



ALTERNATIVE PROVISION FOR EDUCATION, SAFEGUARDING AND CHILD PROTECTION POLICY 2025-2026

Reviewed: April 2025
Next Review due: April 2026
Signed by: Director of Safeguarding Clare King



Table of Contents

Statement of Intent.....	4
Definitions.....	7
1. Legal Framework.....	10
Legislation.....	10
Statutory guidance.....	10
Non-statutory guidance.....	10
2. Roles and Responsibilities.....	11
3. Multi-agency Working.....	12
Information sharing.....	12
4. Early Help.....	12
Responding to the Needs of Children and Young People in Gloucestershire.....	14
Graduated Pathway.....	15
Early Help and support for Children and families in Herefordshire.....	16
Children’s Help and Advice Team (CHAT).....	18
<i>LADO / Managing Allegations.....</i>	18
5. Abuse and Neglect.....	19
6. Specific Safeguarding Issues.....	19
7. Child-on-child Abuse.....	19
8. Online Safety and Personal Electronic Devices.....	20
Upskirting.....	21
9. Consensual and Non-consensual Sharing of Indecent Images and Videos.....	21
10. Context of Safeguarding Incidents.....	21
11. Mentees Potentially at Greater Risk of Harm.....	21
Mentees who need Social Workers.....	22
LAC and PLAC.....	22
Mentees with SEND.....	22
LGBTQ+ Mentees.....	23
Mentees requiring mental health support.....	23
12. Concerns about Mentees.....	23
13. Managing Referrals.....	24
14. Concerns about Bespoke Mentoring Safeguarding Practices.....	25
16. Communication and Confidentiality.....	25
17. Safer Recruitment.....	26
Ongoing suitability.....	27
Referral to the DBS.....	27

18. Staff details.....	27
Bespoke Mentoring keeps staff record securely in line with GDPR guidelines.....	27
19. Training.....	27
20. Monitoring and Review.....	28
21. Other Policies.....	28
Specific Safeguarding Issues.....	33
Domestic Abuse.....	34
Homelessness.....	34
Children Absent from Education.....	34
Child Abduction and Community Safety Incidents	35
Child Criminal Exploitation (CCE).....	35
County Lines.....	36
Cyber - Crime	36
Child Sexual Exploitation (CSE)	36
Modern Slavery	37
FGM.....	37
Virginity Testing and Hymenoplasty	38
Forced Marriage.....	40
Radicalisation.....	41
The Prevent Duty	42
Mentees with Family Members in Prison	42
Mentees Required to Give Evidence in Court	42
Mental Health.....	42
Serious Violence	43
Young Carers.....	43
Fabricated, Induced Illness and Abuse of Medication	44
Gangs and Youth Violence – Great Expectations.....	44

Designated Safeguarding Lead – Bespoke Mentoring Alternative Provision:

Mrs Clare King

Contact: 07483 804136 clare.king@bespokementoring.org

(Deputy Designated Safeguarding Lead) Mrs Jacqui Reddan

Contact: 07525 349091 jacqui.reddan@bespokementoring.org

Mr Chris Powell (Managing Director)

Contact: 07877 340836 chris.powell@bespokementoring.org

Statement of Intent

At Bespoke Mentoring and Training Services:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the best interests of the child.

We take an 'it can happen here' approach where safeguarding is concerned

Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Bespoke Mentoring are committed to safeguarding and promoting the welfare of children by:

The provision of a safe environment in which children and young people can learn.

Acting on concerns about a child's welfare immediately.

Fulfilling our legal responsibilities to identify children who may need Early Help or who are suffering, or are likely to suffer, significant harm.

Our Safeguarding Ethos:

Bespoke Mentoring Alternative Provision recognises the importance of providing an ethos and environment that deters and prevents abuse and challenges inappropriate behaviour, ensuring children are safe, secure and respected; encouraging them to talk openly; whilst, enabling them to feel confident that they will be listened to.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that, the Managing Director and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know how to refer concerns to the DSL/DDSL.

- Supporting Mentees how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any child/ren that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the Managing Director and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Across Bespoke Mentoring, we have one DSL's and two separate DDSL's.

Details of our DSL and Deputy DSLs are available on our online staff platforms Basecamp and Learntrek and on the Bespoke Mentoring website.

<https://www.bespokementoring.org/>

<p>Designated Safeguarding Lead – Bespoke Mentoring Alternative Provision: Mrs Clare King Contact: 07483 804136 clare.king@bespokementoring.org (Deputy Designated Safeguarding Lead) Mrs Jacqui Reddan Contact: 07525 349091 jacqui.reddan@bespokementoring.org Mr Chris Powell (Managing Director) Contact: 07877 340836 chris.powell@bespokementoring.org Mrs Laura Davis (SEN and Youth Pathway Manager) laura.davis@bespokementoring.org</p>

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.

DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout Bespoke Mentoring.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for mentees who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the mentee.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.

PSHE	Personal, social and health education	A non-statutory subject in which mentees learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all mentees. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend Bespoke Mentoring in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of Bespoke Mentoring's special educational needs policy and provision of education to mentees with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions

“children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Protecting mentees from maltreatment.
- Preventing the impairment of mentees' mental and physical health or development.
- Ensuring that mentees grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all mentees to have the best outcomes.

For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “sexual violence” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their

penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a mentee's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including mentees and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between mentees of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing

- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'multi-agency statutory guidance on female genital mutilation' HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multiagency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Working together to improve attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

2. Roles and Responsibilities

All staff have a responsibility to:

- Read and understand Part 1, part 5 and annex A of statutory guidance Keeping Children Safe in Education (2024).
- Consider, at all times, what is in the best interests of the Mentee.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. Always provide a safe environment for Mentees.
- Be prepared to identify Mentees who may benefit from early help.
- Be aware of the Bespoke Mentoring systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs at Bespoke Mentoring.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a mentee may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL/DDSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put Mentees at risk of harm.
- Be aware of behaviours that could potentially be a sign that a mentee may be at risk of harm.

All staff, including the Managing Director, have a responsibility to:

- Safeguard mentees' wellbeing and maintain public trust in the Alternative Provision as part of their professional duties, as outlined in the 'Bespoke Mentoring policies.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.
- Ensure that Bespoke Mentoring complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities within Bespoke Mentoring are effective and comply with the law at all times.

The Director of Safeguarding has a duty to:

- Ensure that the policies and procedures adopted by the Local Authority, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff. Provide staff with the appropriate policies and information upon induction.

The DSL and DDSL's have a duty to:

- Understand and read the duties which are outlined in Keeping Children Safe in Education (2024, Annex C)

3. Multi-agency Working

Bespoke Mentoring contributes to multi-agency working as part of its statutory duty. Bespoke Mentoring is aware of and will follow the local safeguarding arrangements.

Bespoke Mentoring will be fully engaged, involved, and included in local safeguarding arrangements. Once Bespoke Mentoring is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. Bespoke Mentoring will act in accordance with the safeguarding arrangements.

Bespoke Mentoring will work with the Local Authority Children's Services (LACS), the Police, Health Services and other services to protect the welfare of its mentees, through the early help process and by contributing to multi-agency plans to provide additional support.

Bespoke Mentoring also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Information sharing

Bespoke Mentoring recognises the importance of proactive information sharing between professionals and local agencies to effectively meet mentees' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on Bespoke Mentoring to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes - data protection regulations do not act as a barrier to sharing information where failure to do so would result in the mentee being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of Mentees. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

4. Early Help

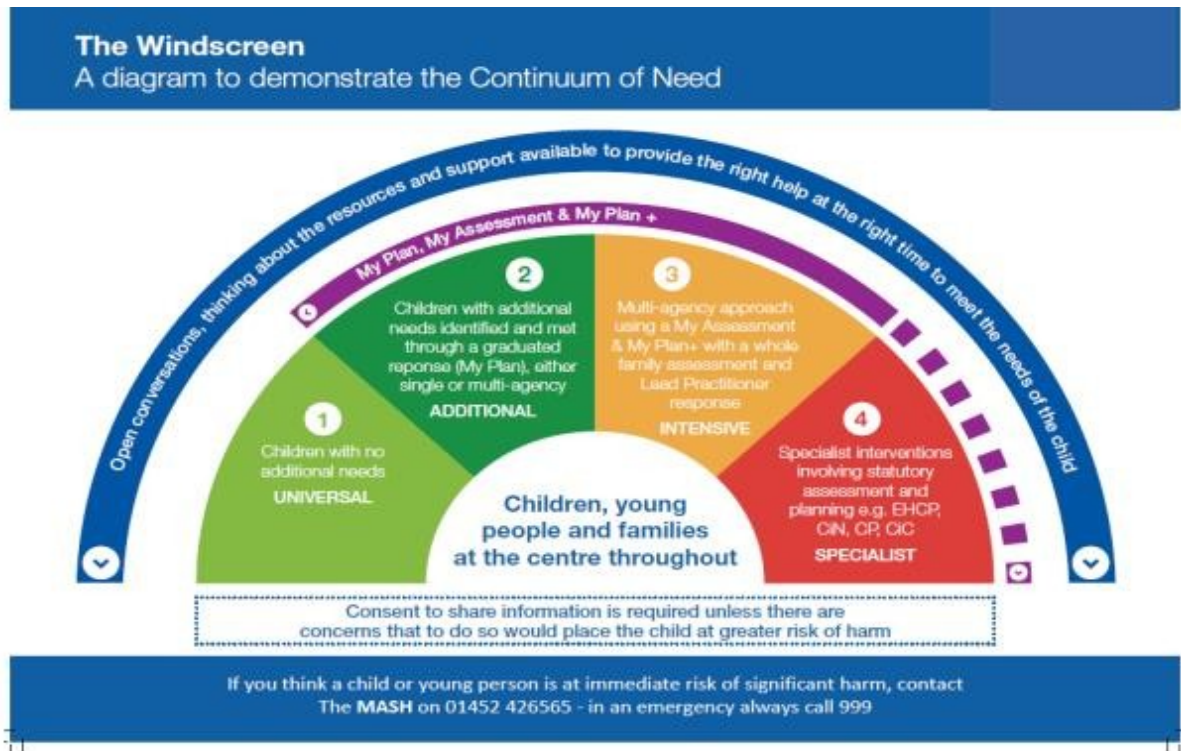
Early help means providing support as soon as a problem emerges, at any point in a child's life. Any mentee may benefit from early help, but in particular, staff will be alert to the potential need for early help for mentees who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC Plan.

- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of Bespoke Mentoring Day.
- Show early signs of abuse and/or neglect in other ways.

The DSL/DDSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

At all times all staff should consider if there is any offer of Early Help that we can make in order to help a child thrive. The safeguarding 'Continuum of Need' - The Windscreen is an important diagram to keep in mind for all children.

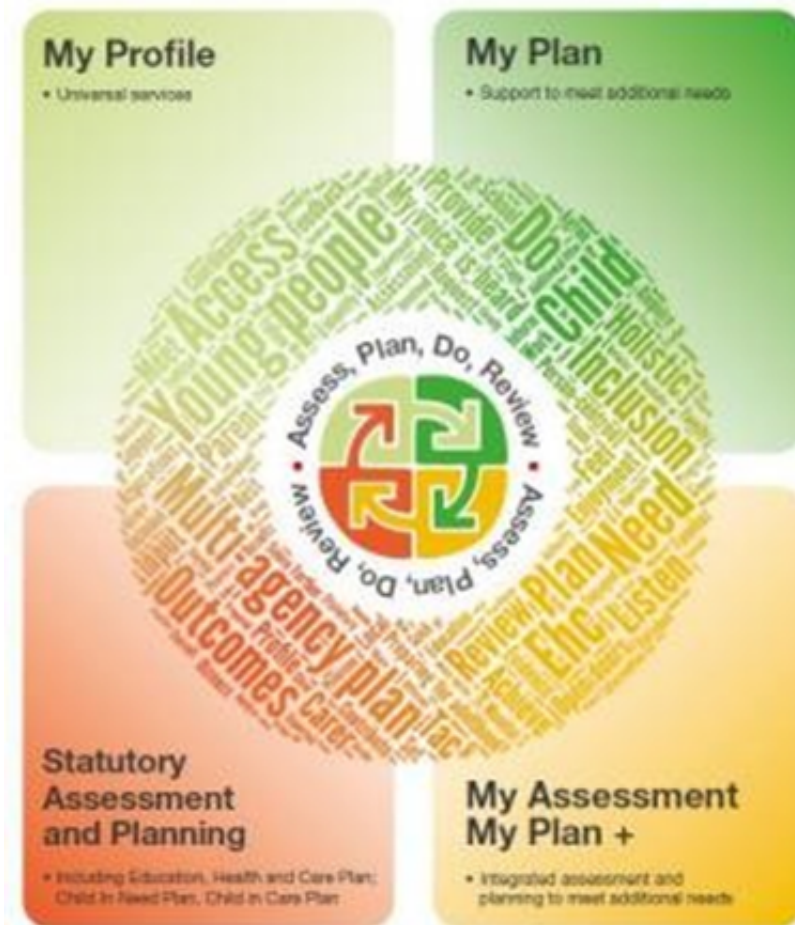


All services and interventions seek to work openly with the family (or young person if age appropriate) in order to support them, address their needs at the lowest possible level and prevent them from escalating. We will only request services at a higher level after we have done everything possible to meet needs at the current level.

Responding to the Needs of Children and Young People in Gloucestershire

There are some children and families who have additional or multiple needs and need help from one or more professional. The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs arising from a disability. It supports children/young people from the very early stages when support is needed, and it focusses on what parents and local communities can offer within their own resources.

Enabling the right level of intervention and support when needed



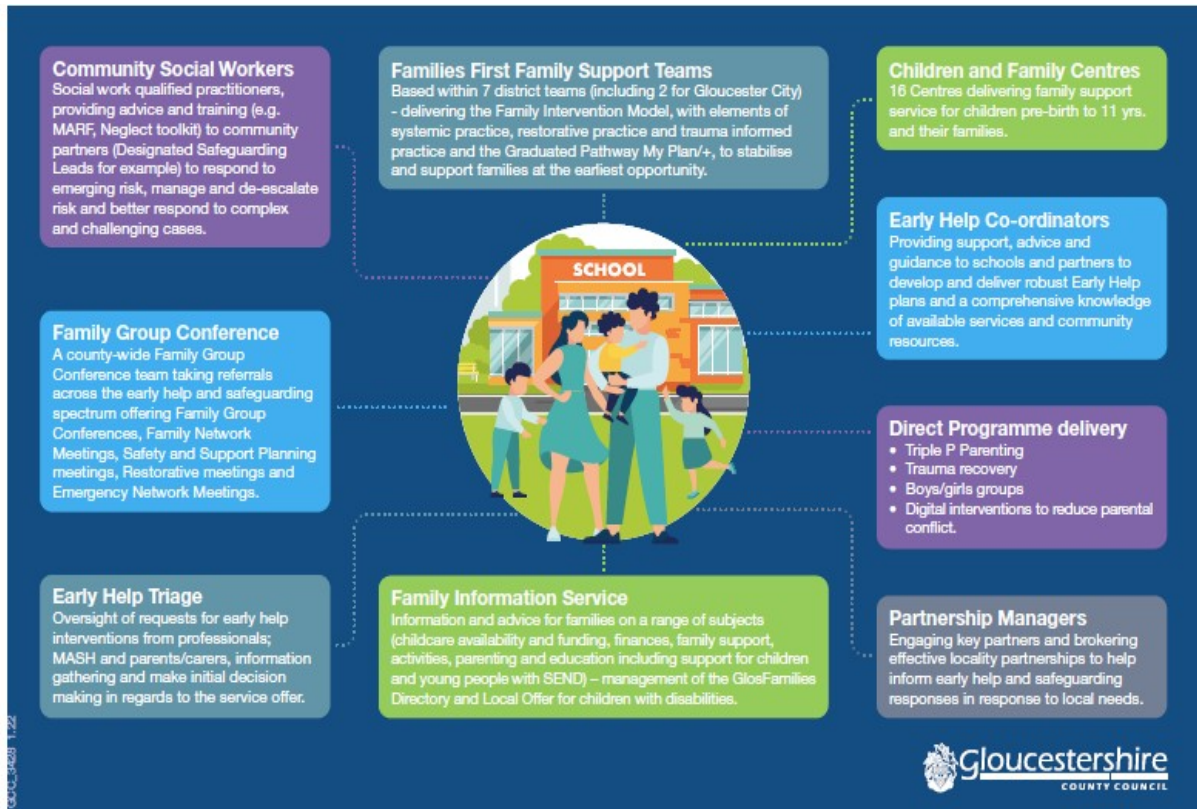
Graduated Pathway

Children with additional needs may need either specific support from a single agency (e.g. school, health setting) or a more coordinated response from a range of agencies. A 'My Plan' is used when it is clear what the presenting needs are and who or what can help. If needs are unclear and the impact is unknown, or if there is already an impact that is likely to escalate or it is unclear what or who may help, then a 'My Assessment' and My Plan+ should be considered. Both the 'My Plan' and 'My Assessment' & 'My Plan+' should be coordinated by an identified Lead Practitioner. It is inevitable that children will move from one level of need to another over time. The transition should happen seamlessly to ensure that information is shared appropriately between agencies and a

Lead Practitioner is identified and clear about their role. Children and families need to be kept informed and should always be part of the decision making.

Further information is available from the Glos Families Directory website:

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2



Early Help and support for Children and families in Herefordshire



Early help is about providing your family with the right support at the right time, to meet your needs and help you to achieve lasting positive change in your everyday life.

Early help support can be provided if you have a child or young person up to the age of 18 years or up to 25 years old for those with special educational needs and disabilities (SEND).

Our Early Help Team work with children, young people and their parents and carers, to support families to deal with problems as soon as they start to emerge and to help prevent situations from escalating.

If you are experiencing any type of difficulties within your family, you can contact your child's nursery, school, college, health visitor, GP or other professional for information, advice and support. You can also see the additional support available within Herefordshire in the [Virtual Family Hub](#) on the Talk Community website and in the [Herefordshire Directory of Early Help Services](#) or ring the Children's Help and Advice Team (CHAT) telephone line listed below. For children with SEND please see the additional support available on our [Local Offer](#) and [Short Breaks Scheme](#) pages.

Our team may suggest that an [Early Help Assessment](#) would be a good idea, so we have all your information in one place to ensure that your family's needs are supported.

Children's Help and Advice Team (CHAT)

This confidential service is open to all families living in Herefordshire, with a child or children aged 0 to 18 years, or up to 25 years old for those with special educational needs and disabilities (SEND).

Our friendly and professional team will listen to your concerns and offer advice and support to help you and your family.

We can offer support, advice and guidance for families and young people on:

- Family relationships
- Challenging behaviours
- Housing and financial matters
- Emotional and mental health worries
- Keeping your child safe (online and in the community)
- Child wellbeing and development
- Children and young people with special educational needs and disabilities (SEND), and their families
- Any issue affecting you and your family

You can contact the CHAT team on 01432 260261 (available Monday to Friday, 9am - 4.45pm) and speak to an experienced CHAT Advisor.

- [Privacy notice for early help virtual groups](#)
- [Privacy notice for the Children's Help and Advice Team \(CHAT\)](#)

LADO / Managing Allegations

The Herefordshire LADO team can be contacted as follows:

Email: LADO@herefordshire.gov.uk

Tel: 01432 261739

Completed LADO Referrals should be sent to LADO@Herefordshire.gov.uk

LADO Documents

- [LADO Referral Guidance_2024](#)
- [LADO Referral Form Updated February 2023](#)
- [LADO Employer Suspension Guidance_Feb2023](#)
- [LADO Suspension Risk Assessment Tool _Appendix 1_Feb2023](#)
- [LADO PROCESS - FLOW CHART Mar2020_1](#)
- [Leaflet to staff and volunteers working with children Mar2020_1](#)

5. Abuse and Neglect

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of Bespoke Mentoring, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL or DDSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside Bespoke Mentoring and/or can occur between children outside of these environments; this includes being aware that mentees can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a mentee being identified as at potential risk of abuse and, in all cases, will speak to the DSL or DDSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

6. Specific Safeguarding Issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that mentees may experience and outlines specific actions that would be taken in relation to individual issues.

7. Child-on-child Abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

Bespoke Mentoring has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy.

All staff will be aware that child-on-child abuse can occur between children of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL or DDSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘Teenage Relationship Abuse’.
- Physical Abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Sexual Violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to Bespoke Mentoring's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Mentees will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Mentees will also be reassured that they will be taken seriously, be supported, and kept safe.

8. Online Safety and Personal Electronic Devices

Bespoke Mentoring will adhere to the Online Safety Policy at all times.

As part of using 'Doodle', all Mentees will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Mentee attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a Mentee online activity.

Further information regarding Bespoke Mentoring's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, Bespoke Mentoring will reinforce the importance of mentees being safe online and inform parents that they will find it helpful to understand how Doodle works.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and Mentees are closely monitored by Bespoke Mentoring, in accordance with the Online Safety Policy.

Photographs and videos of mentees will be carefully planned before any activity with particular regard to consent and adhering to Bespoke Mentoring's Data Protection Policy and Permission Form signed by parent/carer/mentee.

Where photographs and videos will involve Mentee who are LAC, adopted mentees, or mentees for whom there are security concerns, the Managing Director will liaise with staff to determine the steps involved. The DSL or DDSL will, in known cases of mentees who are LAC or who have been adopted, liaise with the mentees' Social Workers, carers or adoptive parents to assess the needs and risks associated with the mentees.

Staff will report any concerns about Mentees or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by Bespoke Mentoring. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

9. Consensual and Non-consensual Sharing of Indecent Images and Videos

Bespoke Mentoring will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the child/ren, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in Bespoke Mentoring c, including understanding motivations, assessing risks posed to mentees depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that mentees are not unnecessarily criminalised.

here a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL or DDSL as soon as possible.

10. Context of Safeguarding Incidents

Safeguarding incidents can occur outside of Mentoring sessions and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of Mentees behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. Bespoke Mentoring will provide as much contextual information as possible when making referrals to LACS.

11. Mentees Potentially at Greater Risk of Harm

Bespoke Mentoring recognises that some Mentees can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these. Additional

considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Mentees who need Social Workers

Mentees may need Social Workers due to safeguarding or welfare needs. These needs can leave Mentees vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL and DDSL's will hold and use information from the LA about whether a mentee has a Social Worker in order to make decisions in the best interests of the Mentees safety, welfare, and educational outcomes.

Where a mentee needs a Social Worker, this will inform decisions about safeguarding, e.g. responding to absence or lack of engagement, and promoting welfare support.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The Managing Director will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the Mentee.

The DSL or DDSL's will be provided with the necessary details of Mentees' Social Workers and the VSH, and, for PLAC, personal advisers.

Mentees with SEND

When managing safeguarding in relation to Mentees with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the Mentees disability without further exploration; however, it should never be assumed that a mentees indicators relate only to their disability
- Mentees with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for mentees with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a mentee with SEND, the DSL or DDSL will liaise with Bespoke Mentoring's SEN and Pathways Manager, as well as the Mentees parents where appropriate, to ensure that the Mentees needs are met effectively.

LGBTQ+ Mentees

The fact that a mentee may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ mentees can be targeted by other individuals. Staff will also be aware that, in some cases, a mentee who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as mentees who identify as LGBTQ+.

Staff will also be aware that the risks to these mentees can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these mentees and provide a safe space for them to speak out and share any concerns they have.

Mentees requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a mentee has suffered, or is at risk of suffering, abuse, neglect or exploitation.

12. Concerns about Mentees

If a member of staff has any concern about a mentee's welfare, or a mentee has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that mentees may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a mentee.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [Communication and confidentiality](#) section of this policy.

Where the DSL is not available to discuss the concern, staff members will contact the deputy DDSLs with the matter. If a referral is made about a mentee by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the mentee. If the situation does not improve after a referral, the DSL or DDSL will ask for reconsideration to ensure that their concerns have been addressed, and that the situation improves for the mentee.

If early help is appropriate, the case will be kept under constant review. If the mentees situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL or DDSL on My Concerns.

If a mentee is in immediate danger, a referral will be made to the Local Authority Children's Service and/or the Police immediately. If a mentee has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, Bespoke Mentoring will ensure that the mentees wish is always considered, and that there are systems available for mentees to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the mentee feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Record on the appropriate place via Learntrek exactly what the child has said to you and include.

- Child's name,
- Date and time of any incident/safeguard
- Child's voice
- Action taken
- Your observations e.g. child's behaviour and emotional state
- Sign and date the record and pass straight onto the DSL / DDSL immediately. The DSL will also be notified by email of the incident/safeguard once recorded.

Be clear about what the child says and what you say.

- Do not interview the child and keep questions to a minimum.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, explain to me, Describe to me' (TED) questioning. Remembering to use recognise, reassure, record, report, respond and refer. (Edited this to match display materials)

13. Managing Referrals

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to the Local Authority Children's Services or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL or DDSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, to ensure the wellbeing of the mentees involved. The DSL or DDSL will work closely with the police to ensure Bespoke Mentoring does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a mentee has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

Bespoke Mentoring will not wait for the start or outcome of an investigation before protecting the victim and other mentees: this applies to criminal investigations as well as those made by the Local Authority Children's Services. Where the Local Authority Children's Service's decide that a statutory investigation is not appropriate, Bespoke Mentoring will consider referring the incident again if it is believed that the mentee is at risk of harm. Where the Local Authority Children's Service decide that a statutory investigation is not

appropriate and Bespoke Mentoring agrees with this decision, Bespoke Mentoring will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the mentee will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the mentee or others at potential risk of harm.

14. Concerns about Bespoke Mentoring Safeguarding Practices

If a staff member feels unable to raise an issue with the Director of Safeguarding or the Management Team, or if the concern pertains to them, they should direct their concerns to the Local Authority Designated Officer (LADO). Alternatively, they can use other whistleblowing channels, such as the NSPCC whistleblowing helpline (0800 028 0285).

15. Safeguarding Concerns and Allegations of Abuse Against Staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with Bespoke Mentoring's Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by all staff. Bespoke Mentoring will ensure all allegations against staff, including those who are not employees of Bespoke Mentoring, are dealt with appropriately and that Bespoke Mentoring liaises with the relevant parties.

When managing allegations against staff, Bespoke Mentoring will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
 - Committed or possibly committed a criminal offence against or related to a child.
 - Behaved towards a child in a way that indicates they may pose a risk of harm to children.
 - Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.
- Low level concerns will be dealt with in line with the 'Low Level Concerns Policy'

16. Communication and Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, Bespoke Mentoring will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, Bespoke Mentoring will do all it can to protect the anonymity of the mentees involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a

mentee, staff members will not promise the mentee confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects mentees from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL or DDSL will discuss the concern with the parents/carers of the mentees involved. Discussions with parents/carers will not take place where they could potentially put a mentee at risk of harm. Discussion with the victim's parents/carers will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents/carers will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, Bespoke Mentoring will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised, and future breaches be prevented.

Where a mentee is leaving Bespoke Mentoring, the DSL or DDSL will consider whether it is appropriate to share any information with the mentee's new provider, in addition to the child protection file, that will allow the new provider to support the mentee and arrange appropriate support for their arrival.

17. Safer Recruitment

Bespoke Mentoring's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in Bespoke Mentoring at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The Governing body will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all Governors, volunteers, and contractors.

Staff suitability

All centres providing care for mentees under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

Have certain orders or other restrictions placed upon them. Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at Bespoke Mentoring, unless they apply for and are granted a waiver from Ofsted. Bespoke Mentoring will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

Bespoke Mentoring will refer to the DBS of anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity, or they are suspended.

18. Staff details

Bespoke Mentoring keeps staff record securely in line with GDPR guidelines.

19. Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate). The Behaviour, Rewards and Sanctions Policy.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- Updates in KCSIE Contextual safeguarding.
- Half yearly questionnaire / quizzes
- CCE and the need to refer cases to the National Referral Mechanism.
Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in Bespoke Mentoring.

The DSL and deputy DSLs will undergo child protection and safeguarding training and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and child protection review conferences, to enable the DSL or DDSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, mentees with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by mentees with SEND

20. Monitoring and Review

This policy is reviewed at least annually by all DSL's and DDSL's. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

21. Other Policies

Allegations against Staff

Anti-Bullying and Hate

Appraisal Policy

Attendance

Behaviour, Rewards and Sanctions

Complaints

Conduct Policy

Confidentiality

Data Protection

Drugs

Education Visits

Escalation Policy

First Aid

Health and Safety

Looked after Children

Low Level Concerns

Online Safety

Personal, Social, Health and Citizenship Education

Relationship, Health and Sex Education

Safer Recruitment

Special Educational Needs and Disabilities

Staff Code of Conduct

Suspensions and Exclusions

Whistleblowing

Multi-Agency Contacts for Safeguarding in Education.

If you have concerns about a child/young person in Gloucestershire ...

<p>If a child is at immediate risk call the POLICE</p>	<p>POLICE 999</p>
<p>If you have urgent safeguarding concerns for a child or young person, please call Gloucestershire MASH</p> <p>To make a referral to Gloucestershire MASH using the liquid logic portal</p> <p>Non-emergency</p>	<p>on 01452 426565 and select option 3.</p> <p>https://children.gloucestershire.gov.uk/web/portal/pages/home</p> <p>101</p>
<p>Outside of office hours, you should contact the Emergency Duty Team (EDT) or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed, please contact the Police at any time on 101</p>	<p>EMERGENCY DUTY TEAM - 01452 614194</p>
<p>Gloucestershire making a referral to prevent</p> <p>Gloucestershire prevent Information</p> <p>Useful Contacts</p>	<p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p> <p>https://www.gloucestershire.gov.uk/yourcommunity/emergencies-and-your-safety/gloucestershire-prevent/what-if-you-have-concerns-about-an-individual/</p> <p>https://www.gloucestershire.gov.uk/yourcommunity/emergencies-and-your-safety/gloucestershire-prevent/what-if-you-have-concerns-about-an-individual/</p> <p>https://www.gloucestershire.gov.uk/yourcommunity/emergencies-and-your-safety/gloucestershire-prevent/useful-contacts-police-prevent-team/</p> <p>https://www.gloucestershire.gov.uk/yourcommunity/emergencies-and-your-safety/gloucestershire-prevent/what-if-you-have-concerns-about-an-individual/</p>

[community/emergencies-and-your-safety/gloucestershire-prevent/useful-contacts-police-prevent-team/prevent/useful-contacts-police-prevent-team/#main](https://www.facebook.com/community/emergencies-and-your-safety/gloucestershire-prevent/useful-contacts-police-prevent-team/prevent/useful-contacts-police-prevent-team/#main)

Early Help Practitioner Advice Line

Access advice, guidance and support from an EHCO via the Advice Line
Monday - Friday 9am - 4pm
01452 426644

Elizabeth Frisby -
07467354264

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children.

1 Local Authority Designated Officer - (LADO)

LADO (Local Authority Designated Officer) 01452 42 6994

Jenny Kadodia, Allegations Management Co-Ordinator
jenny.kadodia@gloucestershire.gov.uk
01452 42 6320

Report concerns about a child in Hereford

If you're a child or young person being abused - or a worried parent or adult - call us any time on 0300 123 4043.

Call **999** if someone is in immediate danger or a crime is being committed.

If you're a professional, make a referral about a child or young person online.

[Professionals - make a referral about a child or young person](#)

Call 999 if someone is in immediate danger or if a crime is being committed. Call 0300 123 4043 for urgent out of hours safeguarding support.

[Hertfordshire Safeguarding Children Partnership](#) Ensures that organisations working with children and young people work together to keep children safe.

[Concerned about an adult?](#)

[Being a parent - Herefordshire Council](#)

[Herefordshire Directory of Early Help Services](#)



Herefordshire_Direct
ory_of_Early_Help_Ser

<https://www.herefordshire.gov.uk/downloads/file/8488/early-help-and-prevention-strategy>

For further information and guidance on:

<p>Child sexual exploitation & child criminal exploitation</p>	<p>https://www.gloucestershire.police.uk/police-forces/gloucestershire https://www.gloucestershire.police.uk/police-forces/gloucestershire-constabulary/areas/gloucestershire/campaigns/campaigns/2021/child-criminal-exploitation/ https://www.gloucestershire.police.uk/police-forces/gloucestershire-constabulary/areas/gloucestershire/campaigns/campaigns/2021/child-criminal-exploitation/exploitation/</p>
<p>25. Special Educational Needs and Disability (SEND) including Autism https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/</p>	
<p>Child Missing from Education guidance</p>	<p>https://www.gloucestershire.gov.uk/schoolsnet/your-mentees/children-missing https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/children-missing-education/education/</p>
<p>Children affected by Forced Marriage</p>	<p>http://www.glostakeastand.com/types-of-abuse/forced-marriage/</p>
<p>Online Safety Advice Gloucestershire's Healthy Living and Learning</p>	<p>http://sites.southglos.gov.uk/safeguarding/children/i-am-a-parentcarer/keeping http://sites.southglos.gov.uk/safeguarding/children/i-am-a-parentcarer/keeping-children-safe-online/children-safe-online/ Mon - Fri 01452 866000 Out of Hours 01452 615165 https://www.ghll.org.uk/resources/online-safety/</p>
<p>Information regarding online child abuse</p>	<p>https://www.gloucestershire.police.uk/advice/advice-and-information/caa/child-abuse/online-child-abuse/</p>
<p>FGM advice</p>	<p>https://www.gloucestershire.police.uk/advice/advice-and-information/caa/child-abuse/female-genital-mutilation-fgm/</p>
<p>Domestic Abuse support GDASS</p>	<p>https://www.gdass.org.uk/</p>

<p>Gloucestershire's Young Carers</p>	<p>http://www.glosyoungcarers.org.uk</p>
<p>Mental health Advice (Local)</p>	
<p>Child and Adolescent Mental Health professional advice line CAMHS Advice Line on 01452 894272 between 9am and 5pm Monday to Friday.</p> <p>Gloucestershire's Health and Care NHS Foundation Trust</p> <p>https://cayp.ghc.nhs.uk</p> <p>TIC+</p> <p>http://www.ticplus.org.uk/</p> <p>Yorkley The Forest of Dean Community Schools is proud to work in collaboration with Young Minds Matter</p> <p>Please speak to Miss Simes or Mrs Wright for further guidance.</p>	
<p>Advice around harmful sexualised behaviour.</p>	<p>NSPCC</p> <p>https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour</p>
<p>Brook – Healthy Lives for young people.</p>	<p>https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/traffic-light-tool/</p>

Specific Safeguarding Issues

This appendix sets out details about specific safeguarding issues that mentees may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children absent from education
4. Child abduction and community safety incidents
5. Child criminal exploitation (CCE)
6. Cyber-crime
7. Child sexual exploitation (CSE)
8. Modern slavery
9. FGM
10. Virginity testing and hymenoplasty
11. Forced marriage
12. Radicalisation
13. Mentees with family members in prison
14. Mentees required to give evidence in court
15. Mental health
16. Serious violence

17. Young Carers
18. Fabricated, Induced Illness and Abuse of Medication
19. Gangs and Youth Violence - Great Expectations

Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **“domestic abuse”** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. **“Abusive behaviour”** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **“Personally connected”** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child. Are relatives.

Bespoke Mentoring will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family based and referrals to CSCS will be made as necessary where concerns are raised.

Children Absent from Education

A child who is absent attending mentoring session can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. Bespoke Mentoring will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of mentees becoming absent from education in the future. Staff will monitor mentees that are absent from Bespoke Mentoring, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. Bespoke Mentoring will inform the LA of any mentee who fails to attend regularly or has been absent without Bespoke Mentoring’s permission for a continuous period of 10 school days or more.

Bespoke Mentoring will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

Attendance will be monitored in line with Bespoke Mentoring Attendance Policy and the online platform of Learn Trek.

Child Abduction and Community Safety Incidents

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of Bespoke Mentoring that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with mentees.

Mentees will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child Criminal Exploitation (CCE)

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

Bespoke Mentoring will recognise that mentees involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. Bespoke Mentoring will also recognise that mentees of any gender are at risk of CCE.

All staff will be aware of the indicators that a mentee is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

County Lines

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a mentee may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of mentees with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a mentee may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber - Crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring mentees to the National Crime Agency’s Cyber Choices programme.

Child Sexual Exploitation (CSE)

For the purposes of this policy, **“child sexual exploitation”** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator

- Through violence or the threat of violence

Bespoke Mentoring will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the mentee's immediate knowledge, e.g. through others sharing videos or images of them on social media. Bespoke Mentoring will recognise that CSE can affect any mentee who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes mentees aged 16 and above who can legally consent to sexual activity. Bespoke Mentoring will also recognise that mentees may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

All staff will be aware of the key indicators that a mentee is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
Becoming pregnant.

All concerns related to CSE will be managed in line with Bespoke Mentoring's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. Bespoke Mentoring will cooperate as needed.

Modern Slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a mentee may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a mentee being at risk of FGM or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. Bespoke Mentoring's procedures relating to managing cases of FGM and protecting mentees will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a mentee under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine mentees, and so it is

rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that mentees may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the mentee. It is important to note that the mentee may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a mentee may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The mentee coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the mentee:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity Testing and Hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. Bespoke Mentoring will educate mentees about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where mentees feel safe enough to make a disclosure.

Mentees aged 13 and older are most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a mentee is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A mentee is known to have requested either procedure or asks for help
- Family members disclose that the mentee has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the mentee is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A mentee has already experienced or is at risk of other forms of HBA
- A mentee is already known to social services in relation to other safeguarding issues
- A mentee discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A mentee displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A mentee appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad

- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

Bespoke Mentoring will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the mentee, including expediting arrangements for the procedure.

Forced Marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a mentee is at risk of, or has undergone, forced marriage, including, but not limited to, the mentee:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a mentee who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or

Headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or Headteacher will ensure the mentee is spoken to privately about these concerns and further action taken as appropriate. Mentees will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the mentees family or those with influence in the community, without the express consent of the mentee, as this will alert them to the concerns and may place the mentee in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among mentees.

If a mentee is being forced to marry, or is fearful of being forced to, Bespoke Mentoring will be especially vigilant for signs of mental health disorders and self-harm. The mentee will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage to respond to the victims' needs at an early stage and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – Bespoke Mentoring will use existing national and local protocols for multi-agency liaison with police and children's social care.

Bespoke Mentoring will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

Bespoke Mentoring will establish where possible whether mentees at risk of forced marriage have a dual nationality or two passports.

Bespoke Mentoring will aim to create an open environment where mentees feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

Bespoke Mentoring will take an approach towards educating on forced marriage in Bespoke Mentoring within mentoring sessions – in particular, Bespoke Mentoring's will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to mentees. Mentees will be encouraged to access appropriate advice, information and support.

Radicalisation

For the purposes of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, "**extremism**" refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting mentees from the risk of radicalisation is part of Bespoke Mentoring’s wider safeguarding duties. Bespoke Mentoring will actively assess the risk of mentees being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in mentees’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify mentees who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. Bespoke Mentoring will work with local safeguarding arrangements as appropriate.

Bespoke Mentoring will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, Bespoke Mentoring will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the mentees parents, unless Bespoke Mentoring has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect mentees against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent Duty

Under section 26 of the Counterterrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of Bespoke Mentoring’s wider safeguarding obligations.

Bespoke Mentoring’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

Mentees with Family Members in Prison

Mentees with a family member in prison will be offered support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison?](#)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Mentees Required to Give Evidence in Court

Mentees required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Mentees will be provided with the booklet ‘[Going to Court](#)’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a mentee has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – Bespoke Mentoring will ensure this is done by a trained mental health professional. Staff will,

however, be encouraged to identify mentees whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how mentees' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a mentee that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

Bespoke Mentoring will access a range of advice to help them identify mentees in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, Bespoke Mentoring's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a mentee is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a mentees vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a mentee may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Bespoke Mentoring will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked - Bespoke Mentoring will ensure arrangements are in place to do so.

Young Carers

A Young Carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

The setting will support mentees who are young carers to appropriate support.

The Carers Support Centre can undertake an assessment of need and provide bespoke support.

Fabricated, Induced Illness and Abuse of Medication

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history.
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- **induction** of illness by a variety of means.

Gangs and Youth Violence - Great Expectations

Great Expectations is a multi-agency working partnership to reduce crime and anti-social behaviour. This project supports young people on the periphery of crime; it involves the constabulary's Youth Engagement Officers, Gloucester City Homes, HM Prison Service, the Probation Service, the County Council's Families First programme and Social Care. Together they provide a programme of education, prevention and diversion to assist young people in making the right choices in life and so avoid a potential life of crime.

<https://www.gloucestershire.police.uk>

