

Safeguarding Policy

This document contains detailed information about the different types and signs of abuse; how FACES works to keep its activities safe; and how we act on safeguarding concerns or disclosures.

Everyone working for FACES, whether in paid or voluntary capacities, should read and understand this document in full.

If you are worried about a child or adult's safety for any reason you must:

- Contact the police if there is an immediate risk of harm, and/or
- Record the information on the Safeguarding Form
- Contact the Safeguarding Lead immediately and send the form to them (Safeguarding Lead: Melissa Llewellyn, admin@faces.org.uk / 07757081120)
- The Safeguarding Lead will lead on any further action taken, and keep you updated where appropriate

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1 Purpose

The purpose of this policy is to ensure FACES members, staff and volunteers are equipped to appropriately safeguard children and vulnerable adults by being able to identify safeguarding concerns and act appropriately.

This policy:

- details types of abuse, vulnerability factors and indicators to be aware of;
- outlines the responsibilities and expectations of FACES members, staff and volunteers in safeguarding children and vulnerable adults; and
- explains the procedures for dealing with concerns and disclosures when coordinating and facilitating youth workshops and adult training, and when doing any other FACES related engagement work.

2 Values

Our mission is to develop resilience within faith communities against child sexual exploitation (CSE) and other forms of harm. We are committed to tackling CSE in the various ways it can manifest, by equipping leaders and individuals to better prevent, recognise and respond to CSE, and working with children and young people to help develop resilience.

Our work is built on a deep care and concern for the wellbeing of the wider, diverse community and is underpinned by our common values as Christians and Muslims. Compassion, justice and peace are central elements to our work.

Compassion: Our work is implemented with a compassion-centred approach. FACES never perpetuates or tolerates victim-blaming. We encourage having a complex understanding of CSE and its impact on survivors, families and perpetrators; and the recognition of the cycle of abuse. We recognise the sensitivity of the topic and the feelings of fear and sadness it can invoke in everybody, and construct our work to tackle problems of denial, blame and shame.

“He who does not show mercy to our young ones or recognise the rights of our elders is not one of us.” (Saying of the Prophet Muhammad, peace and blessings of Allah be upon him, narrated by Ahmad)

Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you. (Ephesians 4:32)

Justice: FACES supports justice for victims and survivors and actively works towards every child in our community having a safe, meaningful and just childhood, free from discrimination and prejudice. When adults are better equipped to act, children are better protected.

He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God. (Micah 6:8)

You who believe, uphold justice and bear witness to God, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, God can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, God is fully aware of what you do. (Qur'an: 4:135)

Peace: Addressing CSE involves challenging and unpacking perceptions around race and religion in relation to identifying perpetrators and victims and survivors of abuse. We experience the negative influence on cohesion that this has. Through our interfaith, inter-community work, we dismantle misconceptions and rebuild fundamental awareness and practical knowledge of CSE that promotes peace between our Muslim and Christian communities, and within the wider community. When misleading information is properly challenged, people can be better informed to address CSE.

"By Him in Whose Hand is my life! You will not enter Jannah until you believe, and you will not believe until you love one another. Shall I inform you of something which, if you do, you will love one another? Promote greetings amongst yourselves." (Saying of the Prophet Muhammad, peace and blessings of Allah be upon him, narrated by Muslim)

Make every effort to live in peace with everyone and to be holy; without holiness no one will see the Lord (Hebrews 12:14)

3 General approach

At the core of our work is recognition of multiple layers of identity, in particular faith and ethnicity, and the way in which they intersect. We provide training to practitioners around the nuances of these identities and how they impact safeguarding in order to enhance services and better protect children, in line with government policy:

‘Engaging with diversity: The evidence base demonstrates that some cohorts of children and young people – males, children with disabilities, Lesbian, Gay, Bisexual and/or Transgender and Black and Minority Ethnic children, for example – may be less likely to have their abuse identified or responded to. Local areas should ensure responses are accessible, relevant and sensitive to the needs of all children and young people.’ (*Child sexual exploitation, DfE, 2017*)

Our youth and training programmes promote better prevention of and responses to CSE and as outlined in government guidelines we:

‘move beyond a reactive approach (one that removes the individual from harm) to one that also addresses the existence of harm and/or proactively prevents that harm.’ (*Child sexual exploitation, DfE, 2017*)

At that time the disciples came to Jesus and asked, “Who, then, is the greatest in the kingdom of heaven?” He called a little child to him, and placed the child among them. And he said: “Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me. If anyone causes one of these little ones—those who believe in me—to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea... See that you do not despise one of these little ones.

For I tell you that their angels in heaven always see the face of my Father in heaven.”

(Matthew 18:1-6, 10-11)

“Whoever among you sees an evil action, let him change it with his hand; and if he cannot, then with his tongue; and if he cannot, then with his heart [by feeling that it is wrong] - and that is the weakest of faith.” (Saying of the Prophet Muhammad, peace and blessings of Allah be upon him, narrated by Muslim)

4 Safeguarding Lead

The designated Safeguarding Lead is Melissa Llewellyn and can be contacted at admin@faces.org.uk and 07757081120.

Responsibilities of the Safeguarding Lead are to:

- Ensure all staff and volunteers are familiar with this policy
- Ensure all actions laid out in sections 7.2-8 are taken or upheld
- Lead on any action taken in regards to concerns, disclosures or incidents shared through the Safeguarding Form, including recording information on the Safeguarding Log, and keeping the reporting person informed on action taken where appropriate

If a safeguarding issue arises, contact the Safeguarding Lead immediately. All safeguarding issues must be recorded on the Safeguarding Form and sent to the Safeguarding Lead, except where the issue involves the Safeguarding Lead - in such cases the form should be sent to the Rehana Faisal who can be contacted at rehana@faces.org.uk and 07775677985.

5 Terminology

'Members' refers to members of the FACES working group.

'Staff' refers to contracted employees.

'Volunteers' refers to anyone giving their time in-kind to facilitate children's sessions or adult sessions, as well as those who are paid on a freelance basis.

'Sessions' refer to any adult training or children's workshops delivered by FACES.

'Concerns' refer to concerns members, staff or volunteers have about the safety or wellbeing of a child or adult, including concerns that arise from anything shared during sessions in regards to attitudes or behaviours which may not necessarily constitute a suspicion of abuse.

'Disclosure' refers to information being shared about abuse that is happening or has happened.

6 Definitions

6.1 Safeguarding children

Working Together to Safeguard Children, DfE, 2018

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

A child is legally defined as anyone under 18 years old.

6.2 Safeguarding adults

The Care Act 2014

Adult safeguarding is defined as:

- Protecting an adult's right to live in safety, free from abuse and neglect.

To effectively safeguard children and vulnerable adults we engage with, we will:

- ensure all members, staff and volunteers are DBS checked, and adequately trained in Safeguarding;
- ensure all members, staff and volunteers follow the procedures for managing and reporting concerns and disclosures as laid out in this policy;
- engage with schools, mosques, churches and other organisations prior to sessions to be made aware of any existing relevant issues or concerns;
- complete reasonable risk assessments for activities; and
- ensure follow up procedures are completed when necessary as laid out in this policy.

6.3 Types of abuse

This section describes types of abuse under four broad categories defined by the World Health Organisation: physical, sexual, emotional and psychological, and neglect. Under these categories, many forms of abuse can take place.

Often one type of abuse doesn't happen in isolation from other types of abuse (with the exception of abuse that happens online) and one type of abuse can increase a person's vulnerability to another.

The information below gives a brief description of different types of abuse; members and staff should use the references given and links under 'Further reading and resources' for more information, particularly around the indicators of abuse and vulnerability.

6.3.1 Child sexual exploitation

Child sexual exploitation, DfE, 2017

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

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation

may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

6.3.2 Neglect

NSPCC

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

6.3.3 Domestic abuse

NSPCC

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

6.3.4 Sexual abuse

NSPCC

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong. Or they may be afraid to speak out. That's why we're working to break the silence around child sexual abuse, and give children a voice when they desperately need support.

6.3.5 Online abuse

NSPCC

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like

there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

6.3.6 Physical abuse

NSPCC

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

6.3.7 Emotional or psychological abuse

NSPCC

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

6.3.8 Child trafficking

NSPCC

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

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

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

6.3.9 Grooming

NSPCC

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

6.3.10 Harmful sexual behaviour

NSPCC

Harmful sexual behaviour includes:

- using sexually explicit words and phrases;
- inappropriate touching;
- using sexual violence or threats; and
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others.

6.3.11 Female genital mutilation

NSPCC

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

6.3.12 Bullying and cyberbullying

NSPCC

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

6.3.13 Spiritual abuse

'Spiritual abuse' is when an abuser uses their religious authority to abuse someone through controlling, manipulative or exploitative behaviour. An abuser with religious authority may use their authoritative power and position of trust to normalise the abuse to the victim and influence them to think it is acceptable.

6.3.14 Racist, disability, sexist and homophobic or transphobic abuse

This is when any type of abuse happens due to the identity or perceived identity of the victim, usually because the abuser thinks the victim is inferior in some way because of their race, disability, gender or sexuality. If the abuse is a criminal offense, it becomes a hate crime if the victim's identity is under a protected group. This kind of psychological and other types of abuse are often normalised and/or justified by the abuser and their environment, and as such the victim may feel the abuse is acceptable and can internalise the negativity, hatred and inferiority towards themselves and that part of their identity.

6.3.15 Radicalisation and/or extremist behaviour *Crown Prosecution Service*

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
- foster hatred which might lead to inter-community violence in the UK.

Indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;
- evidence of possessing illegal or extremist literature; or
- advocating extremist narratives.

There is no such thing as a 'typical extremist'; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

7 Prevention

Our work aims to prevent CSE and other forms of harm by strengthening resilience within faith communities. We do this through training, and prevention work with young people. In line with guidelines in *Child sexual exploitation* (DfE, 2017), our work sets out in particular to:

- challenge myths and misconceptions about perpetrators and victims;
- challenge victim blaming;
- provide information on reporting concerns and accessing support;
- deliver tailored and relevant training and prevention programmes to adults, children and young people in faith communities; and
- educate communities, including people who do not necessarily work with children.

Tackling CSE requires a three-way approach including enhancing protective structures, reducing young people's vulnerability and addressing perpetrator risk (*Child sexual exploitation: How public health can support prevention and intervention, 2017*). Our work currently focuses on enhancing resilience within young people and strengthening their protective environment.

Our work with children and young people explores risk, vulnerability and resilience through interactive activities. We consult with parents, faith leaders, youth workers, teachers and CSE professionals to ensure the content is appropriate for different ages and audiences, and review our programmes regularly.

'Enhancing children's and young people's resilience and strengthening the protective factors around them are critical strands of prevention. Resilience is about being able to overcome adversities and avoid negative consequences. It is not a character trait; it involves both internal capabilities and external resources. Resilience is therefore never a substitute for support.' (*Child sexual exploitation, DfE, 2017*)

Our training for faith communities (parents, faith leaders, youth workers) promotes an attitude to:

'support reflective practice and help practitioners recognise where personal values and attitudes might be leading to risky practice, assumptions or 'blind spots'. ' (*Child sexual exploitation, DfE, 2017*)

In particular, our training for parents works to ensure they:

'have support that is tailored to their specific circumstances and needs, for example, support that recognises their culture or faith, and are helped to overcome any barriers such as language.' (*Child sexual exploitation, DfE, 2017*)

7.1 Circumstances

In order to prevent different types of abuse, we should be aware of the circumstances in which it can present, vulnerability risk factors that can be involved, and indicators of abuse. The presence of each vulnerability or indicator will not necessarily amount to abuse, but professional judgement should be used to report concerns to the Safeguarding Lead as laid out in this policy.

For detailed information about understanding the vulnerability factors and recognising indicators of child abuse and neglect, refer to NICE Guidance on Child abuse and neglect, 2017: <https://www.nice.org.uk/guidance/ng76>.

Information relating to safeguarding children and young people from CSE is outlined below.

7.1.1 Vulnerability

Child sexual exploitation, DfE, 2018

Some things might make children more vulnerable to CSE, but CSE can also occur when no particular vulnerability is present. These include:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories); and
- sexual identity.

Although studies have shown the majority of victims and survivors of CSE are girls, boys are likely 'underrepresented due to difficulties in identifying sexual exploitation in boys and young men' (NSPCC). This can make boys particularly vulnerable to CSE because their abuse is less likely to be recognised.

Similarly, 'children from minority ethnic backgrounds are likely to be under-represented in statistics because of barrier to reporting and accessing services' (NSPCC).

7.1.2 Indicators

Child sexual exploitation, DfE, 2018

Indicators, or signs of CSE can include:

- acquisition of money, clothes, mobile phones etc without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

CSE can occur in different ways, there are 5 main CSE grooming models (PACE):

- peer on peer;
- through befriending and grooming;
- through boyfriend/'pimp'; and
- 'party' model, where children are invited to parties and offered alcohol and drugs, and where sexualised behaviour and violence is normalised.

Perpetrators of CSE can be male or female and any concerns about a perpetrator of any gender should be reported. Perpetrators can also be other children and while peer exploitation exists, in some cases, victims of CSE are used by perpetrators to gain access to other victims.

7.1.3 Enabling factors and barriers to protection against CSE

There are many factors that can prevent action against perpetrators of CSE even when vulnerability and indicators of abuse are present. This can impact how potential victims and perpetrators are perceived, and how vulnerability, indicators, concerns and disclosures are managed by families, faith organisations, and local authorities. Some of these factors can be specifically relevant for faith communities, which can make young people of faith and young people from marginalised communities more vulnerable. Enabling factors and barriers to protection against CSE include:

- abuser's social or religious position causing the signs of abuse to be overlooked or ignored;
- profile of the victim not fitting that of what is widely perpetuated as a victim, in relation to their gender, ethnicity, family structure or social-economic background;
- those who recognise the signs of abuse being fearful of repercussion or not being believed if they speak out;
- ignorance to and of religious and cultural standards by authorities and other people who should create supportive environments;
- attitudes that encourage forgiveness above justice, causing victims to feel that they shouldn't tell, and/or implying official/legal avenues shouldn't be pursued;
- attitudes that create a hostile environment for disclosure due to a fear of judgement from other people, and/or embarrassment;
- victims and their families being fearful of persecution from authorities and wider society;
- lack of appropriate engagement with children around healthy relationships and risks, from families, schools and faith organisations; and
- ignorance to how CSE and relating issues can impact young people of faith, ie. an attitude that 'it can't happen to us', or that it doesn't affect faith communities.

Our work acknowledges these factors and addresses attitudes and ignorance that can isolate faith communities. We recognise the nuances that apply to faith contexts relating to CSE and work to provide appropriate programmes for young people of faith, and training for faith communities.

The lists of vulnerabilities, indicators and enabling factors are not extensive, and may be applicable to other forms of abuse.

7.2 Recruitment and DBS

“...Surely, every one of you is a guardian and responsible for his charges.” (Saying of the Prophet Muhammad, peace and blessings of Allah be upon him, narrated by Bukhari)

Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute. Rescue the weak and the needy; deliver them from the hand of the wicked. (Psalm 82:3-4)

Safeguarding children takes a proactive approach, requiring everyone representing FACES to be equipped to respond appropriately to concerns and disclosures. Our commitment to protecting children is led and shaped by our acceptance of our religious teachings as Muslims and Christians; a moral responsibility; as well as our legal and statutory responsibilities.

Meaningful representation within our FACES team is a valuable part of our safeguarding practice. This supports an increased understanding of the cultural and faith contexts of those whom we work with based on lived experience. It also contributes towards creating an environment where concerns and disclosures can be addressed sensitively and appropriately.

In line with our ethos of honouring and valuing the contributions that our faiths bring, which is reflected through planning, consultation and delivery of our work; our members, staff and volunteers should be representative of the diverse communities we work with.

Because of the sensitivity of our work, volunteers will be at least 18 years old.

For any paid or voluntary role with FACES that has a reasonable possibility of working with children or vulnerable adults, an enhanced Disclosure and Barring Services (DBS) check must be requested and received before any work is started.

The work that requires a DBS to be done includes:

- facilitating or supporting children’s sessions; and
- facilitating or supporting adult sessions.

Records of DBS checks are initiated and kept by the most senior member of staff and will be renewed every 3 years.

Two references will be required by staff or volunteers before starting work with us.

7.3 Safeguarding training

All members, staff and volunteers should have a minimum of Introduction to Safeguarding Children and Vulnerable Adults certificates, with recommended Level 2 minimum for facilitators of children's sessions and adult sessions. These should be completed within 3 months of joining FACES.

Safeguarding training will be reviewed every 2 years.

All new staff and volunteers should attend FACES training which covers child sexual exploitation, prejudice and inclusion, and which will ensure the content of this policy is understood and practiced.

Records of training certificates are kept by the most senior member of staff.

7.4 Responsibilities and expectations

Responsibilities and expectations of all FACES members, staff and volunteers are to:

- prevent physical, sexual, emotional and psychological abuse and neglect of children and vulnerable adults in line with the activities of FACES;
- report concerns and disclosures promptly to the Safeguarding Lead;
- complete ongoing training in Safeguarding and related topics;
- complete a satisfactory DBS check as outlined above;
- complete FACES training as outlined above; and
- request and review other Safeguarding policies when delivering sessions in external locations (schools, churches, mosques, community groups).

7.5 Best practice

The following best practice procedures will develop in line with new professional guidelines. These should be implemented in addition to any practices outlined in our Health and Safety Policy and Code of Conduct and Ethics.

7.5.1 Ratios

For children's sessions, there should be a minimum of 2 facilitators per 10 children.

For adult's sessions, there should be a minimum of 2 facilitators per 30 adults.

An adult should not be alone in a closed room or other private environment with a child.

7.5.2 Risk assessments

Reasonable risk assessments will be carried out for all activities. Risk assessments are kept by the most senior member of staff.

7.5.3 Parental consent

We ensure that our content is appropriate to the different age groups and contexts that we work in. In most cases, the host organisation (ie. school, mosque, church) will arrange for FACES to deliver to their students/young people and manage necessary consent.

If the content of our sessions is significantly sensitive or can reasonably be assumed to be in some way contentious to the audience or their families, then we will gain individual parental consent before the participants attend the sessions.

7.5.4 Photography

For all sessions there will be a designated media person if photographs or other visual media are being captured.

For children's sessions, media consent forms must be completed by parents/guardians before any media is captured.

For adult's sessions, an announcement will be made to inform participants that pictures/other media will be taken, and if anyone would prefer not to be included they can let the photographer know.

7.5.5 Environment

Members, staff and volunteers should be mindful of the environments we create in adults or children's sessions, and other working environments. We want to promote environments where:

- individuals feel confident and comfortable to talk openly and honestly;
- we 'exercise professional curiosity and create safe spaces for disclosure.' (*Child sexual exploitation, DfE, 2017*);
- safeguarding concerns can be identified and addressed appropriately;
- disclosures can be managed correctly, and responded to well; and

- we create a supportive and safe environment for victims and survivors, while constructively educating and dialoguing whole groups.

7.5.6 Behaviour management

FACES volunteers and staff will be working in schools and community contexts, primarily with teenagers but potentially with younger children as well. Creating a positive environment that is safe and respectful is important, and approaches to behaviour management need to uphold this goal. This means:

- setting clear and simple expectations for behaviour within group activities - ideally in partnership with children and young people themselves, and applying these consistently. These include swearing, racism, name calling, respect for property etc.;
- modelling the behaviour we want by valuing individuals, respecting them and listening well; and
- exploring motivations for difficult behaviour where appropriate.

Humiliation, verbal abuse and physical punishment are unacceptable responses to difficult behaviour, are never justified and will not be tolerated. To manage difficult behaviour, we will:

- keep the ground rules simple and clear, and make sure the children know what action will be taken if they are not kept;
- where correction is necessary, talk to the child away from the group, not publicly - explain what they have done wrong, encourage remorse, and end on a positive note;
- never reject a child, just the behaviour - encourage the child that you want them to participate, but you are not willing to accept the behaviour; and
- remember each child is unique, special and individual, and each child needs a different method of being dealt with. Consider why the child could be behaving in that way.

7.6 Concerns

Significant concerns that indicate abuse or risk of abuse must be recorded using the Safeguarding Form and reported to the Safeguarding Lead. Forms should be available at all sessions and can otherwise be requested from the most senior member of staff.

7.6.1 Examples

Examples of concerns that may present during sessions with young people include:

- victim-blaming;
- normalisation of sexual behaviour, or discussions indicating this;
- bullying;
- indicating of self-harm/depression/suicidal thoughts; and
- explicit discussions about acts of harmful or illegal activity.

Examples of concerns that may present during sessions with adults include:

- victim-blaming;
- blaming the parents, especially disproportionately to the perpetrator;
- interpretations of religious text that can act as barriers to protection; and
- inadequate current safeguarding measures within organisations.

7.6.2 How to act

What children have said they need from an effective safeguarding environment (*Working Together to Safeguard Children, DfE, 2018*):

- vigilance: to have adults notice when things are troubling them;
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- stability: to be able to develop an ongoing stable relationship of trust with those helping them;
- respect: to be treated with the expectation that they are competent rather than not;
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- support: to be provided with support in their own right as well as a member of their family;
- advocacy: to be provided with advocacy to assist them in putting forward their views; and
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

7.6.3 Information sharing

Any intelligence regarding child sexual exploitation should be submitted through the Multi Agency Intelligence submission form:

<http://lutonlscb.org.uk/parents/child-sexual-exploitation/>

Intelligence can include:

- Names
- Descriptions of victims or perpetrators
- Addresses or number plates

8 Disclosures

8.1 Procedures

Examples of disclosures include:

- a child telling you that they were physically abused;
- a child telling you that they are in an intimate 'relationship' with someone that shows signs of CSE;
- a parent telling you their child disclosed to them that they were sexually abused;
or
- a youth worker telling you that they hit a child.

It is our role to acknowledge and refer the abuse to the appropriate organisation, and provide reasonable support to the victim or family. It is not our role to investigate the abuse.

We should ask only enough questions to clarify whether there is a child protection concern, and not ask leading questions.

If an explicit disclosure is made, and a child protection concern is already established, we should ask questions only to clarify who was involved and where it happened.

All disclosures must be immediately recorded on the FACES Safeguarding Form and shared immediately with the Safeguarding Lead. The Safeguarding Lead will report disclosures appropriately:

Multi-agency Safeguarding Hub (MASH)

Telephone: 01582 547653

Out of hours: 0300 3008123

Emergency: 999

Email: mash@luton.gcsx.gov.uk

Safeguarding Unit (Bedfordshire Police) - 01234 846960

Emergency dial 999

8.2 How to act

If a child or adult makes a disclosure of abuse or risk of harm to a child, whether outright or implied, remember that the child protection is paramount in what happens next.

Do:

- remain calm and give them your full attention;
- listen actively to what they say before asking questions;
- believe what they are saying;
- reassure them that they have done the right thing in talking to you;
- ask enough questions to clarify whether there is risk of harm;
- make notes immediately after the conversation to gather essential information, and record what is being said verbatim as much as possible;
- inform them of what will happen next, tell them what you will do and who you will share this information with; and
- maintain contact if possible as they have trusted you enough to talk to you and may find it easier to talk to you again.

Do not:

- show shock at what is being said, this may discourage them from sharing;
- promise secrecy, instead be open about what you will do with the information;
- ask unnecessary or leading questions;
- investigate what is being said; or
- share information internally or externally without reason.

8.3 Following up

When a disclosure has been made to us by a young person or adult, care should be taken to follow up with the family or individual and continue support where reasonably possible.

All members, staff and volunteers should take to not make any promises, guarantees, or unrealistic offers of support or expectations.

We cannot:

- be an official advocate for the individual or family to liaise with organisations that are involved; or
- provide financial support.

We can:

- signpost and assist in accessing appropriate community and support services and activities.

8.4 Information sharing

It is necessary for different organisations and services to share information and collaborate effectively in order to effectively safeguard children and vulnerable people from harm.

FACES will not share personal information internally or externally without significant reason. Significant reasons include to protect children or vulnerable adults or to seek advice regarding the protection of children or vulnerable adults. Any information that is shared should not be more than what is required for its purpose.

Information, including personal data, can be shared without consent if:

‘safeguarding of children and individuals is at risk.’ (*Data Protection Act 2018*)

If it is not expected to be reasonably possible to gain consent, or if gaining consent could put a child at risk, information can be shared legally without consent.

We always advise individuals or families to report crimes or suspected crimes to the police, which can be done anonymously through Crimestoppers. We take care to consider that this may not always be the perceived best option to some individuals or families due to the nature of the crime or the relation to the perpetrator. We will encourage them to report themselves, but be clear of our limitations of confidentiality when a child or vulnerable adult is at risk of harm.

9 Using the Safeguarding Form

The FACES Safeguarding Form must be completed by any member, staff or volunteers to record all concerns or disclosures. Forms can be requested from the Strategic Development Manager. All forms must be returned to the Safeguarding Lead. Information included in the form should reflect accurately what was witnessed or said, be factual and be thorough. Any further action taken will be led by the Safeguarding

Lead. Due to the nature of our work, prolonged interaction with children or families is unlikely, however a log of completed forms is kept by the Safeguarding Lead for cross-referencing purposes and to record further action taken.

10 Confidentiality

During our sessions we ensure, as much as reasonably possible, that personal information and experiences that are shared are kept confidential to the group, whilst encouraging the learning to be shared within organisations and the wider community.

We anonymise quotes and recorded feedback unless people have given permission for us to use their names.

We express of the limits of confidentiality when someone tells us that they or someone else is at risk of significant harm, in line with our Confidentiality Policy.

11 Signposting

Significant concerns or disclosure should be reported to the Multi-agency Safeguarding Hub (MASH):

Telephone: 01582 547653

Out of hours: 0300 3008123

Emergency: 999

Email: mash@luton.gcsx.gov.uk

Or Safeguarding Unit (Bedfordshire Police) - 01234 846960

Or in an emergency dial 999

11.1 Child sexual exploitation

Luton Safeguarding Children's Board:

<http://lutonlscb.org.uk/parents/child-sexual-exploitation/>

Bedfordshire CSE Disruption Toolkit and other information

NWG: <https://www.nwgnetwork.org/>

Link to Change: <http://www.linktochange.org.uk>

11.2 Information for parents

Pace (Parents against child sexual exploitation):

<https://paceuk.info/for-parents/advice-centre>

Information about reporting, online safety, harassment, going to court and more in their Advice Centre

11.3 Rape and sexual assault

Luton Sexual Health:

<https://www.lutonsexualhealth.org.uk/info-advice/sex-and-relationships/rape-and-sexual-assault/>

Advice for victims of rape and sexual assault

11.4 Other concerns

Child Mind Institute: <https://childmind.org/>

Information for parents and professionals about lots of issues including drugs, social media and sexuality

11.5 Luton based services

Hope Programme: <https://hopeprogramme.com/>

Support for victims of sexual abuse aged 10+

Emerald Centre: <https://www.emeraldcentre.org/>

Support for victims of sexual abuse aged 16+

Homestart: <https://www.home-startcentralbeds.org.uk/>

Support for families with disabilities and additional needs, domestic violence and abuse, poverty, financial issues, unsafe environments and mental ill health

Luton All Women's Centre: <http://www.lutonallwomenscentre.org.uk/>

Support for women experiencing domestic abuse, and offering general advice

Chums Trauma Service: <http://chums.uk.com/trauma-service/>

Referral support service for children

11.6 Helplines and national organisations

Women's Aid: 0808 2000 247 (24 hour helpline)

The Bedfordshire Domestic and Sexual Abuse Partnership: 0845 30 30 900 (Victim support helpline)

Bedfordshire Sexual Abuse Helpline: 01582 733 592 (Mon-Fri 9am-5pm, weekends 10am-12pm, 24 hour answerphone)

Survivors UK: <https://www.survivorsuk.org/>
Helpline for male victims of CSE, adult sexual assault and rape
0845 122 1201 (Helpline Mon & Tues 7-9.30pm, Thur 12-2.30pm)

NSPCC: <https://www.nspcc.org.uk/>
0808 800 5000 (24 hour helpline)

NAPAC: <https://napac.org.uk/>
Support for adults with history of childhood abuse
0808 801 0331 (Helpline 10am-9pm Mon-Thu & 10am-6pm on Fridays)

Embrace: <https://embracevoc.org.uk/>
Support for children who are victims of crime

Victim support: <https://www.victimsupport.org.uk/>
0808 168 911 (24 hour helpline)

The Marie Collins Foundation: <https://www.mariecollinsfoundation.org.uk/>
Information about navigating responsibly online

11.7 For children and young people

Thinkuknow: <https://www.thinkuknow.co.uk/>
For adults and children to explore how to protect children online and offline

The Mix: <https://www.themix.org.uk/>
Support for young people under 25 via online, social and mobile
0808 808 4994 (helpline)

Childline: <https://www.childline.org.uk/>
0800 1111 (24 hour helpline)

11.8 Reporting crimes and online support

To report a crime that has happened recently or in the past you can visit the local police station (Luton Police Station: Buxton Road, Luton, LU1 1SD, 8am-8pm) or to report a crime anonymously you can contact [Crimestoppers](#) on 0800 555 111

Concerns about online abuse can be reported through the child exploitation and online protection command: <https://www.ceop.police.uk/safety-centre/>

12 Further reading and resources

Child Sexual Exploitation: definition and guidance for practitioners, 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

NSPCC

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

CSE Practitioners Guidance, 2018

<http://lutonlscb.org.uk/wp-content/uploads/2017/03/CSE-Practitioners-Guidance-May-2018-Update-Version-2.pdf>

Bedfordshire CSE Disruption Toolkit, 2018

<http://lutonlscb.org.uk/wp-content/uploads/2017/03/Bedfordshire-CSE-Disruption-Toolkit-Update-March-2018.pdf>

Pan Bedfordshire CSE Risk Assessment Tool

<http://lutonlscb.org.uk/wp-content/uploads/2017/03/Pan-Bedfordshire-Risk-Assessment-Tool-2.pdf>

PACE Advice Centre

<https://paceuk.info/for-parents/advice-centre/>

Child sexual exploitation: How public health can support prevention and intervention

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/629315/PHE_child_exploitation_report.pdf

Multi Agency Intelligence submission form

<http://lutonlscb.org.uk/parents/child-sexual-exploitation/>

Working Together to Safeguard Children, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Child Abuse and Neglect, 2017

<https://www.nice.org.uk/guidance/ng76>

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

What to do if you're worried a child is being abused, 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

PACE Online learning tool

<https://paceuk.info/training/keep-them-safe/>

University of Bedfordshire, Child sexual exploitation

<https://www.beds.ac.uk/ic/publications>