeated concerns about a persons care and practice or standard of care not being met there would be a number of things to consider such as:

1. is the pattern to the alleged behaviour
2. How many times has there been standards of care processes
3. Are there repeat concerns of the same practice? Does this evidence inability to change or take on advice, guidance or training?
4. Has there been allegation of harm also?
5. What is the chronology of concerns, what has already been done to help, are there any trends or patterns?
6. Looking at all the concerns about care and practice, does this amount to harm? If so, this may need to be referred to the LADO

Harm
Harm is defined in section 31 (9) of the Children Act 1989 as amended by the Adoption and Children Act 2002.
Harm means ill-treatment or impairment of health or development including for example impairment suffered from seeing or hearing the ill-treatment of another. This therefore includes allegations in relation to sexual, physical, emotional harm and /or neglect.
Harm can include physical harm, sexual harm, emotional harm or neglect.

Instructions
The managing allegation process is a strictly confidential information sharing process, considering all information relevant to understand the allegation via evaluation of the three different Investigation strands. Consideration of safeguarding children includes the alleged victim, the children of the

accused and any other children they may come into contact with professionally and personally. This consideration must be proportionate, to the presenting risks evidenced from the three investigation strands, and the LADO will ensure this is completed without delay, and in a co-ordinated way by those who have responsibility. The allegation outcome is reached at the conclusion of all investigations. It is based upon the evidence and facts gathered from those investigations, that inform the investigation outcomes. Therefore, the allegation outcome, is a proportionate reflection of those investigation outcomes. The outcome is reached on the "on the balance of probability".

The accused person has a right to reply to allegations against them within those different investigation stands. If the accused doesn't feel that their account has been gathered or has not been given opportunity to present their case and evidence, they should make a complaint to the organisation investigating so it can be considered within the correct process. It is not the LADO's role to consider the accused evidence directly, it is the responsibility of the organisations investigating.

This will also need to be shared with HR so that it can be recorded on the employees file. It is also something that will potentially be investigated by HR as well.

Suspension will not be automatic but can be considered at any stage of the investigation. Other considerations include paid leave of absence. Agreement t refrain from attending their place of work or withdrawal from specific duties. Examples of where suspension is reasonable includes:

- A learner/apprentice is at risk
- The allegations are potential sufficiently serious to justify dismissal on the grounds of the gross misconduct
- Where necessary for the good and efficient conduct of the investigation

Dependant on the outcome of the investigation DBS will need to be alerted, as will any awarding organisations that they are affiliated with and also TRA (Teaching Regulation Agency).

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Statements from all involved will need to be taken and added to MyConcern as and when they are collected

Formal letters from HR will be sent to the member of staff

Information about the process will be given to the apprentice involved, our organisation and the member of staff being investigated, this will be supplied by the LADO service.

Correspondance with LADO will need to be added to MyConcern, including outcome when there is one if it is CATCH that are investigating.

LADO referral form will need to be completed and sent to the LADO. This will also need to be saved to MyConcern.

Contact for support and guidance

- contact your local child protection services
- contact the police
- contact the NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk
- NE.Lincs guidance: https://www.nelincs.gov.uk/scp/professionals/allegations-management/

Confidentiality

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Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Managing concerns about or allegations made against a child or young person procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** responds appropriately, proportionately, and supportively to any concerns or allegations made about the behaviour of a child or young person, particularly where that behaviour may pose a risk to others or themselves.

The aim is to:

- **Safeguard the welfare of all children and young people**, including those who may be the subject of a concern or allegation.
- **Ensure a fair, balanced, and child-centred approach** that recognises the rights and needs of everyone involved.
- **Respond to concerns in a timely and structured way**, in line with statutory guidance and local safeguarding procedures.
- **Work collaboratively with parents, carers, and external agencies**, including children's social care and the police, where appropriate.
- **Support the child or young person or vulnerable adult involved**, whether they are the subject of the concern or the person raising it, through appropriate pastoral care and safeguarding measures.
- **Promote a safe and respectful environment**, where all children and young people understand the importance of appropriate behaviour and accountability.

Summary of useful information

Every organisation that works with children must have procedures about how to respond to allegations of abuse made against a child and concerns that a child or young person may pose a risk to others.

The information on this page will help you to:

- ensure children who have been impacted by the abuse are given appropriate support
- provide the child or young person who is alleged to have displayed abusive behaviour with the appropriate help
- manage any risks to children's safety and take appropriate steps to keep all children safe
- make sure your organisation's response to any allegations is proportionate, fair and consistent.

We recognise that apprentices are capable of abusing other apprentices. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. We also recognise the gendered nature of learner-on-learner abuse. However, all learner-on-learner abuse id unacceptable and will be taken seriously.

Most cases of learners hurting others will be dealt with using the behaviour policy, but this safeguarding policy will apply to investigations that raise safeguarding concerns. This might include where the alleged behaviour

- is serious and potentially a criminal offense
- could put other learners at risk
- is violent
- involves learners being forced to use drugs/alcohol
- involves sexual exploitation, sexual abuse or sexual harassment such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos
- involves radicalisation or any other forms of grooming.

Instructions

If an apprentice makes an allegation of abuse to you against another learner.

- You must record the allegation and tell the DSL but do not investigate it yourself
- The DSL will contact the local authority children services or adult team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all involved (including the victim(s), the individual against whom the allegation has been made and any other affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health service (CAMHS), if deemed appropriate for support.

We will minimise the risk of learner-on-learner abuse by:

- Challenging any form of derogatory sexualised language or behaviour, including requesting or sending sexual images.
- All learners will have a safeguarding induction as part of the induction to their apprenticeship where they will understand what is safeguarding and how to report a concern.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards females, and initiation or hazing type violence.
- Ensuring that our curriculum helps to educate apprentices about appropriate behaviour and consent.
- ensuring staff are trained to understand that a child, young person or vulnerable adult harming another learner could be a sign that the learner is being abused themselves and that this would fall under the scope of this policy.

What information needs to be recorded

If it is confirmed that there is a concern then this needs to be reported on MyConcern**. Please see appendix 1**

Contact for support and guidance

Children's services: https://www.nelincs.gov.uk/health-wellbeing-and-social-care/childrens-social-care/report-a-concern-about-a-child/ or 01472 326292 (option 2, option2)
Children's services (out of hours): 01472 326292 option 2
LADO: 01472 326292 or lado@nelincs.gov.uk
Police: 101

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This means it is only shared with appropriate professionals when necessary to protect the child, and always in line with legal and ethical responsibilities.
Be clear about confidentiality. Information should only be shared with people who need to know.
Remember you must share any concerns you have about a child, even if they ask you not to.

Making sure all your activities and events run safely procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that all activities and events organised by **CATCH** are planned, delivered, and reviewed with the highest standards of safety, safeguarding, and wellbeing for children, young people, staff, and volunteers.
The aim is to:

- **Create safe, inclusive, and supportive environments** where all participants feel protected, respected, and able to engage fully.
- **Identify and manage potential risks** through careful planning, risk assessments, and appropriate supervision.
- **Ensure that safeguarding is embedded** in every stage of activity and event delivery, from design to evaluation.
- **Clarify roles and responsibilities** so that staff and volunteers understand their duties in keeping children and young people safe.
- **Comply with relevant legislation and guidance**, including health and safety regulations, safeguarding standards, and data protection requirements.
- **Promote a culture of accountability and continuous improvement**, where safety is prioritised and concerns are addressed promptly and effectively.

Summary of useful information

Every group or organisation has a duty to safeguard the children in their care. This includes making sure that all children who attend your events and activities are kept safe, whether they are regular or one-off.
Some activities may present additional challenges and risks, which make safeguarding more complex. For example, if an event:

- includes larger numbers of children and adults than you are used to working with, including some who are new to your group or organisation
- requires you to take children to a different venue and location, sometimes for an overnight stay, sometimes involving activities that are less structured than your normal programme
- is organised with other groups, companies and/or individuals who may not be used to working with children.

You need to think about the extra measures you will put in place to keep children safe.

Instructions

Code of conduct

This is something that will be reiterated to learners, ensure that they are behaving on any trip on activity. Staff will also be aware of what is expected of them whilst on representing the organisation.

Health and safety

A risk assessment of what where is being visited will need to be completed so that the appropriate measures have been put in place to help eliminate any risks.
It will also be noted which staff will be going to the event or activity.

Where possible there will be more than one member of staff present to help to lessen the risk of any allegation of abuse made against an adult or child involved with the event/activity.
Communication with the organisation being visited will help will ensuring that everyone will know what is happening on the day and that the plan is understood.

Make sure you have all the necessary health and safety measures in place. For example:

- make sure appropriate first aid cover is available
- make everyone aware of fire safety procedures
- find out as much as you can about external venues including visiting in advance wherever possible
- talk to any third party providers directly and make sure they are fully compliant with the law
- carry out comprehensive risk assessments in advance
- check that any organisations you are subcontracting to run activities comply with safety standards.

Take into account the level of ability and stage of development of the children who will be involved and think about any support they need.
You should also make sure you have adequate insurance. If you are a member of an umbrella body or have a local council for voluntary service, they can give more information about this. The Cabinet Office provides information about insurance for voluntary and community events in its guide to organising voluntary events (Gov.uk, 2017).

Visitors to site.
Visitors that are visiting to give a talk will need to be accompanied by a member of staff at all times. They will need to make sure that they have signed in and that they are wearing a lanyard so that it is clear to identify them as a visitor. Visitors giving a talk will also need to read through and sign the form which explains that what they are discussing will not be incriminating or contain and extremist views.

Photography or filming.
Permission to film or photograph the learners during the activity will be obtained from parents (if under 18, or by the learners themselves (if over 18). Permission will also need to be obtained from the external staff involved in the event/activity.

After the event/activity
Make time after the event or activity to review what happened and identify any improvements you can make to your future practice.

Sharing information about the event
Consent forms will need to be signed by parents (if the learner is under 18) or by the learners themselves (if over 18) to say that they have understood where they are going and the date/time of the event/activity.

Consent
Get written consent from parents or carers for their child being involved.
Seek consent from children too. If necessary, make alternative arrangements for those who don't want to take part.
Using a separate consent form for each activity or event gives you a good opportunity to check information such as emergency contact details and any medical conditions, allergies, disabilities or other vulnerabilities of the child. This means you can make sure nothing has changed and ensure they receive the extra support they need.

Emergency information
Create a list of emergency contact numbers for each child and make sure this is easily available to the staff or volunteers who are responsible for the child.
Make sure group leaders know your procedures for contacting the emergency services if they need to. Give parents and carers a number they can call if they need to contact you or their child in an emergency.

Transport
You may need to provide transport to get children to and from the event or activity. If you're using a bus, coach or taxi company, make sure they are reputable, have the right insurance and that their drivers are fully vetted.
Ensure children are adequately supervised on the journey and take the necessary safety precautions depending on what kind of transport you're using (for example making sure everyone is wearing a seat belt).
Avoid using private cars to transport children, unless this involves parents or carers making private transport arrangements with each other. If this is the case, make it clear that this is a private arrangement and not something your group or organisation has set up.
Make sure parents or carers know what time and where to drop off and pick up their children. Make sure they tell you in advance who will be picking up their children if they aren't doing so themselves.

What information needs to be recorded

Consent forms need to be completed (please see appendix 5). This needs to be **fully** completed. The form can be completed by the apprentice themselves if they are over the age of 18 years old.
Risk assessment of where the apprentices are visited needs to be completed prior to attending.
Transport needs to be arranged and identified prior to the trip/activity/event going ahead.
Staff attending needs to be identified so that everyone is aware who is in attendance.
Filming and videoing consent obtained before the trip/activity/event so that everyone is aware of who is/is not able to be photographed/videoed.

Contact for support and guidance

NSPCC safer activities and event guidance: https://learning.nspcc.org.uk/safeguarding-child-protection/safer-activities-events
HSE running an event safely: https://www.hse.gov.uk/event-safety/running.htm
Gov.uk organising a voluntary event: https://www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events
Keeping children safe in education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Confidentiality

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Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Taking, storing and sharing photographs and images of children procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** takes, stores, and shares photographs and images of children and young people safely, lawfully, and respectfully. We recognise that images can be a valuable way to celebrate achievements and promote our work, but they must be used in a way that protects the privacy, dignity, and safety of all individuals—especially children.
The aim is to:

- **Safeguard children and young people or vulnerable adult** by preventing the misuse of images and reducing the risk of harm or exploitation.
- **Ensure that consent is obtained** from parents, carers, or the young person (where appropriate) before any images are taken or shared.
- **Comply with data protection legislation**, including the UK GDPR and the Data Protection Act 2018, when handling images as personal data.
- **Provide clear guidance to staff and volunteers** on the appropriate use, storage, and sharing of images in both physical and digital formats.
- **Promote transparency and accountability** in how images are used across our organisation, including on websites, social media, and promotional materials.
- **Respect the rights and wishes of children and families**, including the right to withdraw consent at any time.

Summary of useful information

It's important that children and young people feel happy about their achievements and have images of their special moments for themselves and their families to look back on. This might include photos and videos taken by teachers during school performances and special events, or by staff and volunteers delivering events and activities outside of school.
Your organisation might also take images or videos of children through:

- the use of closed circuit television (CCTV)
- running live online sessions involving children
- livestreaming events involving children.

If you work with children and young people, it's important to be aware of child protection and safeguarding risks around taking photos and videos.

Risks

If safe processes aren't in place, photos and videos may be shared outside of your organisation or posted online without prior consent from children and families. This could lead to safeguarding risks such as:

- images being misused out of context or modified using AI, for example to create child abuse images
- a child being identified for the purpose of future grooming and abuse
- a vulnerable child being identified by an existing perpetrator of abuse.

How can I prevent photos and videos of children from being misused?

The potential for misuse of photos or videos can be reduced if organisations are aware of the potential dangers and put appropriate measures in place. You should also consider the data protection implications for your organisation.
We recognise that:

- sharing photographs and films of our activities can help us celebrate the successes and achievements of our children and young people, provide a record of our activities and raise awareness of our organisation
- the welfare of the children and young people taking part in our activities is paramount
- children, their parents and carers have a right to decide whether their images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- consent to take images of children is only meaningful when children, their parents and carers understand how the images will be used and stored, and are fully aware of the potential risks associated with the use and distribution of these images
- there are potential risks associated with sharing images of children online.

If consent to take photographs is not given
If children, parents and/or carers do not consent to photographs being taken, we will respect their wishes. We will agree in advance how they would like to be identified so the photographer knows not to take pictures of them, and ensure this is done in a way that does not single out the child or make them feel isolated. We will never exclude a child from an activity because we do not have consent to take their photograph.

Storing images
We will store photographs and videos of children securely, in accordance with our safeguarding policy and data protection law. We will keep hard copies of images in a locked drawer and electronic images in a protected folder with restricted access. We will never store images of children on unencrypted portable equipment such as laptops, memory sticks and mobile phones. CATCH does not permit staff and volunteers to using any personal equipment to take photos and recordings of children. Only cameras or devices belonging to the CATCH should be used. When storing and using photographs to identify children and adults for official purposes, such as identity cards, we will ensure we are complying with the legal requirements for handling personal information.

PINAC
Photography is not a crime. Is a growing organisation that we all need to be aware of. They focus on the rights of civilians who wish to film and photograph other organisations by accessing publicly accessible area. These areas may not be public land but land they can access due to the fact of been an open door such as receptions. Even if you know that they are doing something illegally, threatening them with the police is likely to just aggravate them and give them more motivation to continue. The videos that are filmed are the posted to YouTube. They like to try to pick faults with any organisations e.g. if there are any health and safety risks that have been addresses, any information that is inaccurate and specifically how people react to their presence.
It is important that staff try to follow the below advice in the event of a PINAC visit.

- Ensure any areas you don't want them to access have access control systems, are locked, or can be locked away quickly
- Do not engage with them, but if you do get caught out, direct them to the CATCH website, so consider what can be seen
- Consider what phone numbers/contact details are on view
- Close any blinds where possible
- Is there any confidential information displayed on walls? If so this needs to be removed to ensure any information and/or signs you have up are correct.

Nudes and semi-nudes
This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be

via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.
The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.
Nude or semi-nude images, videos or live streams may include more than one child or young person. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. (gov.uk: sharing nudes and semi-nudes, March 2024). If a member of staff becomes aware that nude or semi-nudes images have been shared which involves a child or young person under the age of 18. This needs to be reported immediately.

It is also important to try to work out the motivation why the image was sent. Please refer to appendix 2.

Instructions

CATCH will seek to keep children and young people safe by:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- changing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- never publishing personal information about individual children and disguising any identifying information (for example the name of their school or a school uniform with a logo)
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- reducing the risk of images being copied and used inappropriately by:
- only using images of children in appropriate clothing (including safety wear if necessary)
- avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- using images that positively reflect young people's involvement in the activity.

We will seek to keep children and young people safe by:

- always asking for written consent from a child and their parents or carers before taking and using a child's image.
- always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- changing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- never publishing personal information about individual children and disguising any identifying information (for example the name of their school or a school uniform with a logo)
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)

Reducing the risk of images being copied and used inappropriately by:

- only using images of children in appropriate clothing (including safety wear if necessary)
- avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- using images that positively reflect young people's involvement in the activity.

We ensure everyone involved in our organisation knows the procedures to follow to keep children safe.

Photography and/or filming for personal use

- When children themselves, parents, carers or spectators are taking photographs or filming at our events and the images are for personal use, we will publish guidance about image sharing in the event programmes and/or announce details of our photography policy before the start of the event. This includes:
- reminding parents, carers and children that they need to give consent for [name of group/organisation] to take and use their images
- asking for photos taken during the event not to be shared on social media or asking people to gain permission from children, their parents and carers before sharing photographs and videos that include them
- recommending that people check the privacy settings of their social media account to understand who else will be able to view any images they share
- reminding children, parents and carers who they can talk to if they have any concerns about images being shared.

Photography and/or filming for CATCH's use

We recognise that our group leaders may use photography and filming as an aid in activities such as music or drama. However, this should only be done with CATCH's permission and using our equipment.

Children, young people, parents and carers must also be made aware that photography and filming is part of the programme and give written consent.

Consent

For 16- to 17-year-olds, you should decide if it's appropriate to obtain parental consent, depending on the activity and the young person's circumstances. If you decide you do not need parental consent, then consider whether you should still inform parents that the photo or video of the child is being used or shared. In most circumstances, parents have a legal parental responsibility for their children up to the age of 18.

If consent to take photographs is not given

If children, parents and/or carers do not consent to photographs being taken, we will respect their wishes. We will agree in advance how they would like to be identified so the photographer knows not to take pictures of them, and ensure this is done in a way that does not single out the child or make them feel isolated. We will never exclude a child from an activity because we do not have consent to take their photograph.

What information needs to be recorded

When an apprentice starts a programme of learning they will be asked to complete a form. If the apprentice is under 18 years old this will need to be signed by a parent/carer. If the apprentice is over the age of 18 years old they are able to complete/sign the form for themselves.

The form will state whether consent has been obtained for photographs/videos to be taken of the apprentice and also explains where the photographs/videos will be used.
It is important that these forms are signed prior to any photographs/videos being taken/used.

Where there are concerns that the procedure has not been followed then this becomes a concern that needs to be reported.
All concerns need to be recorded on MyConcern. **Please see appendix 1**

Contact for support and guidance

NSPCC Preventing online harm and abuse guidance: https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm
NSPCC Children protection system in the UK guidance: https://learning.nspcc.org.uk/child-protection-system
Information Commissioner's Office (taking photos in schools guidance): https://ico.org.uk/for-the-public/schools/photos/
Gov.uk (indecent images of children guidance):
https://www.gov.uk/government/publications/indecent-images-of-children-guidance-for-young-people/indecent-images-of-children-guidance-for-young-people
Gov.uk (sharing nudes and semi nudes advice guidance:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Confidentiality

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Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Keeping children safe online procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** promotes safe, responsible, and respectful use of digital technologies among children, young people, staff, and volunteers. As digital platforms play an increasing role in education, communication, and social interaction, it is essential that we take proactive steps to protect children from online risks and harm.
The aim is to:

- **Safeguard children and young people from online abuse, exploitation, and inappropriate content**, including cyberbullying, grooming, and exposure to harmful material.
- **Promote digital literacy and responsible online behaviour**, helping children and young people to understand how to protect themselves and others in digital spaces.
- **Ensure staff and volunteers understand their responsibilities** in modelling safe online behaviour and responding to online safety concerns.
- **Implement clear policies and procedures** for the safe use of technology, including the use of social media, online learning platforms, and digital communication tools.
- **Work in partnership with parents, carers, and external agencies** to raise awareness of online safety and provide consistent support across home and educational settings.

- **Comply with relevant legislation and guidance**, including the UK Online Safety Act, the Children Act 1989 and 2004, and *Keeping Children Safe in Education*.

Summary of useful information

CATCH identifies that the issues classified within online safety are considerable but can be broadly categorised into four areas of risk:

- **Content**: being exposed to illegal, an appropriate or harmful material, including conspiracy theories, misinformation and disinformation.
- **Contact**: being subjected to harmful online interaction with other
- **Conduct**: personal online behaviour that increases the likelihood of, or causes harm
- **Commerce**: as online commerce grows, it's essential to ensure that digital platforms prioritise child safety by implementing robust safeguards against exploitation, inappropriate content, and data misuse

Online abuse is any type of abuse that happens on the internet, using technology like computers, tablets, mobile phones, games consoles and other internet-enabled devices.
Children and young people may experience several types of abuse online, including:

- bullying or cyberbullying
- emotional abuse (including emotional blackmail)
- harassment, stalking or other threatening behaviour
- pressure or coercion to send sexual images
- sexual abuse
- sexual exploitation.

Children and young people may also be exposed to online harms, such as inappropriate behaviours or content online.

How online abuse happens

Online abuse can happen anywhere that allows digital communication, such as:

- social media
- text messages and messaging apps
- email and private messaging
- online chats
- comments on video or livestreaming sites
- chat in games, including voice chat
- immersive technologies such as virtual and augmented reality

Perpetrators exploit digital technology to initiate, maintain and escalate abuse. They may also groom children and young people online, using online platforms to build a trusting relationship with the intention of abusing a child or young person.
Perpetrators will often try to engage with young people across a variety of online platforms. They may also encourage children to move conversations to platforms that use end-to-end encryption (NSPCC, 2021). This means only the sender and recipient can see the content of messages which makes it harder to identify threats to child safety.

Online abuse may:

- be part of abuse that's also happening face-to-face such as bullying or an abusive relationship
- happen only online
- start online then develop into contact abuse.

Children and young people can be at risk of online abuse from people they know offline, or from people they have only known online. Children may have a false sense of safety online, which means they're more likely to talk to strangers. Perpetrators may also create anonymous profiles or pretend

to be another child. This means children and young people may not realise who they're speaking to (Hamilton-Giachritsis et al 2017).
Children and young people can also experience further abuse, or be re-victimised, if abusive content is recorded, uploaded or shared by others online – whether the original abuse happened online or offline.

Filtering and monitoring
At **CATCH**, we are committed to ensuring that all staff, apprentices, and learners are kept safe while using the internet and digital technologies on site. To support this, we have robust filtering and monitoring systems in place across our IT infrastructure. The system will produce an instant report if something concerning has been searched for or discussed.
These system is designed to:

- **Block access to harmful or inappropriate content**, including websites and materials that promote abuse, extremism, exploitation, or other safeguarding risks.
- **Monitor online activity** to identify potential safeguarding concerns, such as cyberbullying, grooming, or access to unsafe platforms.
- **Support a safe and secure digital learning environment**, while respecting privacy and promoting responsible use of technology.
- **Comply with statutory guidance**, including the *Prevent Duty*, *Keeping Children Safe in Education*, and relevant data protection legislation.

All staff and apprentices are expected to use IT systems responsibly. Any concerns identified through monitoring will be addressed promptly and appropriately, in line with our safeguarding procedures.

Types of cyber attackers
Cyber attackers can range form people who do it for fun or the challenge, looking for kudos amongst their peers, to political activists, more sophisticated criminal groups and state-sponsored actors. They can be driven by financial gain, commercial advantage, or even political power. The four types of attackers include:

- The insider
- The opportunist
- Hackers
- State-sponsored actors

One of the biggest weaknesses of cyber security if human error. Attackers use techniques that target people's and machine's vulnerabilities, often in the form of scam emails or fake websites.

Instructions
If you think a child is in immediate danger, contact the police on **999**.
If you're worried about a child, but they aren't in immediate danger, you should share your concerns.

- Follow the organisation's child protection procedures by reporting on MyConcern.
- Contact the NSPCC Helpline
- Contact the local child protection services.
- Contact the police.
- If your concern is about online sexual abuse, you can make a report to Child Exploitation and Online Protection (CEOP).

We will seek to keep children and young people safe by:

- appointing an online safety coordinator [this may or may not be the same person as your nominated child protection lead]
- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults

- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents or carers developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

Filtering and monitoring reports
When a filtering and monitoring alert is triggered due to a search term or online discussion that raises a potential safeguarding concern, the incident will be reviewed by the appropriate staff. The context of the activity will be assessed carefully, and a member of the safeguarding team will speak directly with the individual involved to understand the situation and determine the appropriate next steps.

What information needs to be recorded

When an alert is triggered through the filtering and monitoring system, and upon investigation it is determined that further action is required, the incident must be formally recorded on MyConcern in line with our safeguarding procedures.

All concerns need to be recorded on MyConcern. **Please see appendix 1**
Any referrals to any external support will also need to be included to the concern on MyConcern.

Data Protection
In an increasingly digital world, we all need to understand and take responsibility for what we are doing online.

Contact for support and guidance

- **NSPCC Helpline:** 0808 800 5000 or by emailing help@nspcc.org.uk.
- **CEOP (online safety):** https://www.ceopeducation.co.uk/11_18/lets-talk-about/online-safety/
- **NSPCC preventing online harm and abuse guidance:** https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm
- **NSPCC protecting children from bullying and cyberbullying guidance:** https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm
- **NSPCC Child protection system in the UK guidance:** https://learning.nspcc.org.uk/child-protection-system
- **Childline (Report/Remove):** https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/
- **Childline:** 0800 11 11
- **The Mix (mental health support for young people)**: https://www.themix.org.uk/

- **Data Protection Act 2018**: organisations and staff are legally responsible for protecting information under the Date Protection Act 2018.
- **Action Fraud (0300 123 2040)**: number for a business or charity who is suffering a current cyber-attack

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Be clear about confidentiality. Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Whistleblowing and complaints procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** provides a clear, safe, and accessible process for raising concerns or complaints about any aspect of our work, including safeguarding, conduct, or organisational practices. We are committed to creating a culture of openness, transparency, and accountability, where concerns can be raised without fear of reprisal.
The aim is to:

- **Encourage staff, volunteers, learners, and families to speak up** about concerns relating to the safety, wellbeing, or conduct of individuals within the organisation.
- **Ensure that all complaints and whistleblowing disclosures are taken seriously**, investigated fairly, and responded to promptly and appropriately.
- **Protect individuals who raise concerns in good faith** from victimisation or disadvantage.
- **Promote continuous improvement** by learning from complaints and concerns to strengthen our safeguarding and operational practices.
- **Comply with legal and regulatory requirements**, including whistleblowing legislation and safeguarding guidance such as *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

Whistleblowing is when you raise a concern about wrongdoing in your organisation. This is know as 'blowing the whistle'. And is important for helping organisations identify problems and improve their practices.

If you raise a concern with us about a potential child protection issue in your organisation, the law protects you from being treated unfairly or losing your job.

Summary of useful information

It can be very hard for children and young people to speak out about abuse. Often they fear that there may be negative consequences if they tell anyone what's happening to them.
Some may delay telling someone about abuse for a long time, while others never tell anyone, even if they want to.
It's vital that children and young people are able to speak out, and that whoever they tell takes them seriously and acts on what they've been told.

Even if a child doesn't tell someone verbally about what's happened to them, there may be other indicators that something is wrong. People who work with children need to be able to recognise the signs and know how to respond appropriately.
This page outlines best practice for recognising and responding to abuse and some of the issues which may arise when working with children who have been abused.
You should use this information when writing your group or organisation's child protection procedures.

Personal grievances are not counted as whistleblowing. Staff who suspect malpractice within their workplace or a workplace that they visit must report their concerns to either the DSL or the CEO. The Public interest Disclosure Act came into force in 1998 and gives statutory protection to staff who legitimately make a disclosure in the public interest which relates to:

- Crime
- Failure to comply with legal obligations
- Miscarriages of justice
- Health and safety threat
- Damage to the environment

Not reporting malpractice is considered misconduct and may lead to disciplinary action.

Instructions

For further instructions and guidance please refer to the whistleblowing policy/procedure and the CATCH complaints procedure. Both documents can be found on the website.

What information needs to be recorded

If it is confirmed that there is a concern then this needs to be reported on MyConcern**. Please see appendix 1**

Contact for support and guidance

NSPCC Whistleblowing advice: https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ or call 0800 028 0285
Whistleblowing in the education sector guidance: https://protect-advice.org.uk/education-sector/
Whistleblowing at work guidance: https://www.acas.org.uk/whistleblowing-at-work
Whistleblowing for employees guidance: https://www.gov.uk/whistleblowing
Public Interest Disclosure Act 1998: https://www.legislation.gov.uk/ukpga/1998/23/contents

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Radicalisation and extremism procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that CATCH plays an active role in preventing extremism and radicalisation, in line with our safeguarding responsibilities and the Prevent Duty under the

Counter-Terrorism and Security Act 2015. We are committed to promoting a safe, inclusive, and respectful environment where all learners and staff are protected from extremist influences and ideologies.
Prevent is about safeguarding people and communities from the threat of terrorism. It aims to stop people becoming terrorists or supporting terrorism.
The aim is to:

- Safeguard children, young people, and vulnerable adults from being drawn into terrorism or extremist activity.
- Raise awareness among staff, volunteers, and learners about the risks of radicalisation and how to recognise early warning signs.
- Promote British values—including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs—as part of a broad and balanced curriculum.
- Provide clear procedures for reporting concerns, ensuring that any issues are addressed promptly and appropriately in partnership with relevant safeguarding and counter-terrorism agencies.
- Support individuals at risk through early intervention, education, and referral to appropriate support services.
- Comply with statutory guidance, including the Prevent Duty, *Keeping Children Safe in Education*, and *Working Together to Safeguard Children*.

Summary of useful information

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It is in itself a form of harm.
Extremism was defined by the Home Office in 2011 as a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs (HM Government, 2011).

Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The additional 3 strands being PURSUE, PROTECT and PREPARE.

Martyn's Law
The act will make individuals working at premises and events responsible for minimising the impact of a terrorist attack – this includes education settings. It is intended to improve protective security and organisational preparedness across the UK.
It sets out a tiered approach that is based on the number of people expected to be present at the same time. Premises with a capacity of more than 200 people will fall into either the standard or enhanced tier.
The standard tier applies to premises and events with a capacity of 200 to 799 individuals. Therefore, CATCH is in the **standard tier**.
Before April 2027, we will have appropriate procedures in place to include:

- Evacuation (getting people out of a building)
- Invacuation (moving people to a safe place)
- Lockdown (to secure the premises against attackers)
- Communication

Settings will need to appoint a responsible person and notify the SIA, as the regulator.
The appointed responsible person for HCF CACTCH UK is Paul Snowden

How does radicalisation happen?
The process of radicalisation may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into.

Vulnerability factors

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

These factors will not always lead to radicalisation.

Indicators of radicalisation

If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:

- spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)
- change their style of dress or personal appearance
- lose interest in friends and activities that are not associated with the extremist ideology, group or cause
- have material or symbols associated with an extreme cause
- try to recruit others to join the cause

(Home Office, 2020).

Fundamental British Values (FBV)

CATCH fully support and promotes the ethos of FBV: democracy, the rule of law, individual liberty and mutual respect. Apprentices and staff are made aware of the link between the Prevent Duty and British values. Our culture embeds FBV and reflects the country that we live in. Themed calendared events throughout the year are used as a medium for focussing on specific events and subjects, for both apprentices and staff.

Prevent

Prevent is an early intervention programme, which supports people susceptible to radicalisation. The Prevent duty guidance highlights that, although ideology can be an important part of the radicalisation process, there may be times when the precise ideological driver is not clear.
There is no single pathway to radicalisation. Some individuals seek to support or enact terrorism offences without a clear understanding of ideology or cause they are supporting.
Frontline professionals, when deciding whether to make a referral, should consider whether they believe the person they are concern about may be on a pathway that could lead to terrorism. It is not necessary to identify ideology or to categorise the concern when making a referral.

Channel Panel

Channel is a multi-agency approach to identifying and safeguarding individuals who are at risk of being drawn into terrorism. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.
It aims to protect susceptible people by:

- Identifying individuals at risk;
- Assessing the nature and extent of that risk; and
- Developing the most appropriate support plan for the individuals concerned.

Channel is for any adult or child, regardless of faith, ethnicity or background, who is susceptible to being drawn into any form of terrorism, radicalisation or extremism; to provide support before they are exploited and/or led into embracing terrorism or becoming involved in criminal terrorist related activity.

Prevent risk assessment completed and kept up to date with any changes in accordance with the local CTLP.

Staff and volunteers to be fully trained to understand how children can become radicalised, recognise the signs that a child may be at risk and know what action to take.

Partnership working with the local Prevent Coordinators and CATCH is also in receipt of the newsletter that are sent out on a monthly basis from the Prevent Coordinators. These are shared with the staff so that they are also aware of any key information.

3D printing
This is legal in the UK, however it is illegal to construct a viable, homemade firearm, including 3d printed designs. However, the threat posed by 3D printed firearms is increasing due to improved printing techniques and accessibility of products.

Instructions
If it isn't an emergency, follow the organisation's procedures. This includes:

- Contacting nominated DSL
- calling the police anti-terrorism hotline on 0800 789 321
- calling the radicalisation helpline
- reporting suspicious activity online.

The Department for Education has a dedicated telephone helpline for schools in England who have non-emergency concerns about extremism: 020 7340 7264.

Report any concerns on MyConcern, which will then be picked up but DSL and DDSL

What information needs to be recorded
All concerns need to be recorded on MyConcern. **Please see appendix 1**

All prevent referral needs to be completed on the **prevent referral form** if you believe that someone may be at risk of being drawn into terrorism. You are not required to determine the ideology or type of concern. You should also follow instructions set out in the national **notice, check, share guidance.**

Contact for support and guidance
Anti-Terrorism hotline: 0800 789 321
Crimestoppers: 0800 555 111
Reporting online material promoting terrorism or extremism: https://www.gov.uk/report-terrorism
NE Lincs Prevent Coordinator: Christopher Sybenga, 07384 456 640 or chris.sybenga@education.gov.uk

Request a referral form: nelprevent@nelincs.gov.uk
N.E.Lincs guidance: https://www.nelincs.gov.uk/scp/professionals/allegations-management/
N.E.Lincs prevent strategy: https://safernel.co.uk/wp-content/uploads/2023/01/NEL-Prevent-Strategy-2023.pdf
Channel duty guidance:
https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf
ACT early awareness:
https://actearly.uk/?gad_source=1&gad_campaignid=22541154907&gclid=EAIaIQobChMIl9mpmeyvjwMVOplQBh3qNjjIEAAYASAAEgJ_wfD_BwE
Channel duty guidance and PMAP guidance:
https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

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Apprentices in accommodation procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that all apprentices staying in accommodation arranged or supported by **CATCH** are safe, well-supported, and living in environments that promote their wellbeing, development, and success in training.
The aim is to:

- **Safeguard apprentices living away from home**, recognising the additional vulnerabilities that can arise from being in unfamiliar or unsupervised settings.
- **Ensure accommodation is safe, suitable, and regularly assessed**, in line with health, safety, and safeguarding standards.
- **Provide clear expectations and guidance** for apprentices, accommodation providers, and staff regarding behaviour, responsibilities, and reporting concerns.
- **Establish clear communication channels** so that apprentices feel supported and know how to raise any issues or concerns.
- **Work in partnership with parents, carers, employers, and accommodation providers** to ensure a coordinated approach to safeguarding and support.
- **Comply with relevant legislation and guidance**, including safeguarding standards, housing regulations, and the expectations set out in *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

Summary of useful information

1. Safety and Wellbeing

- Your accommodation should be safe, clean, and suitable for your needs.
- You have the right to feel secure and respected at all times.
- If you ever feel unsafe or uncomfortable, report it immediately to your training provider or safeguarding lead.

2. Expectations and Behaviour

- You are expected to follow the accommodation rules and behave respectfully towards others.
- Any concerns about bullying, harassment, or inappropriate behaviour should be reported immediately.

3. Health and Safety

- Fire safety procedures and emergency contacts will be provided—make sure you know them.
- Report any maintenance or safety issues to your accommodation provider or training centre.

4. Privacy and Boundaries

- Your privacy should be respected, and you should also respect the privacy of others.
- Staff and accommodation providers must follow safeguarding guidelines when interacting with apprentices.

5. Communication and Reporting

- You will be told how to raise concerns—this could be through a named contact, a helpline, or an online form.
- All concerns will be taken seriously and handled confidentially.

6. Staying Connected

- Keep in touch with your family or carers, especially if you're living away from home for the first time.
- You can ask for additional support if you're feeling isolated, anxious, or struggling with the transition.

Instructions

Ensure parents or carers know the address of where you will be staying and have an emergency telephone number they can call if they need to.

Talk to learners about keeping themselves safe and well while they are away. Give them the address of your accommodation and an emergency contact number, and make sure they know what to do if they get lost.

Make sure children and young people know who to talk to if they are unhappy or worried about anything – for example if they are being bullied, feel frightened or are or homesick. Make sure all staff and volunteers are prepared to help and know how to respond to child protection concerns that may arise.

Health and safety

CATCH are committed to ensuring that they complete their own risk assessments any accommodation that the learners are going to be staying in.

Overnight accommodation

Make sure there are separate sleeping, washing and toilet areas for:

- adults and children
- older and younger children
- boys and girls.

You should make adequate and sensitive arrangements which take into account the needs of all children. This should include those who have disabilities, those who are transgender, non-binary or questioning their gender identity, and those from different religions, beliefs and cultural backgrounds.

If possible, arrange to have exclusive use of the accommodation. If this isn't possible, try to negotiate the use of a whole floor and keep all the children's rooms close together.

Make sure children know what to do if they need help in the night and if there is an emergency, for example a fire alarm.

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Contact for support and guidance

You will be given contact details for your **Designated Safeguarding Lead (DSL)** and other key staff who can support you.
You can also contact external support services:

- **NSPCC Helpline:** 0808 800 5000
- **Childline (for young people):** 0800 1111

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Children absent from education, work or training procedure

Purpose and aim of the procedure

The purpose of this procedure is to ensure that **CATCH** takes timely, proportionate, and effective action when a child or young person is unexpectedly absent from education, work, or training. Persistent or unexplained absence can be an early indicator of safeguarding concerns, including abuse, neglect, exploitation, or mental health issues.
The aim of this procedure is to:

- **Identify and respond to patterns of absence** that may indicate a child or young person is at risk.
- **Ensure consistent monitoring and recording** of attendance across all programmes.
- **Promote early intervention** by engaging with learners, families, and external agencies where necessary.
- **Support the welfare and re-engagement** of children and young people who are absent, helping them return to education, work, or training safely and successfully.
- **Fulfil our safeguarding responsibilities** in line with statutory guidance and best practice.

Summary of useful information

Children absent from education in this document refers to all children of compulsory school age who are not on school roll, nor being educated otherwise (e.g. privately or in alternative provision). It also refers to any child whose name will be deleted from a school admissions register (after the school and local authority have made reasonable enquiry to locate the child before the decision is made): because they have continuous unauthorised absence from school for a period of 20 school days; leave a school and future provision is unknown; fails to return from extended leave within 10 school days.

There are a number reasons why children are absent from education including:
• Medical reasons
• Cease to attend due to unofficial exclusion

- Are withdrawn by parent/carer
- Are electively home educated
- Transfer between local authorities
- Are transient and traveller families
- Arrive in the country via asylum, refugee status or as EU nationals
- Permanent exclusion
- Fail to attend alternative provision or work placements
- Cease to attend for an unknown reason It is to be noted that personal circumstances of the child or those of their families may contribute to the withdrawal process and the failure to make a transition, e.g. parents / carers escaping dome

Instructions

It is the responsibility of all officers, partners and external services to notify the School Admissions and Children Missing Education Team, of any information received from another authority or agency regarding a child who may be missing from education, who it is believed is residing in North East Lincolnshire. The School Admissions and Children Missing Education Team can be contacted on (01472)326291(Option 4) or by email to childrenmissingfromeducation@nelincs.gov.uk.

On receipt of a referral initial enquiries will be made which may include visiting an address where the child is believed to be living, contact other agencies e.g. Police, Housing and Health etc. The School Admissions and Children Missing Education Team will check if a preference or admission application form has been received, processed etc.

If the child is traced, the School Admissions and Children Missing Education Team or Special Educational Needs Assessment and Review Team will secure educational provision. If the child is not traced all relevant checks will be made and the case will be monitored and appropriately escalated to senior management if required.

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Have evidence of attendance and absences.

Statements from the trainers will help to support with understanding what might have led to the learner being absent from education.

Contacting emergency contacts to make sure that the learner is safe and their whereabouts identified.
Home visits to be carried out if emergency contacts are not able to be contacted.

Contact for support and guidance

Complete the child missing from education- external site form to let them know, or call the Children Missing from Education team 01472 326291.

Confidentiality

Confidentiality means keeping personal, sensitive, or private information secure and only sharing it with those who have a legitimate need to know. In the context of safeguarding, all information relating to a child's safety, wellbeing, or protection is treated with the highest level of confidentiality. This means it is only shared with appropriate professionals when necessary to protect the child, and always in line with legal and ethical responsibilities.

Information should only be shared with people who need to know. Remember you must share any concerns you have about a child, even if they ask you not to.

Sexual violence and sexual harassment procedure

Purpose and aim of the procedure

CATCH works on the principle that there is a zero tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated.

Summary of useful information

Over recent years, there have been growing concerns about sexual violence and sexual harassment between young people. It is vitally important to understand that it can happen anywhere. CATCH maintain an attitude that it could already be taking place.

Please see types of abuse section for more information on what is included under the term 'sexual abuse'

HSB: Harmful sexual behaviour
CSE: Child sexual exploitation
CSA: Child sexual abuse

Instructions

- Listen carefully to what you are being told
- Do not push them too much, but allow them to talk freely
- Reassure them that they have done the right thing in talking about it
- Reassure them that it is not their fault
- Remid them that you are going to take the concern seriously
- Do not confront the alleged abuser
- Explain the steps that you are going to be taking
- Report what has happened and record what has been said by the child. Remember to use their words
- Consider whether the child needs medical attention
- Call the police

What information needs to be recorded

All concerns need to be recorded on MyConcern. **Please see appendix 1**

Include potential indicators of risk such as:

- Online/social media communication
- Gaming
- Drug/alcohol use
- Gang involvement
- Deprivation/poverty
- Disability
- Sexual interests and attitudes

Focus on the factors that may out a child at risk of harm, rather than accessing incidents that have already taken place.

Look at protective factors or strengths of young people, their families and their immediate environment

Contact for support and guidance

NSPCC Helpline: 0808 800 5000
Crimestoppers: 0800 555 111
We Stand: support for parents where there child has been a victim of sexual abuse. https://westand.org.uk/
NSPCC reporting abuse in education: 0800 136 663
The lighthouse: support to children and young people who have experienced sexual abuse https://www.thelighthouse-london.org.uk/
N.E.Lincs child sexual abuse: https://www.nelincs.gov.uk/scp/professionals/child-sexual-abuse/

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Roles and responsibilities

Safeguarding is everyone's responsibility. This policy applies to all staff, volunteers, board members, apprentices and governors at HCF CATCH LTD. Our policy and procedures also apply to off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, (2022), sign to confirm that they have read and understood the document and will review this guidance at least annually.
Through staff induction, monthly meetings (where safeguarding is a mandatory agenda item) annual staff training, our website and virtual learning zone, all staff will be aware of:

- Our systems which support safeguarding, including this safeguarding policy, the staff code of conduct, and the role and identity of the designated safeguarding lead (DSL) and deputy.
- The early help process and the importance of sharing information with other professionals to support early identification and assessment.
- The process for reporting concerns including the role they might be expected to play.
- Awareness and understanding of specific safeguarding issues including if an apprentice tells them they are being abused or neglected, FGM, Child sexual exploitation, radicalisation, bullying, county lines and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- How to provide a safe environment in which apprentices can learn and train.
- Receive regular safeguarding and prevent updates

All members of staff know what to do if a child/vulnerable adult tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate.

Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

Managers, Assessors, Tutors and Designated Safeguarding Lead/Deputy must consider external factors when reviewing and dealing with safeguarding incidents and apprentice behaviours. A knowledge of individual situations such as home life, social contacts and living environments can place the behaviour or incident into context, informing next steps to protect and prevent situations developing further.

Being proactive in understanding the wider context in which the apprentice lives can help put safeguarding measures in place prior to incidents occurring, thus reducing threats and harm to the individual.

Contextual background will also help inform the referral process when working with external organisations. This could include child protection, abuse, preventing radicalisation, learner-on-learner abuse including sexual violence, sexual harassment and sexting, any number of safeguarding categories such as online abuse and bullying, drugs, gangs, child sexual exploitation, female genital mutilation (FGM) etc

DSL

The DSL is a member of the senior leadership team. Our DSL is **Paul Robinson**

The DSL takes lead responsibility for child, young people and vulnerable adult protection, wider safeguarding, the prevention of radicalisation and extremism and safer recruitment.

The DSL will be available during working hours (8.00am- 4.00pm) for staff to discuss any safeguarding concerns and can also be contacted out of hours if necessary, using the contact details 07535 272 149 email: paul.robinson@catchuk.org.
When the DSL is absent, the DDSL Katy Sidell (07399 296 151) or DSO's Hannah Ardron (07300 858 232) and Jane Winship (01469 552 826) as they will act as cover. The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on apprentice welfare and child, young person and vulnerable adult protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of apprentices.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Update staff and apprentices, where necessary on safeguarding and prevent issues.

The DSL will also keep the Managing Director informed of any issues and liaise with local authority case managers and designated officers for child, young person and vulnerable adult protection concerns as appropriate.

The full responsibilities of the DSL and deputy are set out in their job description

DDSL

The role of the DDSL is to support the DSL. **Our DDSL is Katy Sidell**

The DDSL will be available during working hours (8.00am- 4.00pm) for staff to discuss any safeguarding concerns and can also be contacted out of hours if necessary, using the contact details 07399 296151 email: katy.sidell@catchuk.org.

The DDSL will be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

The board of directors

The board of directors for CATCH UK will approve this policy at each review, ensure it complies with the law and hold the CEO (David Talbot) accountable for its implementation.

The board will appoint a link member to monitor the effectiveness of this policy in conjunction with the full board.

The chair of the board will act as the 'case manager' in the event that an allegation of abuse is made against the CEO.

Education governance panel

The Education Governance Panel (EGP) has been created to support CATCH Apprenticeships and ensure educational standards, monitored by Ofsted remain high. Members of the EGP will oversee the management of the apprenticeship programme so that it runs as effectively as possible. Member of the EGP bring a wide range of skills and expertise in education.

The safeguarding team

There is a team of staff with safeguarding responsibilities which cover all CATCH sites. These members of staff include:
DSL: Paul Robinson (07535 272149)
DDSL: Katy Sidell (07399 296151)
DSO: Hannah Ardron (01469 552843)

The main responsibilities of these staff are as follows:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always
- adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child, young person and vulnerable adult protection training and update this regularly.
- Ensure that safeguarding and prevent is included as an agenda item each month, where appropriate.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Parents/carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant policies and procedures and encouraging their children to adhere to them.
- Talk to their children about safeguarding issues, support HCF CATCH LTD in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify behaviours which could indicate that their child is at risk of harm, or radicalisation including online and seek help and support from HCF CATCH LTD, or other agencies.

Parents can obtain a copy of HCF CATCH LTD's safeguarding policy and other related policies on request or they can view them via the website.

The **four principles** that staff should follow when working with parents and carers:

- Effective partnership and the importance of building strong, positive, trusting and cooperative relationships.
- Respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- Empowering parents and carers to participate in decision making by equipping them with
- information, keeping them updates and directing them to further resources

Children/young people

Children, young people and vulnerable adults have a right to:

- Contribute to the development of safeguarding policies
- Receive help from a trusted adult
- Learn how to keep themselves safe, including online

Further guidance

Definitions

3 Safeguarding Partners	The following 3 safeguarding partners are identified in Keeping Children Safe in Education (2022), (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs: • The local authority (LA) • A clinical commissioning group for an area within the LA • The chief officer of police for a police area in the LA area
Absent from education	All apprentices should provide a minimum of 2 emergency contacts, all numbers provided should be checked as part of their 1-1 meeting. (KCSIE) Apprentices who do not attend (or their parents/carers) should be contacted within the first 3 hours if they have not already made contact to inform you that they are ill or going to be absent. (If an apprentice is a young carer, has an EHCP or has significant mental health issues, the person dealing with the situation will need to use the emergency contact numbers to establish

	that the n is safe) The following steps must also be taken for apprentices with the above support needs. If attempts to contact a vulnerable apprentice are unsuccessful, where possible a home visit will be conducted. If you have significant concerns for the safety and wellbeing of the apprentice, you will need to contact Children's services to raise concerns and if no action is taken by them you will need to contact the police. You must complete a full log of all action taken and responses received
Abuse	Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. It can also be a lack of love, care and attention – this is neglect (NSPCC 2022). Harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.
Abuse of Trust	Under the Sexual Offender Act 2003 it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.
Child	Within the context of this policy a "child" is defined as anyone under the age of 18 (The Children Act 1989, Education Act 2002).
County Lines	County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include: • Air BnB and short term private rental properties • Budget hotels • The home of a drug user, or other vulnerable person that is taken over by a criminal gang – this may be referred to as cuckooing.
Child Protection	Part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm
Discriminatory	This may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or sexual orientation (DoH 2000).
Early help	Professionals should be alert to the need for early help for a child who: • Frequently missing/goes missing from education, home or care. • Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. • Has parents or carer in custody or is affected by parental offending.
Exploitation	Is a form of abuse where someone is forced or coerced into doing things for the benefit of others. Exploitation is often a gradual process. People are groomed and introduced to new ideas, behaviours and activities, making these appear normal and acceptable. These behaviours and activities may seem exciting or give someone something they are looking for – including money, gifts or a sense of belonging. People may not realise that they are being exploited until their situation becomes very serious. Exploitation can take many forms including criminal and sexual.
Gang	The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs **Peer group:** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. **Street gang:** "Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

	Organised criminal gangs: "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their occupation." It is not illegal for a young person to be in a gang – there are different types of 'gangs' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organized criminal gangs involved in trafficking, drug dealing and violent crime. (NSPCC 2022)
Homelessness	Indicators that a family may be at risk of homelessness include household debt, rent arears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. (KCSIE)
Honour Based Abuse	So-called 'honour-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.
Information sharing/holding	As well as keeping records of concerns, discussion and decisions, designated safeguarding leads should keep record of the rationales for any decisions made
Mental health	All staff have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE). Staff are well placed to observe day to day behaviour which may suggest a child or young person could be experiencing a mental health problem or be at risk of developing one. They are to follow appropriate processes around early help and intervention.
LGBTQ+	There are lots of types of sexuality and occasionally learners don't fit into just one. For some people, their sexuality is fluid and can change over time. There are several different genders and sexualities.
Leaner -on - learner abuse (child-on-child)	Children can abuse other children. This is generally referred to as learner-on learner abuse and can take many forms. This can include (but is not limited to) • bullying (including cyberbullying) • sexual violence and sexual harassment • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm • sexting (also known as Youth Produced Sexual Imagery) and initiating/hazing type violence and rituals. (KCSIE)
Racism	Where someone thinks you're inferior because of your colour, ethnicity, nationality or race. This can result in them treating you differently or unfairly. This is called racial discrimination.
Safeguarding	• Protecting children from abuse and maltreatment • Preventing harm/impairment to children's health or development • Ensuring children grow up in circumstances consistent with the provision of safe and effective Care • Taking action to enable all children and young people to have the best outcomes. • Providing help and support to meet the needs of children and young people as problems emerge protecting children from maltreatment, inside or outside the home, including online. Safeguarding is not just about protecting learners from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including: • Health and safety and wellbeing, including their mental health. • Meeting the needs of those with special educational needs and/or disabilities • The use of reasonable force • Meeting the needs of learners with medical conditions • Providing first aid • Educational visits • Intimate care and emotional well-being

	Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. (NSPCC 2022) Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.
Significant harm	The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm.
Serious Violence	All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. (KCSIE)
Sexting	(also known as youth produced sexual imagery) is where apprentices share nude or semi-nude images, videos or live streams.
Sexual harassment	Unwanted conduct of a sexual nature that has the same purpose or effect as other types of harassment: • The Creating an intimidating, hostile, degrading, humiliating or offensive environment • Violating someone's dignity (The Equality Act 2010) CATCH also has a separate Sexual Harassment policy which also refers to apprentices.
Upskirting	Taking a picture under another person's clothing without their knowledge, with the intention of knowing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm (Keeping Children Safe DfE 2019a).
Young person	There is no legal definition of a young person, but for HCF CATCH LTD's purposes we deem this to be any individual up to their 18th birthday.
Vulnerable Adult/Adult at Risk	It is recognised within this policy that any adult may be vulnerable or become a victim of abuse. Specifically, an "adult at risk" is defined as any person who is 18 years of age or over and has a reduced capacity to give consent to disclosure of abuse allegations or suspicions.

Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Bullying is the behaviour that huts someone else. It includes name calling, shaming, hitting, pushing, spreading rumours, threatening or undermining behaviour. It can be both physical and/or emotional.

Child Criminal exploitation (CCE): Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a

child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Child Sexual exploitation (CSE): CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. (KCSIE, 2025)

Child-on-child abuse: children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

CATCHUK commit to a zero-tolerance approach to bullying/cyberbullying. In the first instance these incidents will be reported to the employer so that the necessary action is determined together. If it is considered that there is a lack of support from the employer, then internal disciplinary action will be taken. Preventative measures, such as posters, mental health workshops, implementation and embedding of Education for a Connected World (2020) are in place to try to such incidents occurring. Learners are also made aware of acceptable and expected behaviour via the induction process and the learner handbook. The safeguarding team are also introduced to the learners as part of the induction process so that they are fully aware of who to seek out if they are experiencing bullying.

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.

Emotional abuse: is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. Emotional abuse is often a part of other kinds of abuse which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Female Genital Mutilation (FGM): is a form of child abuse. It's dangerous and a criminal offence in the UK. We know:

- there are no medical reasons to carry out FGM
- it's 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's used to control female sexuality and can cause long-lasting damage to physical and emotional health. (NSPCC 2022)

For additional guidance please also refer to Female Genital Mutilation Act 2003

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked.
Anybody can be a groomer no matter their age, race or gender. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.

Neglect can be a lot of different things, which can make it more difficult to spot. But broadly speaking there are 4 types of neglect.

- **Physical neglect** – a child's basic needs such as food, clothing or shelter are not met or they aren't properly supervised.
- **Educational neglect** – a parent/carer is not making sure that they given an education
- **Emotional neglect** – a child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
- **Medical neglect –** a child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations

Non-recent abuse is sometimes called '**historical abuse'.** It is when an adult is abused as a child r young person. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. This is never the case and there is never any excuse for abuse.

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phines. It can happen anywhere online including:

- Social media
- Text messages or other messaging apps
- Emails
- Online chats
- Online gaming
- Live-streaming sites

Children can be at risk of online abuse from people they know or from strangers. IT might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes

- Hitting with hands or objects
- Slapping or punching
- Kicking
- Shaking
- Throwing

- Poisoning
- Burning or scalding
- Biting or scratching
- Breaking bones
- Drowning

It is important tp remmener that physical abuse is any way of intentially causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. (KCSIE, 2025)
There are a number of signs to look out for when it comes to sexual abuse:
Emotional signs: avoiding being alone with people, sexual language or behaviours, nightmares, self-harm, changes in eating habits, changes on mood, change in normal behaviour for that child.
Physical signs: spending more time online, seem distant or pre-occupied, angry, secretive, withdrawn, expressing the need for money or seeming to have more money, needing to answer their phone.

Serious violence: These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of selfharm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Trafficking: please see CCE and CSE

Training

All staff complete the following training when they are recruited:

- Equality and Diversity
- Prevent
- Safeguarding
- bullying and Harassment
- cyber awareness
- GDPR

All of these are refreshed annually

Important contacts

Role/organisation	Name	Contact details
Designated safeguarding lead	Paul Robinson	Paul.robinson@catchuk.org safeguarding@catchapprenticeships.ac.uk 07535 272149 01469 552863
Deputy designated safeguarding lead	Katy Sidell	Katy.sidell@catchuk.org safeguarding@catchapprenticeships.ac.uk 07399 296151 01469 552863
Designated safeguarding officer	Hannah Ardron Jane Winship	Hannah.ardron@catchuk.org 07300 858232 Jane.winshp@catchuk.orgh 01469 552826
Local authority designated officer (LADO)	North east lincs council	lado@nelincs.gov.uk 01472 326118
Chair of the board of directors	Nick Booth (Uniper)	Nick.booth@uniper.energy
Board safeguarding lead	Rob Tuplin	
Chair of the education governance panel	Lisa Tillison	lisa2@chrysos.org.uk
Prevent and channel helpline	Chrsitopher Sybenga (Prevent Coordinator)	Chris.sybenga@education.gov.uk 07348 456640 or 101
Children's services	Integrated front door	01472 326292 (option 2, option2)
Children's services	Out of hours	01472 326292 (option 2)
Early help	N.E.Lincs	familyhelprequests@nelincs.gov.uk
Safeguarding children multi-agency partnership	N.E.Lincs	nelscpenquiries@nelincs.gov.uk
DASM	N.E.Lincs	Stewert.watson@nelincs.gov.uk 01472 324711

Further guidance/legislation

This policy is based on the Department for Education's statutory guidance and We comply with this guidance and the arrangements agreed and published.

This policy is also based on the following legislation:

• **The Education Act (2011):** The Education Act 2011 makes changes to many areas of educational policies. These include how new staff are supervised, how qualifications are regulated and how vocational apprenticeships are administrated.

• **Equality Act (2010):** The Equality Act legally protects people from experiencing discrimination, specifically in relation to age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation.

• **Protection of Freedoms Act (2012):** Especially part 5: safeguarding vulnerable groups, criminal records etc. This act provides for the destruction, retention, use and other regulation of certain evidential material; imposes consent and other requirements in relation to certain processing of biometric information relating to children.

• **Human Rights Act (1998):** This is a UK law which entitles a person to defend their rights in the UK courts. The act also gives a person legal protection, such as the right to a fair trial.

• **GDPR Regulations (2018):** This highlights that everyone that is responsible for using personal data has to follow strict rules called 'data protection principles. They must make sure that information is used; fairly, lawfully and transparently. The guidance was updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government information Sharing. For the purpose of safeguarding, GDPR is not a barrier to justified information sharing. Try to obtain consent to shar information where possible, however this is not a necessity.

Information sharing: advice for practitioners (publishing.service.gov.uk). For further advice and guidance please refer to

• **Inspecting Safeguarding in Early Years, Education and Skills Settings (2019):** This guidance provides support to inspecting safeguarding in our setting. It is designed to support inspectors' knowledge and understanding, and to help them to take a proportionate approach to the inspection of safeguarding.

• **Sexual violence and sexual harassment between children in schools and colleges (2018):** This provides advice provided by the Department for Education. Its focus is on child-on-child sexual violence and sexual harassment at the provision. This covers children of all ages (person under 18). This document also outlines what sexual violence and sexual harassment is.

• **Prevent Duty Guidance (2019):** The Prevent strategy, which the government published in 2011. It is part of the 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 advocating terrorist ideologies. The three specific strategies for prevent include; respond, prevent and work with sectors.

• **Work-based learning national guidance- DfE- Prevent:** This guidance follows the learner journey from recruitment through to completion from their chosen work-based training programme and makes recommendations for each phase.

• **The Children Act 2004** which provides a framework for the care and protection of children

• **Serious Crime Act 2015, Section 5B(11) of the Female Genital Mutilation Act 2003,** as inserted by section 74 of the which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

• **Statutory guidance on Female Genital Mutilation:** FGM is against the law in the UK and has been a criminal offense since 1985. It is a serious crime that carries a penalty. It is also an offense to arrange

for FGM to be undertaken within the UK or to take, or plan to take a child out of the UK for FGM purposes.

• **The Rehabilitation of Offenders Act 1974:** which outlines when people with criminal convictions can work with children.

• **Safeguarding Vulnerable Groups Act 2006:** Schedule 4 of the which defines what 'regulated activity' is

• **Statutory guidance on the Prevent duty**: which explains duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

• **Keeping Children Safe in Education (2022):** This is statutory guidance from the Department for Education. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Colleges are an important part of the wider safeguarding system for children. All staff have the responsibility to provide a safe environment in which children can learn.

• **Working Together to Safeguard Children (2018):** This offers statutory guidance on the roles and responsibilities of different agencies that are working together to safeguard a child/young person. This also includes coordinating early help, when additional needs/support is required.

• **Safeguarding Vulnerable Groups Act (2006):** This act underpins the Vetting and Barring scheme which aims to protect children and vulnerable adults by ensuring that people who are deemed a potential risk are not allowed to work with them.

• **DfE Statutory Guidance (2014):** Provides guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004. This responsibility embeds the responsibility in the provisions that have contact with children and young people.

• **Mental Capacity Act (2005):** This is a law that protects vulnerable people over the age of 16 with their decision making. It states that 'every adult, whatever their disability, has the right to make their own decisions wherever possible. People should always support a person to make their own decisions where they can.

• **Education for a Connected World (2020):** A framework which provides guidance on how to equip children and young people for digital life

Appendix 1: Reporting on MyConcern guidance

All concerns need to be recorded on MyConcern: (https://form.thesafeguardingcompany.com/67b6ad37-7a5f-42f2-9da9-00a7b0744359)

Steps for reporting a concern on MyConcern		
Step	**Action**	**Notes**
1	Name and role	Name of **all** children/adults involved in the concern Include their 'role' in the concern: perpetrator, witness etc
2	Concern summary	Brief description of the type of concern/incident
3	Concern date/time	When and what time was the concern raised
4	Origin of the concern	Who has the information come from How did they find out?
5	Details of the concern	Exact words used by the child (record verbatim where possible) Nature of the concern (e.g., physical, emotional, sexual abuse, neglect, bullying) Any visible injuries or signs of distress Context or circumstances surrounding the disclosure Behaviour or emotional state of the child during the disclosure Any relevant background information (e.g., previous concerns, known vulnerabilities)
6	Location of the concern	Does the concern relate to something on site at CATCH or external
7	Actions taken	Who the concern was reported to (e.g., Designated Safeguarding Lead) Time and date of the report Any immediate actions taken (e.g., ensuring the child is safe, contacting emergency services) Any conversations or referrals already made to external organisations.
8	Attachments	Do you have any evidence that you want to attach to the concern, emails, statements etc. Referral forms

Appendix 2: Nudes/semi nudes guidance

Finkelhor and Wolak's typology of youth-produced imagery cases can be used to define and assess incidents according to motivation. (gov.uk: sharing nudes and semi nudes advice guidance, March 2024)

Incidents can broadly be divided into two categories.

aggravated: incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can further be sub-categorised into:

- **adult involved**:- adult offenders (even criminal gangs) attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders. Some offenders may coerce or blackmail the child or young person into sending more images or making a payment (known as financially motivated sexual extortion or 'sextortion') These are all forms of child sexual abuse.
- **youth only – intent to harm**: these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail (including financial), threats or deception, sexual abuse or exploitation by young people
- **youth only – reckless misuse**: no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result

experimental: incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be subcategorised into:

- **romantic**: incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair
- **'sexual attention seeking'**: the phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.
- **other**: cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

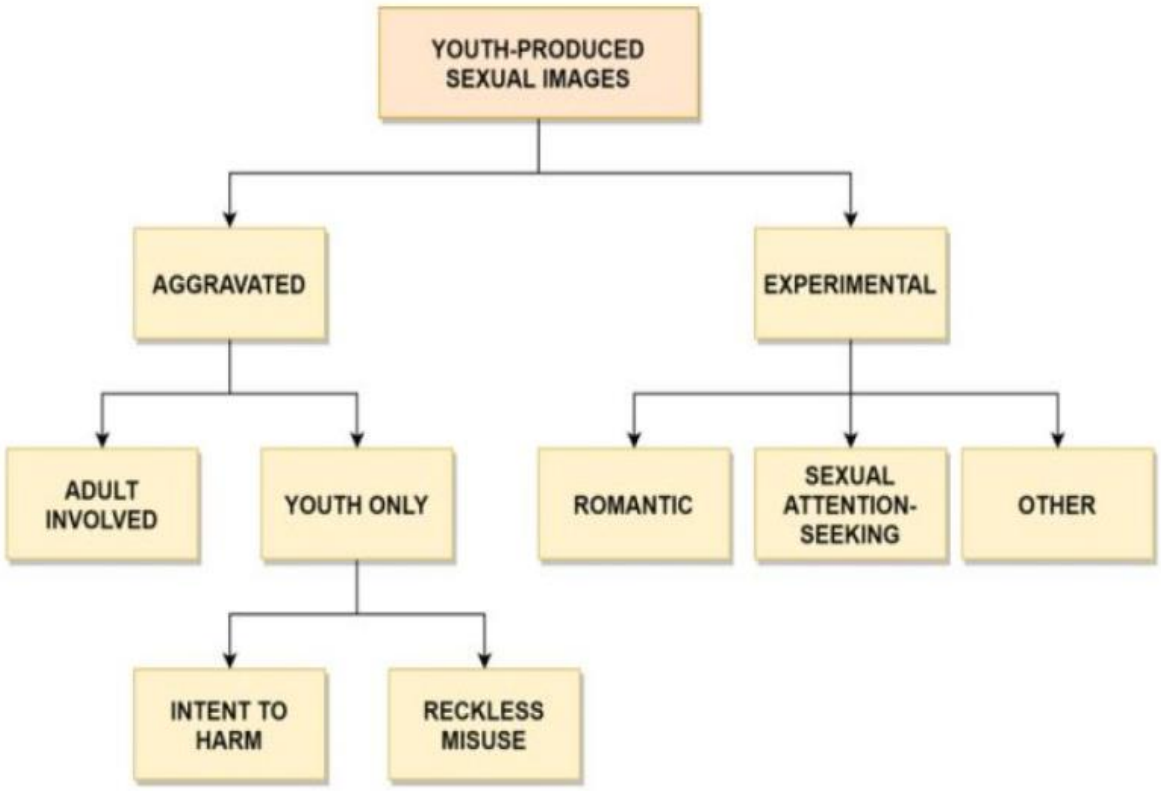
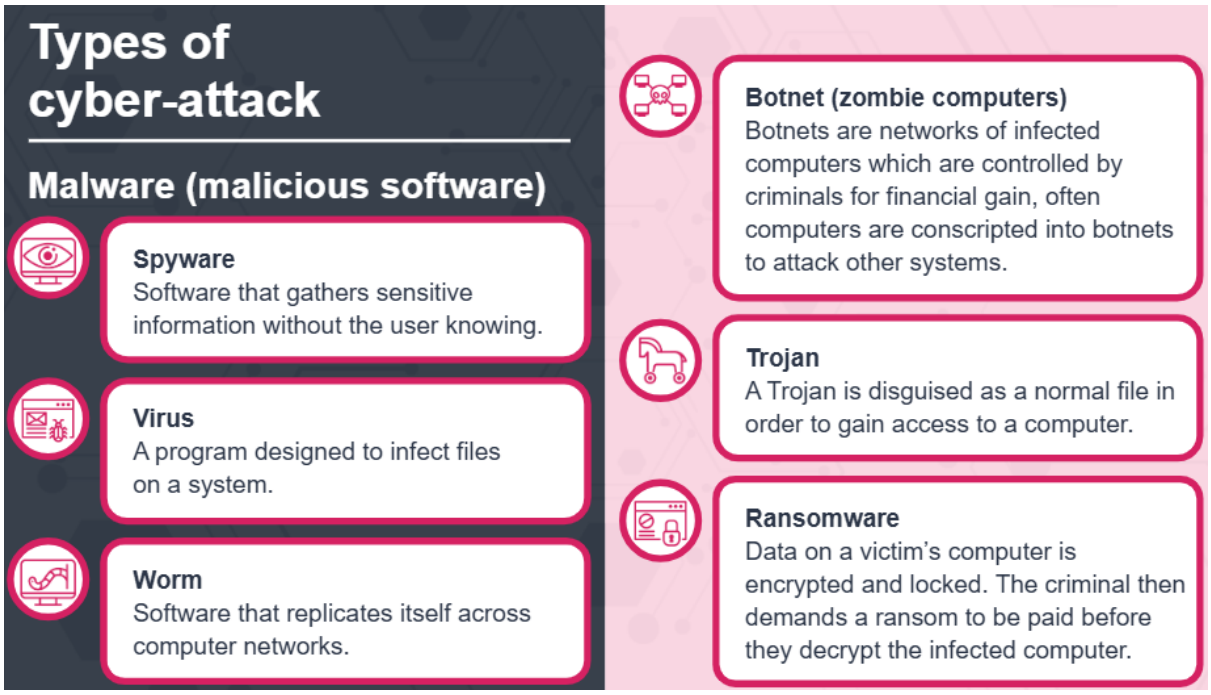


Fig 1: Sexting, a typology (Finkelhor and Wolak)

Appendix 3: Types of cyber-attack



North East Lincolnshire Neglect Screening Tool

<table>
<tr>
<td>1. What are you observing that indicates neglect? (there can be multiple types)

☐ Child's basic physical needs
☐ Child's emotional and attachment needs
☐ Child's cognitive development
☐ Child's medical needs
☐ Child's needs for safety and security
☐ Exclusion from home or abandonment
☐ Failing to protect a child from physical and emotional harm or danger
☐ Unresponsiveness to, a child's basic emotional needs
☐ Is it Global are all areas of a child's development impacted upon?</td>
<td>2. What are the factors contributing to the neglect of the child/ren? What are the barriers to caring for the child/ren?

☐ Poverty
☐ Lack of skills and knowledge
☐ Lack of skills, knowledge, and social isolation
☐ Parenting capacity
☐ Domestic abuse
☐ Learning disability
☐ Substance misuse
☐ Mental health issues
☐ Parental separation and divorce
☐ Lack of a relationship of care
☐</td>
<td>3. From what you are observing, what do you think is the current impact on the child/ren?

☐ Appearance
Describe:
☐ Behaviour
Describe:
☐ Attendance/medical/safety/development
Describe:
☐ Voice of the child
Describe:</td>
</tr>
<tr>
<td>4. What is the harm to the child/young person?
☐ Short term
☐ Medium term
☐ Long term</td>
<td>5. What other kinds of abuse is the neglect driving or enabling?

☐ Sexual abuse
☐ Physical abuse</td>
<td>6. Is neglectful care enabling other risks?

☐ Child gone missing
☐ Sexual Exploitation</td>
</tr>
</table>

	☐ Emotional Abuse	☐ Criminal Exploitation ☐ Gang involvement ☐ Exposure to extremism or radicalisation

Reflection/ supervision - What do you need to know more about?

1. Is there a history or a pattern of neglect behaviour emerging?
2. Is there evidence that this is a persistent problem (frequency of occurrence)? What is the evidence? Where has it come from?
3. Has the neglect been present over a significant period of time?
4. Have efforts to intervene to minimise or prevent neglect had any significant impact in the past?
5. What do you hypothesise as the barriers for why change has not been sustained?
6. What is the impact of harm if things do not change?

Voice of the Child

What does the child say about his or her experience of neglect? What do other professionals say the child has said about their circumstances?

Use the child's own words, observations and provide quotes...

This screening tool does NOT replace your own safeguarding policy and procedures in cases where you are concerned that a child/young person has been or is at risk of immediate harm. Should you be concerned that the child is at risk of immediate harm contact the Integrated Front Door on 01472 326292 option 2. This screening tool may aid you in professional curiosity, analysis against the Threshold of Need document and is designed to help you as a practitioner to understand the direction of the case and inform the plan to improve outcomes.

Appendix 5: consent form for taking apprentices offsite

CATCH UK
Redwood Park Estate
Stallingborough,
DN41 8TH
01469 552843

Dear parent/carer/apprentice
RE: Consent Form

There is an opportunity for the apprentices to participate in the following activity:

Details:	
Date:	**Time:**

If could please complete all the information below and sign to give your consent.

1. Apprentice details

Name:	Date of birth: Is apprentice over 18 years old at time of completing this form? yes ☐ no ☐
Address:	
Postcode:	Telephone number:
Email:	

2. Parent/carer's/next of kin details

Name:	Relationship to apprentice:
Address:	
Postcode:	Telephone number:
Email:	

3. If there's an emergency, please contact (only fill if different from the person named in section 2)

Name:	Relationship to apprentice:
Address:	
Postcode:	Telephone number:
Email:	

4. Apprentice medical details

GP Name:	GP Practice:
GP Address:	
Postcode:	GP Telephone number:

5. **Do we need to provide any extra help, for example because of a disability, or are there any activities that the apprentice cannot participate in?**

yes ☐ no ☐

6. **Do we need to know about any medical conditions or allergies? (If yes, please provide details of the condition(s) and any medication needed).**

yes ☐ no ☐

7. **Is there anything else you think that we should know?**

yes ☐ no ☐

I agree to (please tick):

☐ apprentice taking part in the stated activity

☐ HCF CATCH UK keeping a record of this form for health and safety reasons

☐ any medical treatment the apprentice may need to be given in an emergency

☐ I understand that the apprentice needs to follow the behaviour code and any safety rules so that HCF CATCH UK can keep them and others' safe.

HCF CATCH UK aims to provide a safe and enjoyable experience for every child or young person.
To help us do this, please note the following important information.

- All questions on the consent form must be completed and signed by the parent or carer before any child takes part.
- Parents and carers must ensure they notify us of any changes to the information given on the form.
- HCF CATCH UK will make arrangements for children to be brought to and from the activity safely and on time.
- We cannot take responsibility for any damaged clothing and/or personal items during the activity.
- Parents and carers should ensure children have sufficient water, food, clothing, sun lotion and medication (where appropriate) for the duration of the activity.
- Apprentices are aware that there is an expectation that any work that is missed will be caught up. All employers have also been made aware.

Print name:
Signature:
Date: