



# Policy for the Safeguarding of Children, Young People and Vulnerable Adults

**Here we understand:**

**Children and young people to be:** anyone under the age of 18

**Vulnerable adults to be:** anyone who needs (or may need) community care services because of mental disability, other disability, age or illness, and who is (or may be) unable to take care of themselves or unable to protect themselves against significant harm or exploitation.

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

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## **1. Introduction**

Cambridge Curiosity and Imagination (CCI) works with children, young people and vulnerable adults in a variety of different settings (schools, outdoor spaces, arts centres, museums, community centres etc). We are committed to ensuring that all our work develops children, young people and vulnerable adults in an environment that keeps them safe from harm.

CCI recognise that the child's welfare is paramount and that;

- All children, young people and vulnerable adults whatever their age, culture, disability, gender, language, racial origin, religious belief, and/or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- Children, young people and vulnerable adults should be respected and listened to.
- Children, young people and vulnerable adults should be encouraged to take part in decisions which affect them.

Employees are not expected to know everything concerning child, young people and vulnerable adult protection but have a duty to:

- Be alert and responsive to problems and the potential indicators of abuse or neglect.
- Be alert and responsive to the risks which individual abusers, or potential abusers, may pose to children, young people or vulnerable adult.
- Share and analyse information to enable informed assessments and good practice.
- Keep clear, detailed and accurate records.
- Discuss issues and concerns with the Project Manager or Director of CCI.
- Undertake appropriate behaviour and language.

## **2. The aim of this policy**

- 2.1. To safeguard and promote the welfare of all children, young people and vulnerable adults involved in our activities and to minimise the risk of them coming to harm.
- 2.2. For the purpose of these guidelines the terms children and young people refers to anyone under the age of 18. An adult may be deemed as vulnerable if they need community care services because of a disability (mental or other), age, or illness. A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.
- 2.3. For the purposes of these guidelines all employees, paid or unpaid, volunteers, freelance creative practitioners and the board of trustees working for CCI, will be referred to as employees.

## **3. Recognising types of harm**

- 3.1 Children, young people and vulnerable adults can be harmed or injured by another person at home, school or in the community. This can involve any of the following;
  - Physical abuse occurring when a child, young person or vulnerable adult is hurt by another person.
  - Emotional harm occurring when another person adversely affects the emotional development of a child, young person or vulnerable adults.

- Neglect occurring when there is failure to meet a child, young person or vulnerable adults basic needs.
- Sexual abuse occurring when the child, young person or vulnerable adults is forced, manipulated or coerced into taking part in sexual activities to meet another person's own needs.
  - Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator
  - Extremism includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

3.2 More information is contained in Appendix A.

#### **4. Responding to a direct allegation**

- 4.1 If a child, young person or vulnerable adults goes directly to an employee of CCI to tell them that another adult has harmed them it is important to take the allegation seriously, and to remember that it is not the responsibility of the employee to make a decision about whether or not the allegations are true. In these circumstances, the allegations should be reported to the colleague liaising the project (the project manager) within the partnership organisation that the incident occurs (e.g. teacher/Head teacher/designated safeguarding lead/site manager/education manager) and CCI's Director.
- 4.2 In the event of there being no external safeguarding lead, the duty social worker at Cambridgeshire and Peterborough Social Services or the Police should be contacted and the details discussed<sup>1</sup>, or in the case of projects taking place in other regions, to the nearest local authority where the child, young person or vulnerable adult lives, to discuss the allegations.
- 4.3 From this discussion the social worker will be able to determine what will happen next, and CCI will be guided by the information and advice they are given.
- 4.4 The Project Manager or Director will decide whether or not the allegations should be discussed with the person suspected of causing the risk or harm.

#### **5. Responding to an indirect allegation**

- 5.1 Employees of CCI may also become concerned about a child, young person or vulnerable adult in other ways. This may include comments from the child, young person or vulnerable adult's friends and observations of behaviour.
- 5.2 If the comments or behaviour of a child, young person or vulnerable adults leads an employee to suspect that they may have been harmed or at risk of being harmed, they should report their concerns at the earliest opportunity, to the teacher/Head teacher/site manager/education manager and CCI Project Manager. They will decide if the matter should be reported to Social Services.

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<sup>1</sup> See Cambridge and Peterborough Safeguarding Partnership Board [Making a Referral](#) for further details. 4

- 5.3 The Project Manager or Director will decide whether or not the allegations should be discussed with the person suspected of causing the risk or harm.

## 6. Appropriate responses to a direct or indirect allegation

- Stay calm, be attentive and reassuring.
- Keep questions to a minimum, and allow the child, young person or vulnerable adult to speak freely, and in their own words.
- Do not be judgmental.
- Take the allegations seriously.
- Do not rush into activity that might be inappropriate.
- Do not make promises you may not be able to keep.
- Tell the child, young person or vulnerable adult that you are going to speak to someone who can help.

Further, it is important to follow these next steps;

- DO NOT SEND THE CHILD, YOUNG PERSON OR VULNERABLE ADULT HOME if they are at immediate risk.
- DO NOT INVESTIGATE - YOUR ROLE IS TO LISTEN AND REFLECT.
- TAKE ADVICE from the Project Manager or Director, Social Services and/or the Police.
- Complete the appropriate record forms - see 7. **Recording concerns**.

## 7. Recording concerns

It is important to document your concerns at the earliest opportunity. It may be a one-off incident that never leads to any other concerns, or it may be the start of a succession of incidents that give you cause for a greater concern and need to be taken further.

7.1 A written record of all allegations should be made. This should include;

- The child, young person or vulnerable adult's name, address and date of birth.
- The nature of the allegation.
- A factual description of any visible bruising or other injuries.
- The child, young person or vulnerable adult's account, if they can give it, of what has happened and how any injury has occurred. Use the child's own words, do not interpret meaning or change language.
- Any times, dates or other relevant information.
- A clear distinction between fact, opinion or hearsay.
- Who has been involved and what action has been taken.
- Date and time of the record.

7.2 A record of the incident should be sent to both the partnership organisation link colleague to whom the incident was reported (see 4.1 and 5.2 above) and the CCI Project Manager. They can forward as appropriate.

7.3 A record will be kept on file at CCI offices for 6 years, and then destroyed.

## 8. Safe Recruitment

8.1 All recruitment information will state CCI's commitment to the protection of children, young people and vulnerable adults.

- 8.2 All employees will be asked for two written references in order to establish their background, and suitability for working with children, young people and vulnerable adults. References must always be verified directly with the referee by telephone to ensure that they are valid.
- 8.3 All current employees working directly with children, young people or vulnerable adults have been checked through the DBS system and all future employees likely to come into regular contact with children, young people or vulnerable adults will be subject to an Disclosure and Barring Service (DBS) Enhanced Check using the government's disclosure service and will be expected to sign-up to the DBS Update Service at their own costs (<https://www.gov.uk/dbs-update-service>).
- 8.4 CCI may consider carrying out an online search as part of their due diligence on the shortlisted candidates. If the decision is to undertake an online check, then the nature of the check and the outcome should be recorded.
- 8.5 Any causes for concern brought to light by these checks will be appropriately investigated by the Director or Project Manager.
- 8.6 The panel interviewing potential new employees will include a question on the protection of children, young people or vulnerable adults, to ascertain the attitude of the applicant to the issue, and to highlight CCI's policy.

## **9. Photographs and/or Videos**

- 9.1 Where the host organisation (school, museum, day centre etc.) has a policy about the taking and publishing of photographs or videos by organisations they are working in partnership with then that policy will be discussed and adhered to.
- 9.2 Where the host organisation has no policy, where there is no host organisation other than CCI or where it is appropriate to gain an extra level of written permissions as indicated by the host organisation, photographs and videos are taken and used within the following parameters:
- Written consent must be given by the carer/guardian or host organisation with pre-agreed consent permissions of any child, young person or vulnerable adult involved prior to photographs or videos being taken – this consent will specify who has permission to use it, whether the photograph or video may be re-used in the future without the need for further consent, how it may be published e.g. online/printed materials, and whether the subject's first name can be published with the image.
  - In school, nursery or other settings where children or vulnerable adults may be present without a guardian, CCI employees will only take images on professional equipment (cameras etc.) and never personal equipment such as private phones etc.
  - At public events, where clear signage about images being taken is displayed, CCI employees may use private phones to take images.
  - The image is only used for the purpose for which consent has been given.
  - Images may need to be checked by the host organisation before CCI employees leave the site with them.
  - CCI's consent form will specify that this permission extends to those directly contracted to work on the specific project so that CCI artists may use films, images, case studies and accounts as part of their own practice. All work must be clearly attributed. CCI employees are responsible for checking that this permission has been granted.
- 9.3 All employees commit to storing these materials safely.

## **10. Raising awareness**

- 10.1 All employees will receive a copy of this policy, and an opportunity to discuss the document with the Project Manager or Director.
- 10.2 All employees will be asked to sign a document which states that they have read and understood the policy.
- 10.3 The Director, and other employees working directly with children, young people and vulnerable adults, will be offered relevant training.
- 10.4 It will be the responsibility of CCI employees when working directly with children, young people and vulnerable adults to inform them of this policy and what to do if they want to talk to someone about a concern.

## **11. Good practice guidelines**

11.1 If you work with children, young people and vulnerable adults you must accept that you are exposed to a certain level of risk. It is impossible to cover every eventuality relating to the right or appropriate behaviour for every situation. Use your common sense, keep alert and discuss best practice with the Director or Project Manager and don't put yourself at risk. The following do's and don'ts will help clarification of what to do or not do and generally raise your awareness and help protect yourself.

### 11.2 Do

- Treat everyone with respect.
- Provide an example you wish others to follow.
- Plan activities which, if appropriate, involve more than one other person being present, or at least which are within sight and hearing of others.
- Remember that someone may misinterpret your actions, no matter how well-intentioned.
- Recognise that caution is required even in sensitive moments of counselling such as when dealing with bereavement, bullying or abuse.
- Keep in areas with plenty of witnesses where appropriate.
- Keep colleagues informed - where you are, with whom, for what purpose.
- Avoid physical contact where possible.
- Avoid being in a situation alone with a child, young person or vulnerable adult and if it is unavoidable ensure the child, young person or or vulnerable adult is between you and the door.
- Keep records of concerns.
- Discuss even the slightest concern with the Project Manager or Director.
- Ask for further guidance on anything you are unclear about.
- Feel confident to challenge any behaviour of colleagues that could compromise them.
- Report any inappropriate behaviour of colleagues to the Project Manager or Director.
- Appreciate your colleagues looking out for you.
- Help create a protective ethos and culture within our working environment.
- Discuss any support or training needs.
- Remember you cannot promise confidentiality.
- Ensure ratios are good enough to enable appropriate supervision/staff protection.

### 11.3 Do Not

- Put yourself into a situation that could be misinterpreted.
- Permit abusive activities.
- Play overly physical contact games (tag is ok - mud wrestling isn't).
- Have any inappropriate physical or verbal contact with others.
- Jump to conclusions about others without checking out the facts.
- Allow yourself to be drawn in to any attention seeking behaviour such as tantrums or crushes.
- Exaggerate or trivialise child abuse issues.
- Show favouritism to any individual or have a 'best friend'.
- Make suggestive remarks or gestures.
- Rely on your good name to protect you.
- Believe 'it could never happen to me'.
- Lock doors.
- Encourage or participate in any avoidable out of work situations with children, young people or vulnerable adults you work with.
- Share a room with a child, young person or vulnerable adult on trips.
- Establish a relationship with children, young people or vulnerable adults in an out of work situation.

### 11.4 Physical Contact

You cannot avoid contact with a child, young person or vulnerable adult when you work with them, but use your common sense. You need to make reasonable judgements for safety and care situations. Activities that need careful attention, justification and common sense include:

- **Helping children, young people or vulnerable adults with clothes:** encourage them to put them on themselves, help only when essential and with witnesses.
- **Comforting distressed children, young people or vulnerable adults:** justify the contact, let others know, have witnesses, and try to keep it short term. Keep hands visible.
- **Appropriate affection:** wherever possible use verbal encouragement; state your feelings, praise, smiling etc. If a child does not get affection at home, try not to make the mistake of over compensating when they are with you.
- **Protecting a child, young person or vulnerable adult from hurting themselves or others / physical intervention:** intervene carefully if essential with others present wherever possible.
- **First aid:** ask the child to remove any necessary clothing or have a witness present and wherever practical take the first aid to the child.
- **If a child, young person or vulnerable adult touches you, or attaches himself or herself to you as a special friend, or has a crush on you -** you must inform the Project Manager or Director and encourage them to be less tactile and understand that their behaviour is inappropriate -set clear boundaries with the child. Agree appropriate strategies to deal with this and keep people aware of progress.
- **Escorting children, young people or vulnerable adults:** try to avoid, but if essential ensure two people escort and that the Project Manager or Director knows when you are doing this.

- **Lateness:** if a child, young person or vulnerable adult is continuously late being picked up, raise the issue with the parents.
- **Working with children, young people and vulnerable adults with special needs/disabilities:** many of the same needs arise as detailed above, clothes, physical help, accidents etc. Use your common sense, make sure there are witnesses and remember the needs of the child, young person or vulnerable adult must come first.

#### 11.5 Online Contact

Online contact outside of Project activities is not appropriate. Do not share images or content with children or young people. If online contact is part of the project work there must be no private chats or sharing of personal content. Plans for online contact must be discussed and shared content with the Project manager or supervisor. As with the physical contact guidelines, you need to use your common sense when 'meeting' online and make reasonable judgements for safety and care situations. Guidance re the recording of and reporting of concerns still apply.

You should think about:

- Ensuring that you join any 'meeting' from an appropriate and safe environment.
- Avoiding being 'alone' with a child, young person or vulnerable adult or responding to direct contacts from them to be in touch.
- Checking with host organisation for any protocols they use for the platform you will be meeting on.

More detailed guidance and links can be found here: <https://nnfestival.org.uk/festival-bridge/what-we-do/research-development/digital-resources-toolkit/online-safety-module/>

## 12. Code of behaviour

12.1 Everyone who works or volunteers at CCI or on behalf of CCI has a responsibility to ensure that their behaviour is appropriate, both to protect others from abuse and to protect themselves from allegations.

12.2 It is your responsibility to ensure:

1. Your behaviour is appropriate at all times.
2. You observe the rules established for the safety and security of young and/or vulnerable people and understand the consequences of not adhering to these rules.
3. Other members of staff/volunteers aware of where you are and what you are doing.
4. Do not spend time with children or vulnerable adults unobserved.
5. Colleagues should look out for each other to ensure that they are not behaving in ways which could be misinterpreted.
6. You do not show favouritism among a group.
7. Do not arrange meetings with children or vulnerable adults outside of working hours.
8. If you do bump into someone outside of work keep communication brief and professional. It is a good rule to wait to see if they acknowledge you before saying hello, as they may not want to explain to whomever they are with where they know you from.

9. Do not add children or vulnerable adults to personal social media networks, or give them personal information such as your phone number or address.
10. Be aware of any physical contact.
11. Never make remarks that could be construed as suggestive or threatening or use any other inappropriate language.
12. Do not give personal gifts of any kind and report any gifts you receive to the project manager or Director of CCI.
13. Take any allegations or concerns about abuse seriously and refer concerns immediately following the procedures outlined above.
14. Do not do things of a personal nature which a child or vulnerable adult can do for themselves, or that their carers, group leaders or support workers can do.
15. Do not take photos or film any child or vulnerable adult for personal use.

12.3 For clarification on any points of the Code of Behaviour please discuss with the Project Manager or Director of CCI.

### **13. Allegations against employees**

- 13.1 An allegation against an employee will be dealt with by CCI's disciplinary procedures process. CCI appreciates that employees need support through such incidences and will endeavour to keep the employee informed and offer sources of support for them.
- 13.2 As part of the process the employee is likely to be suspended to enable a full investigation to be undertaken - this is not confirmation of guilt but to protect the employee. For the individual this can feel like punishment and belief in the accuser - BUT THIS IS NOT THE CASE - it is just the procedure.
- 13.3 Confidentiality in the work place is important to enable an employee to return to work in the best possible environment if the allegation does not lead to dismissal. If an allegation is made to you about a colleague you must listen, make notes and consult a designated person immediately.
- 13.4 Keep an open mind even if the allegation made is about a colleague you know professionally or socially.
- 13.5 There are several possibilities when an allegation is made against an employee:
  - The allegation is unfounded and malicious or there has been a misunderstanding.
  - The allegation is unfounded in relation to the person named, but the child, young person or vulnerable adult has been abused by someone else.
  - The allegation has some foundation but the worker was naive or lacking in social skills rather than intentionally abusive - counselling, advice or training may be required and the situation will need monitoring.
  - The allegation is founded and can be proved 'beyond reasonable doubt' e.g. for prosecution.
  - The allegation is founded, cannot be proved beyond reasonable doubt but can be proved 'on the balance of possibilities' e.g. for disciplinary action / dismissal. The City Council disciplinary procedures are different from any police investigation and there may be employment implications even if there is no police prosecution.
  - The allegation is founded in the judgement of investigating professionals but there is insufficient or no evidence to corroborate the child, young person or vulnerable adult's/adult's statement.

## **14. Whistleblowing**

- 14.1 You have a responsibility to raise a whistleblowing concern to the Director, Chair or the designated safe-guarding officer of the Board of Trustees (contact details on p2). A meeting will be arranged with you as soon as possible to discuss your concern. You may bring a companion to any meetings under this procedure. Your companion must respect the confidentiality of your disclosure and any subsequent investigation. You may be required to attend additional meetings in order to provide further information as the concerns raised are investigated.
- 14.2 Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. CCI will make all best endeavours to investigate and resolve concerns within 25 working days. You will be kept informed of progress and, whenever possible and subject to third party rights, informed of the resolution. However, sometimes the need for confidentiality may prevent us giving you specific details of the investigation or any disciplinary action taken as a result. You should treat any information about the investigation as confidential.

## **15. Support**

- 15.1 Working in the field of potential child, young person or vulnerable adult protection issues means making difficult professional judgements. It is demanding and can be distressing and stressful. Get advice and support from management, peers or designated people as appropriate.
- 15.2 As stated in the procedures you must report concerns and disclosures to the Project Manager or Director to act on as necessary. It is not necessary for anyone else to know, but it is important that you get any support you need.
- 15.3 If you talk to family and friends you must not give information that would identify individuals.

## **16. Management and review**

- 16.1 A copy of this policy is made available on the CCI website for all project partners, participants and colleagues
- 16.2 This policy will be reviewed and updated every other year.
- 16.3 As part of the induction of new colleagues, they will be expected to: confirm that they have read this policy; attend the child protection course for tutors offered by the NSPCC (<https://learning.nspcc.org.uk/training/child-protection-tutors>) in their own time; attend the [bi-annual internal review meeting](#).
- 16.4 All current associates will be expected to attend the bi-annual internal review meeting.
- 16.5 A member of the Board is designated as the lead for Children, young people and vulnerable adults Protection and will have up-to date training and attend refresher training every two years (<https://learning.nspcc.org.uk/training/child-protection-school-governors>).

## APPENDIX A - THE CHILD PROTECTION PROCEDURES

The Children's Act (1989) introduced the concept of significant harm as the threshold which justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The formal child protection procedures are operated by [Cambridgeshire and Peterborough Partnership Board](#) to provide services for children in need of protection. Referrals are made to them when there are concerns about a child's welfare, and an assessment of the needs of and risks to the child is undertaken. When contact is made to Social Services concerning a child's welfare it is the responsibility of the department to clarify with the referrer: the nature of the concerns, how and why they have arisen, what appear to be the needs of the child and family, and whether the child may need urgent action to make them safe from harm. If the referred case constitutes, or may constitute, a criminal offence against the child, Social Services should always inform the police at the earliest opportunity. This will enable both agencies to consider jointly how to proceed in the best interests of the child. If the Director informs Social Services, this should be confirmed in writing. At the end of any discussions or dialogue about a child, the referrer and Social Services should be clear about who will take what action, or that no further action will be taken. Both parties should record this.

Significant harm is a matter of judgement in each case. The 'significance' may be in the severity of an injury or from long-term impact. 'Harm' is defined in the Children's Act (1989) as ill treatment or impairment of health or development. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical. Health includes both physical and mental health. Development includes: physical, intellectual, emotional, social or behavioural development. A child who is at risk of significant harm can be placed on the Child Protection Register under the following categories:

NEGLECT, PHYSICAL ABUSE, SEXUAL ABUSE, EMOTIONAL ABUSE,  
CHILD SEXUAL EXPLOITATION and EXTREMISM

## APPENDIX B -DEFINITIONS OF ABUSE

The following categories and descriptions help understanding of the different types of abuse that can cause significant harm to a child or young person (Definition from Working Together 2018 pp106-7).

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

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

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

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

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

**Extremism:** Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

### **Bullying and Cyber Bullying**

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts the victims either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against a particular group, for example, on grounds of race, religion or background. All forms of bullying are unacceptable. It is the responsibility of the Trustees of Cambridge Curiosity and Imagination to take measures to prevent and tackle bullying amongst children and young people within their projects.

**Cyberbullying** is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- ‘trolling’ – the sending of menacing or upsetting messages on social networks, chat rooms, online games
- excluding children from online games, activities or friendship groups
- setting up sites or groups about a child
- encouraging young people to self-harm
- voting for against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble for them
- sending explicit messages
- pressurising young people into sending sexual images or engaging in sexual conversations

### **The Prevent Duty**

This is part of the Counter Terrorism and Security Act passed in 2015. It places a statutory duty on staff in schools and registered early years settings to ‘take due regard to prevent people from being drawn into terrorism’. CCI recognises their responsibility in supporting this when working alongside our partners. This includes informing the school's designated Prevent lead of any concerning behaviour whilst working in partnership and taking due care and consideration of the risks associated with the misappropriation of social media.

## **APPENDIX C - SIGNS OF ABUSE**

### **Possible Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression / bullying.
- Over compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

### **Possible Signs of Emotional Abuse**

- Continual self-deprecation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing / scrounging.
- Drug / solvent abuse.
- 'Neurotic' behaviour - obsessive rocking, thumb-sucking, and so on.
- Social isolation - does not join in and has few friends.
- Desperate attention - seeking behaviour.
- Eating problems, including overeating or lack of appetite.
- Depression, withdrawal.

### **Possible Signs of Neglect**

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationship.
- Compulsive stealing or scrounging.
- Constant tiredness.

### **Possible Signs of Sexual Abuse**

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy - particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age - shown, for example, in drawing, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

### **Possible Signs in Older Children**

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destructive behaviour, and suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.