**Warwickshire Schools’ A.A. Safeguarding Policy**

**Introduction**

All sporting organisations which make provision for children must ensure that:

* The welfare of the child is paramount
* All children, whatever their age, culture, disability, gender, language, racial origin religious beliefs 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
* All staff (paid/unpaid) working in sport have a responsibility to report concerns to the appropriate officer

**Policy Statement**

WSAA has a duty of care to safeguard all children involved from harm. All children have a right to protection, the needs of disabled children and others who may be particularly vulnerable must also be taken into account. WSAA will ensure the safety and protection of all children involved in WSAA through adherence to the Safeguarding guidelines adopted by WSAA. A child is defined as a person under the age of 18 (The Child Act 1989). For WSAA events the term “ATHLETE” is generally a more appropriate term than CHILD. As the age group for “Seniors” is U19, some athletes will be over the age of 18; however the WSAA duty of care still applies.

It is statutory for all staff working in education to read ‘Keeping Children Safe in Education’ at least part 1. This document provides a good basis for safe practice in a number of different contexts and can be found through the following link:

[**https://www.gov.uk/government/publications/keeping-children-safe-in-education--2**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**. It is advisable that all members of Warwickshire Schools AA read and are aware of this document.**

**Policy Aims**

The aim of the WSAA Safeguarding Policy is to promote good practice:

* Providing athletes with appropriate safety and protection whilst in the care of WSAA
* Allowing all staff / volunteers to make informed and confident responses to specific child protection issues

**Promoting Good Practice**

Child abuse, particularly sexual abuse, can evoke strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take.

Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with children in order to harm them. A coach, instructor, teacher, official or volunteer will have regular contact with child and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

When a child has been subjected to child abuse outside the sporting environment, sport can play a crucial role in improving the child’s self-esteem. In such instances WSAA must work with the appropriate agencies to ensure the athlete receives the required support.

**Good Practice Guidelines**

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

* Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication)
* Treating all athletes equally, with respect and dignity
* Always putting the welfare of each athlete first, before winning or achieving goals
* Maintaining a safe and appropriate relationship with athletes
* Building balanced relationships based on mutual trust which empowers athletes to share in the decision- making process
* Making athletics fun, enjoyable and promoting fair play
* Ensuring that if mixed teams are taken away for the day or night, they should always be accompanied by a male and female member of staff.
* Being an excellent role model – this includes not smoking or drinking alcohol in the company of children
* Giving enthusiastic and constructive feedback rather than negative criticism
* Recognising the developmental needs and capacity of athletes.
* Securing Parent/Carer consent in writing to act in loco Parent/Carer, if the need arises to administer emergency first aid and/or other medical treatment. Keeping a written record of any injury that occurs, along with the details of any treatment given

**Practices to be Avoided**

The following should be avoided except in emergencies.

* Avoid spending time alone with athletes away from others
* Avoid taking an individual athlete to an event / session or taking them home afterwards

**Practices Never to be Sanctioned**

* Never engage in rough, physical or sexually provocative games, including horseplay
* Never share a room with an athlete
* Never allow or engage in any form of inappropriate touching
* Never allow an athlete to use inappropriate language unchallenged
* Never make sexually suggestive comments to an athlete, even in fun
* Never reduce an athlete to tears as a form of control
* Never allow allegations made by an athlete to go unchallenged, unrecorded or not acted upon
* Never do things of a personal nature for an athlete, that they can do for themselves

**Incidents that Must be Reported/Recorded**

If any of the following occur it should be reported immediately to another colleague and record the incident. Also ensure the athlete’s Parent/Carer is informed:

* If an athletes is accidentally hurt
* If an athlete seems distressed in any manner
* If an athlete misunderstands or misinterprets something has been done

# Use of Photographic/Filming Equipment at Sporting Events:

There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of athletes in vulnerable positions. All staff should be vigilant and report any concerns to the **WSAA Child Welfare** **Officer (CWO).**

Videoing can be used as a coaching aid, so there is no intention to prevent coaches and staff using video equipment as a legitimate coaching aid. However, athletes and their Parent/Carer should be made aware that this is happening and give their permission, with such films/images being stored safely.

# Recruitment and Training of Staff and Volunteers

WSAA recognises that anyone may have the potential to abuse children in some way. So all reasonable steps must be taken to ensure unsuitable people are prevented from working with athletes.

# Key parts of a Safe-Recruitment procedure could include:

* writing a clear job or role description -what tasks will be involved
* writing a person specification -what experience or attributes a supervisor or team manager needs in order to carry out the role
* formally advertising for the posts or roles.
* using an application form to gather relevant information about each applicant
* requiring specific written references or testimonials
* for eligible posts, undertaking a criminal records check with the Disclosure and Barring Service (DBS) – England and Wales
* a risk assessment of any concerning information
* verifying qualifications and experience
* recording recruitment decision
* induction to the role, including safeguarding policies and procedures, safeguarding training, sign up to Code of Conduct
* a probationary period

**WSAA requires**:

* Non-teaching staff and volunteers to complete awareness training on child protection / safeguarding.
* **Staff to have undergone a DBS check or risk assessments put in place to safeguard themselves and the child in their care.**
* Staff to receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a child
* Staff to gain a national first aid training, where necessary
* Staff to attend training updates when necessary.

# Responding to Allegations or Suspicions

It is not the responsibility of anyone working in WSAA, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

WSAA will assure all staff & volunteers that it will fully support and protect anyone, who in good faith reports their concerns that a colleague is, or may be, abusing an athlete.

Where there is a complaint against a member of staff there may be three types of investigation:

* A criminal investigation
* A child protection investigation
* A disciplinary or misconduct investigation

The results of the police and child protection investigation may well (but not necessarily) influence the disciplinary investigation.

**Action if there are Concerns**

**Concerns about Poor Practice:**

If, following consideration, the allegation is clearly about poor practice; the **WSAA CWO** will liaise with the ESAA Welfare Officer who will liaise with England Athletics whose procedures will define the course of action to address this.

If the allegation is about poor practice by the **WSAA CWO**, or if the matter has been handled inadequately and concerns remain, it should be reported to the ESAA Welfare officer who will liaise with England Athletics whose procedures will define the course of action to address this.

**Concerns about Suspected Abuse**

Any suspicion that an athlete has been a victim of abuse (by a member of staff or a volunteer) should be reported to the **WSAA CWO**, who will take such steps as considered necessary to ensure the safety of the athlete in question and any others who may be at risk. The “Official Breach of Welfare Referral Form” should be used for this.

The **WSAA CWO** will refer the allegation to the Headteacher/Principal of the athlete’s school, who should work with the school’s Designated Safeguarding Lead (DSL). The Parent/Carer will be contacted as soon as possible following advice from the Local Authority Designated Officer (LAD)) and or Social Services department.

The **WSAA CWO** should also notify the ESAA Welfare Officer who may need to deal with any media enquiries.

**Confidentiality**

Every effort should be made to ensure that confidentiality is maintained for all concerned.

Information should be handled and disseminated on a need to know basis only. This includes the following people:

* **The WSAA CWO**
* The Parent/Carer of the athlete who is alleged to have been abused
* The Person making the allegation
* The Headteacher of the school/college
* Social Services or the Police
* The ESAA Welfare Officer
* The alleged abuser (and Parent/Carer if the alleged abuser is an athlete).

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

**Allegations of Previous Abuse**

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child by a member of staff who is still currently working with athletes). Where such an allegation is made WSAA should follow the procedures as detailed above and report the matter to Social Services or the Police, because other children, either within or outside sport, may be at risk from this person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children. This is reinforced by the details of the Protection of Child Act 1999.

**Action if Bullying is Suspected**

If bullying is suspected, the same procedure should be followed as set out in 'Responding to Allegations or Suspicions' above.

Actions to help the victim and prevent bullying in sport:

* Take all signs of bullying very seriously
* Encourage all athletes to speak and share their concerns (It is believed that up to 12 children per year commit suicide as a result of bullying, so if anyone talks about or threatens suicide, seek professional help immediately). Help the victim to speak out and tell the person in charge or someone in authority. Create an open environment where athletes feel confident to report any concerns.
* Investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully(ies) separately
* Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else
* Keep records of what is said eg what happened, by whom, when
* Report any concerns to the **WSAA CWO** or the school/college -wherever the bullying is occurring

**Action towards the Bully(ies):**

* Talk with the bully(ies), explain the situation, and try to get them to understand the consequences of their behaviour. Seek an apology to the victim(s)
* Inform the bully’s/bullies’ Parent/Carer
* Insist on the return of 'borrowed' items and that the bully(ies) compensate the victim
* Impose sanctions as necessary
* Encourage and support the bully(ies) to change behaviour
* Hold meetings with the families to report on progress
* Inform all organisation members of action taken
* Keep a written record of action taken

**Concerns Outside the Immediate Sporting Environment eg. by a Parent/Carer:**

**Concerns should be reported to the WSAA CWO, who should contact the School/College.**

If the above is not available, the person being told of or discovering the abuse should contact Social Services or the Police immediately.

Social Services and /or the Police will decide how to involve the Parent/Carer.

**The WSAA CWO should also report the incident to the ESAA Welfare Officer.**

**Confidentiality should be maintained on a need-to-know basis only.**

**Information for Social Services or the Police about Suspected Abuse**

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

* The athlete's name, age and date of birth
* The athlete's home address, telephone number & email address
* If the person making the report is expressing their own concerns or those of someone else.
* The nature of the allegation. Including dates, times, any special factors and other relevant information
* Make a clear distinction between what is fact, opinion or hearsay
* Describing any visible bruising or other injuries. Also, any indirect signs, such as behavioural changes

**Details of Witnesses to the Incident(s)**

* The athlete’s account, if it can be given, of what has happened and how any bruising or other injuries occurred
* Have the Parent’s/Carer’s been contacted? If so, what has been said?
* Has anyone else been consulted? If so, record details
* If the athlete was not the person who reported the incident, has the athlete been spoken to? If so, what was said?
* Has anyone been alleged to be the abuser? Record details
* Where possible a referral to Social Services or the Police should be confirmed in writing within 24 hours. The name of the contact who took the referral should be recorded

If there are worries about sharing abuse concerns with a senior colleague, Social Services or the Police should be contacted directly. Alternatively contact the NSPCC Child Protection Helpline on 0808 800 5000 or Child Line on 0800 1111.

**This POLICY will be reviewed annually, with the next Review on (Date)**

**Declaration:**

On behalf of **WSAA**, we the undersigned, will oversee the implementation of the Safeguarding Policy and take all necessary steps to ensure it is adhered to.

Signed: Gwilym Price

Name**: GWILYM PRICE**

Position within WSAA: Hon Secretary

Date: 10-03-2023

Signed: Elaine Minshull

Name**: ELAINE MINSHULL**

Position within WSAA: CWO / Lead Team Manager - Cross Country / T and F.

Date: 10-03-2023

**WSAA “Welfare Breach Referral Form”**

To report a **Safeguarding Concern**, complete this form and attach any other relevant information.

Give to the WSAA Child Welfare Officer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Your Name & Contact details** |  | | | | | |
| **Your Position** |  | | | | | |
| **Name of Participant:** |  | | | **Age & Date of Birth** | |  |
| **Participant Address if known** |  | | | | | |
| **What has happened** (include as much information as possible – continue on an extra sheet of paper if required):  **NB Make a clear distinction between what is fact, opinion or hearsay** | | | | | | |
| **Where did it happen?** | | | | | | |
| **When did it happen**? | | | | | | |
| **State what immediate action was taken:** | | | **By Who, Date and Time:** | | | |
|  | | |  | | | |
| Is this now closed? **YES / NO**  If **Yes,** sign off the incident below. If **No,** state follow up action below | | | | | | |
| Follow **up** action required | | What follow up action taken | | | By who, date, time? | |
|  | |  | | |  | |
|  | |  | | |  | |
| **Incident Signed off by WSAA CWO: Date:** | | | | | | |

**SECTION 2 CHILD ABUSE – DEFINITIONS, SIGNS AND INDICATORS**

**What is Child Abuse and Child Neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family, or an institutional or sporting setting, by those known to them or, more rarely, by a stranger. It is helpful to consider the different ways in which children can be abused, both within and out-with our sport.

There are four agreed categories of abuse:

* Emotional
* Physical
* Sexual
* Neglect.

These categories are not mutually exclusive. For example, a child experiencing physical abuse is undoubtedly experiencing emotional abuse as well. The definitions which follow show the different ways in which these categories of abuse may be experienced by a child.

**Recognising the Signs of Child Abuse**

After each definition that follows we have included some guidance on the main signs of abuse to look out for. However, be aware that although the physical and behavioural signs listed may be symptomatic of abuse, they may not always be an indicator and, conversely, child experiencing abuse may not demonstrate any of these signs.

Child abuse is often difficult to recognise. It is not your responsibility to decide whether a child has been abused or not. That is the role of trained professionals. At UK Athletics we believe it’s everyone’s responsibility to protect children. If you know or suspect that a child is being harmed or abused, you need to act.

**Emotional Abuse**

Emotional abuse is defined as the persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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 involve the imposition of age or developmentally inappropriate expectations of a child. It may involve causing children to feel frightened or in danger and includes exploiting or corrupting children. Some level of emotional abuse will be present in other types of ill treatment of children, but it can occur independently of other forms of abuse.

Examples of emotional abuse in sport include:

* a persistent failure to show any respect to a child (e.g. continually ignoring a child)
* humiliating a child by continuously criticising their performance
* continually being aggressive towards a child
* acting in a way which undermines a child’s self-esteem

Signs which may raise concerns about emotional abuse include:

* low self-esteem
* running away from home
* extremes of passivity and aggression
* significant decline in concentration
* indiscriminate friendliness and neediness
* self-harming.

**Physical Abuse**

Physical abuse is defined as the causing of physical harm to a child. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a Parent/Carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Most children sustain accidental cuts and bruises throughout childhood. These are likely to occur in parts of the body like elbows, shins and knees. An important indicator of physical abuse is when the bruises or injuries are unexplained, or the explanation does not fit the injury, or the injury appears on parts of the body where accidental injuries are unlikely (e.g. on the cheeks or thighs). The age of the child must also be considered. It is possible that some injuries may have occurred for other reasons (e.g. certain skin conditions and diseases).

Physical harm can be caused by:

* overtraining or dangerous training of athletes (e.g. sudden increases in training workloads)
* allowing an athlete to compete too frequently over an extended period
* failure to do a risk assessment of physical limits or pre-existing medical conditions
* administering, condoning or failure to intervene in drug use. Signs which may raise concerns about physical abuse include:
* refusal to discuss injuries
* improbable explanations for injuries
* reluctance to go home
* repeat injuries over time
* untreated injuries
* fear of Parent/Carer being asked for an explanation
* avoiding certain activities due to injury
* avoiding the removal of warm-up clothing during sessions.

**Sexual Abuse**

Sexual abuse is defined as any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving child in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging child to behave in sexually inappropriate ways.

Some child may never be able to tell someone they have been sexually abused. Changes in a child’s behaviour may be a sign something has happened. In some instances, there may be no overt signs to suggest that a child has been sexually abused.

Examples of sexual abuse in sport include:

* exposure to sexually explicit inappropriate language or jokes
* showing a child pornographic material or using a child to produce such material
* inappropriate touching
* sexual intercourse and/or sexual activity with a child under 16. Signs which may raise concerns about sexual abuse include:
* lack of trust in adults, overfamiliarity with adults, or fear of a particular adult
* sleep disturbance (nightmares, bed-wetting, fear of sleeping alone)
* children taking over the mothering role
* reluctance or refusal to participate in physical activity, or to change clothes for games
* drug/alcohol abuse
* psychosomatic indicators such as recurrent abdominal pain or headaches
* eating disorders
* social isolation – being withdrawn or introverted, poor peer relationship
* running away from home
* school problems (e.g. falling standards, truancy)
* low self-esteem
* sexual knowledge beyond the child’s age
* sexual promiscuity/over-sexualised behaviour
* anxiety/depression/self-harm/suicide attempts.

**Neglect**

Neglect is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, which is likely to result in the serious impairment of the child’s health or development. It may involve a Parent/Carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child’s basic emotional needs.

Neglect may also result in the child being diagnosed as suffering from ‘non-organic failure to thrive’, where they have significantly failed to reach normal weight and growth of development milestones, and where physical and genetic reasons have been medically eliminated. In its extreme form, children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young child in particular, the consequences may be life- threatening within a relatively short period of time.

Examples of physical neglect in sport include:

* exposing a child to extreme weather conditions (e.g. heat and cold)
* failing to seek medical attention for injuries
* exposing a child to risk of injury through the use of unsafe equipment
* exposing a child to a hazardous environment without a proper risk assessment of the activity
* failing to provide adequate nutrition and water. Signs which may raise concerns about neglect include:
* constant hunger
* constant tiredness
* untreated medical problems or injuries
* poor relationships with peers
* poor personal hygiene/clothing in poor condition
* being frequently late or not attending sessions
* low self-esteem
* stealing.

There are other circumstances and behaviours that can be considered as either forms of abuse, indicators that a child is at risk of abuse, or that a child’s wellbeing is being compromised. The following examples should not be considered as a definitive list.

**Bullying**

Bullying is a breach of child’s rights under several articles of the UN Convention on the Rights of the Child.

There is no single legal definition of bullying in the UK, and whilst there are different descriptions of bullying across the Home Countries, it can broadly be termed as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation, or any other aspect such as appearance or disability.

UK Athletics and the Home Country governing bodies are committed to challenging all types of prejudice-based bullying and language, including bullying based on the protected characteristics listed in the Equality Act 2010.

This policy relates to both online and face-to-face bullying. We do not accept that bullying that happened online is something that happened ‘outside’ of our sport. Bullying in any form is behaviour that happens ‘to’ someone and it will have an impact upon them.

We expect that all volunteers and staff will work together to prevent and reduce bullying and prejudice amongst children and by

* developing positive relationships amongst children and adults which are mutually respectful, responsible and trusting
* building capacity, resilience and skills in children and Parent’s/Carers to prevent and deal with bullying
* preventing bullying of children through a range of strategies and approaches
* supporting children, young people and their Parent/Carers who are affected by bullying.

*\*For more information and links to specific advice on how to recognise and respond to bullying in your area, visit your Home Country governing body website.*

**Children on Performance Pathways**

Moving through a performance pathway offers fantastic experiences and rewards for young athletes. However, there are factors that can make some talented young athletes more vulnerable to harmful behaviours, either from themselves, their coaches or Parent’s/Carer’s or members of their entourage.

These factors include, but are not limited to:

* a win-at-all-costs approach
* intense coach–athlete relationships
* a self-image that is linked closely with performance excellence
* child athletes operating in an adult-focused environment
* being away from family and support networks
* fear of losing funding or a place on the programme if they speak out.

**Children with a Disability**

Whilst disabled children are likely to suffer the same type of abuse as other children, research suggests that children with a disability are three to four times more likely to be abused than non-disabled children (NSPCC 2014, Scottish Government 2014a). Research has also shown that child with communication impairments, behavioural disorders, learning disabilities and sensory impairments are particularly vulnerable.

The most common forms of abuse experienced by disabled child are neglect and emotional abuse, although they may experience multiple abuses.

Communicating abuse is difficult for any child. They may be confused, fearful, traumatised and uncertain about what has happened and what might happen in the future. Not every child will disclose abuse or harm and there should be no greater expectation that disabled child will disclose more readily than any other child. Disclosing abuse can be more difficult for child who have a wide range of communication styles, and this can be more problematic if the perpetrator is also in a trusted role.

**Negative Discriminatory Behaviour**

Children may experience harassment or negative discrimination because of their race or ethnic origin, socio-economic status, culture, age, disability, gender, sexuality or religious beliefs. Although not in itself a category of abuse, for the purposes of this policy, negative discriminatory behaviour is categorised as a wellbeing concern, but in serious cases it can be considered emotional abuse

**Children Experiencing or Affected by Mental Health Problems**

The emotional wellbeing of children is just as important as their physical health. Most children grow up mentally healthy, but certain risk factors make some more likely to experience problems than others. Evidence suggests that more children have problems with their mental health today than 30 years ago. Traumatic events in themselves will not usually lead to mental health problems, but they may trigger problems in those child and young people whose mental health is not robust.

Two separate but not necessarily unconnected issues relate to children affected by mental health problems:

* child and young people who are experiencing mental health problems themselves
* children whose lives are affected by the mental illness or mental health problems of a Parent/Carer.

**Financial Abuse**

Children can be subject to financial abuse and this may include:

* theft of money or possessions
* fraud/scamming
* being prevented from accessing their own money, benefits or assets
* undue pressure, duress, threat or undue influence put on the person in connection with financial matters. In a sport setting this could include being asked to pay a coach’s expenses or being asked for a loan by a coach or volunteer
* misuse of personal allowance in a care home
* misuse of benefits by a Parent/Carer
* false representation, or using another person’s bank account, cards or documents
* misuse of a power of attorney or other legal authority.

**Parent/Carer Problematic Alcohol and Drug Misuse**

Problematic Parent/Carer substance misuse can involve alcohol and/or drug use (including prescription as well as illegal drugs). The risks to, and impacts on, children of Parents/Carers who use alcohol and drugs are known and well-researched.

**Domestic Abuse**

Domestic abuse describes any behaviour that involves exerting control over a partner or ex-partner’s life choices and that undermines their personal autonomy. Children living with domestic abuse are at increased risk of significant harm, both as a result of witnessing the abuse and of being abused themselves. However, children can also be affected by abuse even when they are not witnessing it or being subjected to abuse themselves. Domestic abuse can profoundly disrupt a child’s environment, undermining their stability and damaging their physical, mental and emotional health.

**Female Genital Mutilation (FGM)**

Female genital mutilation is a culture-specific abusive practice affecting some communities. If it is suspected a child is at risk of FGM abuse, then this should always trigger a child safeguarding referral.

**Honour-based Violence and Forced Marriage**

Honour-based violence is a spectrum of criminal conduct which includes threats and abuse and which can escalate to honour killing. Such violence can occur when perpetrators believe that a relative/community member, who may be a child, has shamed the family and/or the community by breaking their honour code. The punishment may include assault, abduction, confinement, threats and murder.

**Child Criminal Exploitation (CCE)**

Child criminal exploitation is a form of child abuse which involves criminal exploitation and requires a safeguarding response. It includes child who are involved in criminal activities, including the movement of drugs or money which results in personal gain for an individual, group or organised criminal gang. This can involve an element of exchange and can still be exploitation even if the activity appears consensual. It is typified by some form of power imbalance in favour of those perpetrating the exploitation.

**Child Trafficking**

Child trafficking typically exposes child to continuous and severe risk of significant harm. It involves the recruitment, transportation, transfer, harbouring and/or receipt of a child for purposes of exploitation. This definition holds whether or not there has been any coercion or deception, as children are not considered capable of informed consent to such activity. It applies to activity within a country as well as between countries.

**Further Information**

Further information on abuse and neglect is available from [**NSPCC**](https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/) **and** [**Child 1st**](https://www.children1st.org.uk/help-for-families/parentline-scotland/guidance-advice/cat/help-to-protect-children).

A diagram of a child safety system

Description automatically generated with medium confidence