Safeguarding Procedure and Safer Working Practice Guide

2026/2027

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Safeguarding Procedure

This procedure is based on legal requirements and governmental frameworks including, but not limited to, Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children Guidance (2026), and is underpinned by Coram Group Safeguarding Policy and Procedures.

Scope

Coram Beanstalk is committed to safeguarding the welfare of children and requires all staff, volunteers and partners to share this commitment. Every member of staff and our volunteer network has shared responsibility for ensuring the implementation of Coram Beanstalk's Safeguarding Procedures.

We also expect all staff and volunteers, when working within external settings (usually schools), to have read, understood, and abide by each setting's safeguarding policy, practice and procedures.

In this document the term child denotes everyone under the age of 18 years.

Safeguarding – An Overview of Our Procedures

We have clear written procedures for dealing with situations where there is a concern about a child we support, which sets out the processes for sharing information with the Designated Safeguarding Lead / Child Protection Officer in the relevant school, *recognising that it is the school and not Coram Beanstalk that is in the best position to act as the coordinative point for concerns regarding their pupils.* These processes are the same whether we support the child face-to-face or online.

We have clear written procedures for dealing with situations where allegations are made against a member of staff or a volunteer in our organisation, which set out the processes for sharing information with other professionals and which state that we will refer to the DBS and Local Authority Designated Officer (LADO) when appropriate.

We have clear written record keeping, reporting, DBS and medical disclosure procedures.

Coram Beanstalk ensures that there is a Designated Safeguarding Officer, and more senior Coram Officers who have special responsibility for ensuring that safeguarding issues are resolved and reported in accordance with Coram and Coram Beanstalk's procedures. We ensure there is out of hours support at all times, by phone to a senior member of staff.

A whistleblowing procedure is in place for staff and volunteers, who feel the code of behaviour has been broken or who are concerned about anything else that may be dangerous, illegal or untoward in the organisation. Schools will follow their own procedures in the event of an allegation relating to an individual using school premises to run activities.

Reporting

We recognise our responsibility to report concerns regarding children to the relevant school (or the LADO if the service is outside school), and the Coram Managing Director, Safeguarding and Quality.

This applies to all Coram Beanstalk trustees, members of staff and volunteers who:

- Are concerned about the safety and/or welfare of a child, including the children of its trustees, members of staff and volunteers.
- Make decisions that may affect the safety and/or welfare of a child or vulnerable adult.

Designated Officer Contact Details

Designated Safeguarding Officer:
Michelle Searle
Support Team Manager
Coram Beanstalk

Mobile (direct) 07912 392280
Email: Michelle.Searle@corambeanstalk.org.uk

Coram Designated Person for Safeguarding:
Cathrine Clarke
Managing Director, Safeguarding & Quality
Coram

Central Number: 020 7520 0300
Direct Dial: 07849 300 302
Email: cathrinec@coram.org.uk

Safeguarding Lead, Coram Beanstalk's Board of Trustees:
Jill Pay
Chairperson
Coram Beanstalk

Mobile: 07725 036308
Email: jillypay@gmail.com

Confidentiality and Data Protection

Personal and/or sensitive information about the child we support is not routinely recorded or stored by Coram Beanstalk. Staff and volunteers are instructed not to make *any* notes that allow identification of the child.

We expect staff and volunteers to respect the privacy of all those they come across, and hold in confidence all private matters that come to their attention whilst volunteering, unless they feel child or adult would be at risk of harm by doing so.

Where staff or volunteers are given confidential information by a third party that has an actual or potential impact on the provision of Coram Beanstalk's services, that information must be passed only to an appropriate member of staff.

Information Sharing and Record Keeping

In situations where the safety of a child or vulnerable adult is believed to be at risk, confidential information may be disclosed to other bodies in accordance with Coram Beanstalk's Safeguarding Procedures, in line with government frameworks and guidance, and Coram's Safeguarding Policy and Procedures.

Effective sharing of information is often essential for early identification of need, assessment and service provision to keep children safe. Staff members and volunteers should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare, and protect the safety of children, which must always be the paramount concern. Staff members and volunteers should aim where reasonably practicable to gain consent to share information.

Records relating to the reporting of a concern or allegation, or the profiles of 'barred' volunteers are kept securely and separately, only accessible by Coram Beanstalk's Designated Safeguarding Officer. Concerns or allegations are also securely stored as part of Coram's Safeguarding Policy and Procedures, using the Coram Safeguarding Alert Reporting Form (SARF).

For further advice concerning any aspect of this procedure please contact the Head of Coram Beanstalk or Coram's Managing Director Education and Wellbeing.

Appendix 1

Coram Beanstalk's safer working code of conduct and safer working practice guide

When in direct contact with children, all adults involved with Coram Beanstalk are required to follow this code at all times.

Do treat all children as being of worth and in a way that is respectful of them as individuals.

Do treat all children equally.

Do act as a role model - set an example through your own behaviour for children to follow.

Do respect a child's right to personal privacy.

Do allow children to take care of needs of a personal nature themselves or ask the appropriate person (e.g. teacher) to assist them.

Do encourage children to challenge attitudes or behaviour they are uncomfortable with.

Do allow children to talk about any concerns they may have.

Do work in a suitably open area with more than one other adult present, or at least within regular sight and hearing of others.

Do avoid being drawn into inappropriate behaviour from the children, for example tantrums or crushes.

Do set appropriate boundaries: both physical and emotional.

Do not form a relationship with a child that is an abuse of your position of trust.

Do not seek or agree to any form of contact with a child outside the agreed setting of your role.

Do not take a child away from the agreed space without first checking with an appropriate person that it is acceptable to do so, and never off the premises.

Do not give a child any kind of gift. See exception below, under Gifts and Favouritism.

Do not allow a child or vulnerable adult to take anything from a session without first checking with an appropriate person that it is acceptable to do so.

Do not engage in inappropriate behaviour with the child, do not make inappropriate remarks or threats to, or in front of, a child, even in fun.

Do not use any resources that are inappropriate to a child age or stage of development.

Do not use any personal technology in sessions (excluding a computer/tablet screen if supporting a child online)

Do not photograph, video or record a child.

Do not initiate or maintain inappropriate physical contact with a child.

Remember actions and statements can be misinterpreted, no matter how innocent: always consider if your words or actions could cause concern if seen or overheard, and do not rely on your good name to protect you.

Safer Working Practice Guide:

Being alone with the child:

- Anyone working directly with children should be clear about the area/s of the setting that has been identified for the sessions, and they should never agree to conduct a session in a remote or secluded area – all locations of sessions should be within the sight and hearing of others.
- If the agreed area/s for a session is unavailable, help should be requested from suitable member of staff in the setting to find an alternative.
- Do not take a child away from the agreed space for your volunteering without first checking with an appropriate person that it is acceptable to do so, and never off the premises.
- If the situation recurs, speak with the Coram Beanstalk Support Representative Team.
- Take remedial action if the actions of another, for example closing a door, alters an otherwise suitable location.

Physical contact:

- Do not initiate or maintain physical contact with a child.
- Do not undertake any behaviour, physical or otherwise, that could be deemed inappropriate or misconstrued by others, including the child.
- Some children may *seek* inappropriate physical contact. In all circumstances where a child initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them to understand the importance of personal boundaries. Such situations must always be reported.

Social contact outside setting/appropriate boundaries:

- All communication between children and staff/volunteers, by whatever method, should take place within clear and explicit professional boundaries.
- Personal contact details should never be shared with the children. You should never engage in text, email or internet-based communications including any social media sites or chat rooms. Any attempt by a child to do so should be immediately reported to suitable member of staff in the setting, and Coram Beanstalk.
- You should be aware of and avoid any communications with children that are open to misinterpretation of your motives. This includes communications meant in humour.
- Never arrange to meet a child outside of your agreed session time and location or seek to have any social contact with the children or their families. This includes after you have finished working with them – your professional relationship as described in this guide should always remain.
- If a child or family member seeks to establish social contact, or if this occurs coincidentally, use your professional judgement to decide the acceptable response to the situation, and then report the incident.
- Report and record any incidents or indications that the child has or is developing some sort of infatuation with you.

Gifts and Favouritism

- You should not give a child anything that could be construed as a personal gift, however small it may seem. However, in agreement with the school, you can give the children a book to celebrate their achievements and/or mark the conclusion of your sessions.
- Always ensure you are consistent in the way you work with all children and do nothing that could be construed as favouritism.
- If a child wants to take something you have been working on/made in the session away with them, always check with a suitable member of setting staff that it is acceptable to do so.
- If a child would like to give you a small gift such as a bookmark or a thank you card, you can accept but always let a suitable member of staff know this has been given.
- If you are invited to an end of term play/sports day or similar and it would not breach the above and you would like to attend, check with a suitable member of staff in the setting that it would be appropriate before attending.

Behaviour management

- The use of physical intervention should always be avoided – if there is a situation where physical intervention is necessary to prevent injury to the child or others, you should immediately seek the support of the setting's staff.
- Staff and volunteers should never (knowingly) be placed or place themselves in a position where the child's behaviour does, or may require, physical intervention or behaviour management techniques that do not feel appropriate to the role. Speak to suitable member of staff in the setting or contact your Support Representative if you feel this is the case.
- Always report to a suitable member of staff in the setting any situation where a child becomes stressed or angry in their sessions, or behaves or says things deemed inappropriate.

Intimate care

- Staff or volunteers should never place or be placed in a position where making intimate contact with children is required. If a child needs support in this way, including being taken to the toilet, seek support from a suitable member of staff in the setting.

Safe use of technology

- Activities on social networking sites can be open to the public which includes, potentially, the children you work with and their parents (as well as setting and Coram Beanstalk members of staff or volunteers). Ensure your sites are set to private, and never respond to 'friend requests' or 'follows' from children and/or their families and do not access a child/their families site for any reason.

Use of personal technology

- Staff/volunteers should not use any personal devices within their sessions, including phones, tablets, e-book readers and cameras as:
    - Coram Beanstalk are unable to monitor the downloaded material or content held on these devices
    - Personal information and content on the device could be accessed by the child
    - Coram Beanstalk cannot be responsible for the safety and insurance of the device.

The use of setting-provided and authorised devices are accepted when used under the setting's pre-agreed terms and conditions and the use communicated to Coram Beanstalk.

Appendix 2

Reporting Procedure – what to do if you have concerns about a child's welfare

If you suspect a child may be at risk of physical or sexual abuse, emotional harm, neglect, bullying or radicalisation or a child discloses to you, it is your duty to report it.

You must pass on any concern to the appropriate person. DO NOT investigate it yourself.

The concern may seem minor, such as only being a 'gut feeling', a comment, a slight change in behaviour, something you think is just not right. It is your role to pass this information on. It is the role of the setting's Designated Safeguarding Lead / Child Protection Officer and the staff member at Coram Beanstalk to decide how to proceed with that information, whether it is significant and whether it constitutes a safeguarding concern.

Although the setting or Coram Beanstalk staff member may feed back to you about any concern reported, it should not be expected.

If you are in any doubt about what to do, contact the Coram Beanstalk Support Team for advice, or call the central number on **020 7729 4087**.

If you are working within an educational setting, and a child ***tells you they are being abused or neglected***, you should do the following:

1. Let them speak without interrupting and take what they say seriously.
2. Be understanding and reassuring, but do not comment or give your opinion.
3. If necessary, ask open questions (or repeat the words the child has said back in the form of a question) to check understanding.
4. Tell them that you must pass the information on, but only to the one person who will know best what to do to help them.
5. While things are fresh in your mind note down a few key facts - incidents, times/dates, quotes etc. to ensure accuracy later, but do not include any identifiable information.
6. Tell the setting's Designated Safeguarding Lead or Child Protection Officer immediately, do not leave the setting before doing so.
7. If requested, write down facts, using the child's actual words as much as possible (usually the setting will give you a form on which to do so).
8. Contact Coram Beanstalk by phone the same day to let us know on 020 7729 4087. A Coram Beanstalk Designated Safeguarding Officer will be in touch within 24 hours.
9. Any notes made should be handed over to the appropriate person on request or confidentially destroyed after reporting.

If you are working within an educational setting, and ***you have a concern about a child's safety or well-being*** you should do the following:

1. While things are fresh in your mind note down a few key facts - incidents, times/dates, quotes etc. to ensure accuracy later, but do not include any identifiable information.
2. Tell the setting's Designated Safeguarding Lead or Child Protection Officer immediately, do not leave the setting before doing so.

3. If requested, write down facts, using the child's actual words as much as possible (usually the setting will give you a form on which to do so).
4. Contact Coram Beanstalk by phone the same day to let us know on 020 7729 4087. A Coram Beanstalk Designated Safeguarding Officer will be in touch within 24 hours.
5. Any notes made should be handed over to the appropriate person on request or confidentially destroyed after reporting.

If you are working within any other setting (not a school, early years or educational setting) and either a child tells you they are being abused or neglected, or you have a concern about a child's safety or well-being, you should do the following.

1. While things are fresh in your mind note down a few key facts - incidents, times/dates, quotes etc. to ensure accuracy later, but do not include any identifiable information.
2. Tell the setting's Designated Safeguarding Lead or equivalent immediately, if such a person is available.
3. Call Coram Beanstalk's central number immediately. A Coram Beanstalk Designated Safeguarding Officer will call you back within 24 hours.
4. The Designated Safeguarding Officer will make notes of your conversation, but they may also ask you to write up careful notes that are factual and based on what you witnessed, heard or were told.
5. Any notes made should be handed over to the appropriate person on request or confidentially destroyed after reporting.
6. Coram Beanstalk's Designated Safeguarding Officer will raise the matter with the school and contact you again to update you and advise on next steps, if any are needed.

Reporting Process

Contacting Coram Beanstalk's central number:

- On confirming the volunteer is calling with a safeguarding concern, the administration team will record the volunteer's name and contact details. The administration team do not need to take further details.
- If relevant, the administration team will check if the volunteer has reported the concern to the suitable member of staff in the setting.
- The administration team will assure the volunteer a Coram Beanstalk Designated Safeguarding Officer will call them back within 24 hours.
- The name and contact details are passed immediately to the Designated Safeguarding Officer who confirms receipt.

Coram Beanstalk's Designated Safeguarding Officer:

- Receives and records information regarding the reporting of a concern about a child to a setting's Designated Safeguarding Officer/Child Protection Officer, or receives the direct reporting of a concern if outside school/early years' settings. This is by phone.
- Assesses the information promptly and carefully, clarifying or obtaining more information where necessary.
- Offers support to the person reporting the concern, and discusses whether they are happy to continue with the child/within the school (if appropriate). Advises on any further action.
- Completes any follow up action/s including consulting with or referring to statutory agencies.

- Reports to both the Head of Coram Beanstalk and Coram's Head of Quality Assurance and Safeguarding, following the Coram Group policy and procedures.

Support Representatives:

- Are available to provide support where required.

Appendix 3

Responding appropriately to a child making an allegation of abuse or neglect

Where a child is able (and willing) to give a free-flowing account of an event, it is not usually necessary to ask questions, other than for clarification. However children, especially very young children, may not know how to tell someone they are being abused, and often only give little snippets of information making the asking of questions unavoidable. In this situation questions may be necessary in order to clarify and to establish the situation from the child's perspective.

When talking to a child about a potential safeguarding concern, you should, where possible:

- Demonstrate active listening i.e. let the child know that what they are saying has been heard.
- Offer neutral prompts and encouragement e.g. affirmative responses like 'uh huh', 'OK', head nodding.
- Avoid the use of prompts such as 'good', 'right'. The child may interpret these as a signal to provide more information of that nature in order to please you, instead of providing information which is correct.
- Be aware of intentionally or unintentionally communicating approval or disapproval, including through your tone of voice or your facial expressions.
- Offer reassurance e.g. 'I know this must be difficult for you, you are doing really well…'
- Repeat back what the child has just said e.g. child: 'so we went round to his house.'[pause] Adult: 'I see, so you went round to his house...'.
- Recognise that pauses and silence can be a useful cue for eliciting further information, but be aware that they may cause the child to lose the conversation
- Be aware that some children provide information more spontaneously than others, and you are unlikely to receive the full narrative of the event, and in timeline order
- Avoid interrupting a child when they are speaking. Interruption may suggest that the adult does not want to listen or that only short answers are required and may disempower the child.
- Avoid leading questions: a leading question is one which implies the answer or assumes facts that are likely to be in dispute e.g. 'was it your dad that hit you?' Leading questions could influence the child's answer and could also significantly distort the child's memory.
- Make use of open ended questions and 'minimal prompts': research and practice shows that the most reliable and detailed answers arise from this.

An **open-ended question or minimal prompt** is one that is worded so that the child is able to provide more information about an event in a way that is not leading, suggestive or putting them under pressure.

In general open-ended questions usually start with how, what, who, when, where….

- How did you get there?

- What time of day was that?
- Who did you say heard you?
- When did you say you told your teacher that?
- Where did you find it?

'Minimal prompts' usually start with 'open' words like "tell", "explain", "describe"…

- Tell me what happened…
- Tell me what you remember about that…
- Tell me more about that…
- Explain what you mean when you say…
- Describe the room to me…

Closed questions, on the other hand, narrow down a child's response and only tend to allow answers of one word or a short phrase e.g. 'did this happen yesterday?'

Other points:

- Ask only one question at a time, be patient and allow the child sufficient time to complete their answer before asking a further question.
- Keep questions as short and simple as possible. The younger the child, the shorter and more simply phrased the question should be.
- Avoid the temptation to fill pauses by asking additional questions or making irrelevant comments.
- Consider the child's age and stage of development. Many concepts that are taken for granted in adult conversation are only acquired gradually as children develop.
- Concepts with which children may have difficulty include: dates and times, length and frequency of events.
- Make use of information that the child has already provided
- Avoid assumptions or interpretations of what the child means.

Please remember, irrespective of circumstances it is **not** the responsibility of Coram Beanstalk staff or volunteers (excluding the Safeguarding Officer) to investigate the concern, but it is **always** our responsibility to report any concern.

Appendix 4

Reporting Procedure – what do if you have concerns about another adult

Everyone has the right to report concerns or suspicions about another person involved with Coram Beanstalk in confidence and free from harassment.

You must pass on any concern to the appropriate person. DO NOT investigate it yourself.

The concern may again seem minor, but it is your role to pass this information on. It is the role of the Designated Safeguarding Officers in Coram Beanstalk to make decisions on the most appropriate course of action. Schools are required to have a procedure for responding to concerns raised by a third party. It will be the responsibility of the school's designated lead to report the concern to the Police and/or Children's Social Care if appropriate.

If you are in any doubt about what to do, contact the Coram Beanstalk central number: **020 7729 4087**.

If you have a concern, or want to make a complaint or allegation against another adult (from another setting or a staff member or volunteer with Coram Beanstalk) you should do the following:

1. While things are fresh in your mind note down a few key facts - incidents, times/dates, quotes etc. to ensure accuracy later – but do not include any identifiable information.
2. Contact Coram Beanstalk by phone immediately on 020 7729 4087. A Coram Beanstalk Designated Safeguarding Officer will call within 24 hours.
3. The Designated Safeguarding Officer will make notes of your conversation, but they may also ask you to write up careful notes that are factual and based on what you witnessed, heard or were told.
4. Coram Beanstalk's Designated Safeguarding Officer will raise the matter with the school and contact you again to update you and advise on next steps, if any are needed.

Reporting Process –

Calling Coram Beanstalk's central number:

- On confirming the staff member/volunteer/external partner/agency is calling to report a concern about another adult, the administration team record their name and contact details.
- The administration team assures the person reporting that the Designated Safeguarding Officer (in their absence Coram's Managing Director, Safeguarding & Quality) will call them back within 24 hours.
- Passes the name and contact details immediately to the Head of Safeguarding, and confirms receipt.
- If the allegation concerns the Head of Coram Beanstalk, the concern will be passed to the Coram CEO and/or the Managing Director Education and Wellbeing who will contact the Trustee Safeguarding Lead.

Head of Coram Beanstalk:

- Receives and records the initial information, reassures the person reporting

- Assesses the information promptly and carefully, clarifying or obtaining more information where necessary.
- Informs and discusses with the Managing Director, Safeguarding & Quality, and Coram's Director People and Compliance (if the concern relates to a member of staff) and, if appropriate, such as when there are concerns over the group's reputation, other members of the Coram Group
- Consults initially with the relevant statutory agency and makes formal referrals as appropriate.
- Keeps concise, factual and chronological notes, saved in a confidential file.
- Continues to communicate, and act in accordance with the guidance of statutory agencies.
- Continues to communicate with members of the Coram Group as requested/appropriate
- Liaises with the subject of the concern only when appropriate to do so. Any decisions made by Coram Beanstalk in relation to the concern to be confirmed in writing.
- The outcome of the reported concern can be shared with the person who reported, unless agencies advise otherwise or it is not deemed appropriate/may impact the investigation
- All allegations concerning volunteers to be reported to the Head of Coram Beanstalk, Coram's Director, People and Compliance, and Coram Managing Director, Safeguarding & Quality. Any allegations concerning members of staff to be reported to the Head of Coram Beanstalk, Coram's Director, People and Compliance, and Coram Managing Director, Safeguarding & Quality.

Appendix 5

Definitions of Abuse (*from the Department of Education's Keeping Children Safe in Education statutory guidance, 2026).*

Abuse A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. The definition of Abuse extends to emotional abuse and can include verbal abuse, such as persistent criticism, belittling, and name-calling.

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.

Emotional abuse The persistent emotional maltreatment of a child such as to cause severe and 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 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 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, although it may occur alone.

Sexual abuse Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. This can include sexual exploitation. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school policy and procedures for dealing with it.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect can arise in the context of systematic stresses such as poverty, and is an indicator of both support and protection needs.

Domestic abuse The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Domestic Abuse can encompass a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home, all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Child-on-child Sexual Violence and Sexual Harassment Children can abuse other children, and it can happen both inside and outside of the school or college, and online. Child-on-child abuse is most likely to include, but may not be limited to: • bullying • abuse in intimate personal relationships • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (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 • causing someone to engage in sexual activity without consent • consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) • upskirting which typically involves taking a picture under a person's clothing without their permission and • initiation/hazing type violence and rituals.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children need to know that sharing nude/semi-nude images or videos is illegal.

Child Criminal Exploitation and Child Sexual Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Some of the following can be indicators of both child criminal and sexual exploitation where children: • appear with unexplained gifts, money or new possessions; • associate with other children involved in exploitation; • suffer from changes in emotional well-being; • misuse drugs and alcohol; • go missing for periods of time or regularly come home late; and • regularly miss school or education or do not take part in education.

Children who are lesbian, gay, bisexual, or gender questioning

Keeping Children Safe in Education makes clear that being lesbian, gay or bisexual is not in itself a risk factor for harm; however, children with these characteristics, or those perceived to have them, may be at increased risk of bullying, abuse or discrimination. Schools should be aware of these vulnerabilities and ensure appropriate safeguarding support.

In line with 2026 guidance, schools should take a cautious, individualised approach when supporting gender questioning children, working in partnership with parents unless doing so would

place the child at risk of harm. Schools should consider the child's wider needs, wellbeing and safeguarding context.

Statutory guidance emphasises the importance of creating a safe, inclusive environment where pupils feel able to speak openly. Staff should recognise that risks may be compounded where children lack trusted adults and should actively work to reduce barriers to reporting and ensure pupils know where to seek support.

Other circumstances and contexts that can lead to safeguarding issues being identified:

- Homelessness
- 'Honour- based' abuse, Female Genital Mutilation (FGM), forced marriage
- Mental health
- Substance misuse
- Child Sexual or Criminal Exploitation
- Extremism, radicalisation and terrorism
- Bullying (including cyber bullying)
- Cybercrime
- Witchcraft and spirit possession
- Human trafficking and modern slavery
- Missing from home or school, child abduction
- Fabricated or induced illness
- Gang activity and youth violence (including 'county lines' violence)
- Gender based violence
- Private fostering
- Sharing nude/semi-nude images or videos (often referred to as Sexting)

Indicators of abuse

The list below, from the NSPCC website, details some possible indicators of abuse, however the list is not exhaustive. Also bear in mind that these indicators may not be indicative of abuse – they should alert staff and volunteers to the possibility of abuse, and not be taken as definitive evidence:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body

Appendix 6
Online service delivery

As with face-to-face sessions, there is the possibility that safeguarding concerns may arise when speaking to a child online. For those supporting children this way, you must be additionally aware of the following:

- In school the child must be in a space with a member of school staff. If this is not the case, ask the child if you are able to speak to an adult
- All volunteers need to be in a private space without interruptions or where others are able to hear
- Your screen background should be neutral and there should be no identifying information or personal content visible, and no view of your bed.
- Do not browse the internet to read web page content or browse/show your own personal files even if you think there is nothing of concern
- Consider whether there is anything nearby that will take up all your bandwidth, consider whether you are in shadow/the light is too bright, check your technology is working beforehand, maintain good eye contact (the child cannot see what you're looking at if you're not looking at them) and be aware the child may need reassurance.
- Ensure you close the call at the end of the session.

If you have any concerns during the session these must be passed on to the school safeguarding officer and Coram Beanstalk, as per our normal safeguarding procedures.

Appendix 7
Amendments

Amendments to this edition (excluding updated links, minor amendments to wording, formatting or grammar):

Page/Paragraph	Amendment
Page 2 and throughout	Updated reference to Keeping Children Safe in Education (KCSIE) statutory guidance 2026 and Working Together to Safeguard Children 2026
Page 15-16	Updated reference to safeguarding response to gender questioning children to reflect KCSIE

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