

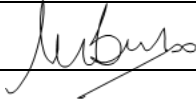




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## Policies and Procedures 2021/2022

Document Title	Safeguarding Policy	URN	NS-P210
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Approved by			
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Senior Manager Responsible	Joanne Hewison – Curriculum and Skills Manager 		
Senior Manager Responsible	Michael Burton – Innovative Curriculum Development 		
Senior Manager Responsible			

# **NS-P210: Safeguarding Policy and Procedure**

## **INTRODUCTION**

Northumberland Skills (NS) fully recognises the responsibilities placed upon it under 'Working Together to Safeguard Children 2019' (updated July 2019 and The Care Act 2014 to have in place robust systems for safeguarding and promoting the welfare of all its learners, including apprentices.

The service also works with the document Keeping Children Safe in Education 2021.

To this end Northumberland Skills will also adhere to the Policies and Procedures as set out by the Northumberland Strategic Safeguarding Partnership take account of guidance issued by the Department for children, schools and families.

The policy and procedure for safeguarding learners and apprentices and promoting the welfare of all learners and apprentices and to ensure:

1. NS practices safe recruitment in checking the suitability of staff to work with its learner or apprentices
2. NS follows the Interagency Policies and Procedures as defined by the Northumberland Strategic Safeguarding Partnership and in 'What to do if you are worried a Child is Being Abused' (DoH/DfES 2015) and Northumberland Strategic Safeguarding Partnership, 'Safeguarding Adults at risk' under the Care Standards Act 2014.
3. Staff are aware of how to contact the Northumberland Skills Designated Safeguarding and Prevent Lead (DSL)  
NS appendix 3 for staff BH April 2021
4. Clear communication of the procedures for reporting concerns about learner or apprentices
5. Compliance with Requirements for establishing a safe environment, conducive to learning and development and which will enable learner or apprentices to be able to speak out
6. Establish a code of behaviour for NS's Staff, Learners and apprentices
7. Provide guidance to managers on the DBS responsibilities.
8. Train staff in PREVENT, radicalisation and extremism of young people.
9. Offer support and information, advice and guidance on safeguarding to all involved in our service.
10. To maintain the staff and learner padlet with resources for staff, learners and apprentices.
11. Covid -19 annexe to the policy in place. (This is a separate document)

12. Covid online safeguarding update November 2020 and April 2021. (This is a separate document)

- 1.1. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- 1.2. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- 1.3. Safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment;
  - preventing impairment of children's health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- 1.4. **'Child'** is defined as: Any person under the age of 18.
- 1.5. **'Young Person'** is defined as any learner or apprentice under the age of 18. The terms child and young person are used synonymously throughout this policy and procedure.

NS appendix 3 for staff BH April 2021

**'Vulnerable Adult'** is defined as: A person aged 18 years or over who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care of or unable to protect him or herself against significant harm or exploitation.

The service recognises that some adults are also vulnerable to abuse. Accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of young people and vulnerable adults.

NS will work with the Local Safeguarding Partnership, the Police and other external agencies while always placing the welfare of the child at the centre of any actions taken.

## **Purpose**

- 1.6. The purpose of this policy and procedure is to ensure that the service responds in a measured and supportive manner to reports or suspicions of abuse. The policy also safeguards all learners, Apprentices, staff, partners, volunteers, contractors, stakeholders and visitors to NS, whether on site, at other external facilities or in the workplace.

## **Safe Recruitment:**

- NS will operate safe recruitment practices in line with those of Northumberland County Council's Staff Recruitment Policy and Procedures
- Appropriate DBS and reference checks will be undertaken as required.
- NS will ensure that job applicants demonstrate the ability and commitment to meet the standards required of its Policies and Procedures for Safeguarding Learners or apprentices
- NS will ensure that staff maintain appropriate and professional boundaries in their relationships with learner or apprentices and their parents/guardians

In addition to its own Policies and Procedures for Safeguarding Learners or apprentices NS will follow the Interagency Policies and Procedures produced by the Northumberland Strategic Safeguarding Partnership.

NS appendix 3 for staff BH April 2021

## **2 Alleged Abuse by Staff members**

The NS procedure should be used in respect of all cases in which it is alleged or suspected that a member of staff, carer or volunteer has:

- behaved in a way that has harmed a child/adult or may have harmed a child/adult.
- possibly committed a criminal offence against or related to a child/adult; or
- behaved towards a child/adult or children/adults in a way that indicates s/he is unsuitable to work with children/adults

- Adults should understand what behaviours may call into question their suitability to continue to work with children, young people and adults.

Reference: Safer Working Practice for Adults who Work with Children DCSF 2019

### **Concern about Colleagues (Alleged abuse by Staff members)**

The abuse of a learner or apprentice by a fellow member of staff can be a particularly difficult and potentially damaging matter to deal with. If there are concerns regarding a colleague staff **MUST** be prepared to report these

1. Any concerns about a colleague must be raised immediately with the DSL.
2. Depending on the nature of the incident the DSL and Senior Manager – Innovative Curriculum Development will refer the concerns to the safeguarding lead in the first instance for further advice and guidance.
3. If further action is to be taken against the staff member concerned the DSL and Senior Manager – Innovative Curriculum Development will refer to NCC Personnel Policies, Procedures and Protocols
4. Managers **must not inform** the member of staff who is the subject of a concern or undertake their own enquiries as this issue may involve NCC Safeguarding Services and the Police.

All allegations or suspicions of abuse of children/adults in Northumberland, or of conduct raising concerns about the suitability of an individual to work with children/adults, by a professional, staff member, or volunteer should be taken seriously and treated in accordance with these procedures. All organisations that provide services for children must have a procedure for handling such allegations, which is consistent with these procedures.

These procedures apply to allegations or suspicions of abuse or concerns about suitability to work with children and young people arising from within or outside their professional role. They apply to members of staff, carers, or volunteers across the childcare workforce (henceforth referred to as "staff" for the purposes of this procedure). In the case of the reporting of historical abuse the principles of these procedures apply; and the allegation should be immediately referred to Northumberland County Council Professional Allegations Officer on **01670 623979** for the information to be considered.

### **The Process for Reporting**

1. Applies to allegations or suspicions about a member of staff from within or outside the work role
2. To be reported by the DSL
3. All allegations must also be reported to the Local Authority - who are responsible for overseeing and monitoring all such cases

4. The DSL & NCC will work together to ensure that appropriate and timely decisions are made whilst retaining independence
5. The purpose of the consultation process is to decide whether the suspicion or allegation is within the scope of these procedures
6. If - following consultation - it is decided that the suspicion or allegation is not within the scope of these procedures or a police investigation is needed the NCC will liaise with the Senior Manager – Innovative Curriculum Development and advise on the next steps.

An allegation or suspicion of abuse of a child/adult by a member of staff will potentially start three different strands of enquiry:

- enquiries and assessment by Children's Services under the inter-agency procedures, which are now revised in the context of '*Working Together to Safeguard Children*' (2020);
- enquiries and assessment by Safeguarding Adults inter-agency procedures, which are now revised in the context of '*No Secrets*' 2000 linked to the **Safeguarding Vulnerable Groups Act** (SVGA) 2006 and The Care Act 2014.
- a Police investigation of a possible criminal offence;
- investigation under the relevant organisational procedures e.g. disciplinary procedures, within which the possibility of suspension would need to be considered

NS safeguarding policy and procedures are in place for dealing with allegations or suspicions against staff and are compatible with these procedures, '*Working Together to Safeguard Children*' and 'The Care Act 2014'. It is essential that the common facts of the alleged abuse are applied independently to each of the three strands of enquiry. The Designated Safeguarding and Prevent Lead (DSL) is able to offer support to all staff to understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff. NS appendix 3 for staff BH April 2021

### 3 Northumberland Skills Designated Safeguarding & Prevent Lead

NS will ensure that:

- The Designated Safeguarding and Prevent Lead (DSL) who will be responsible for referring allegations or suspicions of abuse to the NSCB/NSAB. This individual will have experience in Child Protection matters and Safeguarding Vulnerable Adults plus be aware of the named points of contact within Northumberland Strategic Safeguarding Partnership.

- contingency arrangements are in place in the absence of the DSL
- all staff are aware of who the DSL is as well as their role and responsibilities
- all staff are aware of where Inter-Agency Policies and Procedures can be located
- all staff recognise their duty – and feel able – to raise concerns about poor or unsafe practice in relation to any learner or apprentices
- it will address concerns sensitively, effectively and in a timely manner
- its Policy and Procedure for Reporting Concerns About a Learner or apprentice are adhered to by all staff
- staff training in Child Protection begins at Induction and is an essential component of Continuing Professional Development for all staff
- effective links with colleagues, and external agencies are established
- Reporting cause for concerns of all learner or apprentices via our online portal at <https://learningandskillsadultlearning.tootoot.co.uk/login>

## **Wellbeing and Mental Health Support**

We have introduced a new Wellbeing and Mental Health Support portal called Kooth. Kooth.com is an award winning and innovative online counselling and support service

which is now available to all young people aged 18-25 years across Northumberland. This includes any learner or apprentice under the age of 25. It is a safe, confidential and anonymous way for young people to access emotional

wellbeing and early intervention mental health support.

Fully trained and qualified counsellors and emotional wellbeing practitioners are available until 10pm each night, 365 days per year, providing a much needed out-of-hours service for emotional support in an accessible way.

For your teams and staff who have day to day contact with young people, it can be

important that they know about kooth.com and understand what it can offer in order to refer or signpost young people.

[www.Kooth.com](http://www.Kooth.com)

For learner or apprentices over the age of 25 we use a dedicated online portal called Qwell which is a similar portal to Kooth and managed by the same company.

[www.Qwell.com](http://www.Qwell.com)

### **NS Designated Safeguarding and Prevent Lead (DSL) contact details:**

Brian Harrison Health and Well-Being, Safety and Support Lead  
Northumberland Skills,  
Northumberland County Council,  
Wentworth Leisure Centre  
Hexham  
Northumberland  
NE46 3PD

Telephone: 07800885174

[Brian.harrison@northumberland.gov.uk](mailto:Brian.harrison@northumberland.gov.uk)

Michael Holliday

Designated Safeguarding Lead,  
Northumberland Skills-Adult Learning  
Northumberland County Council  
Campus Number: 01670-623691

[Michael.holliday@northumberland.gov.uk](mailto:Michael.holliday@northumberland.gov.uk)

### **Roles and Responsibilities of the Designated Safeguarding & Prevent Lead**

Northumberland Skills has a Designated Safeguarding Lead. This role is referred to throughout this policy. The person in this role is responsible for:

- Receiving and acting upon any reported concerns from learners or apprentices



- Ensuring all staff is familiar with and adheres to the Safeguarding policy.
- Ensuring the Policy is implemented and promoted.
- Promoting best safeguarding practice across the wider partnership network.
- Acting as a first point of contact for NS on issues of Child Protection and Adult Safeguarding.
- Liaison with NCC as required
- Representing the key link to statutory agencies (MASH or Police) during and following formal investigations.
- Keeping an up-to-date knowledge and understanding of the area of child protection/adult safeguarding, including attending appropriate training.
- Ensuring all relevant information around Child Protection/adult safeguarding is communicated to the Senior Management Team.
- Providing guidance on relevant matters to the SMT Team, and to other members of staff, as appropriate.
- Formal and timely reporting to contractors who are funding learner or apprentices about issues and incidents where this is a condition of funding.
- Passing relevant documentation to the Senior Manager – Innovative Curriculum Development for storage.
- Advocating the importance of Child Protection/Adult Safeguarding to learner or apprentices, partners and customers.
- Ensuring that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by a member of the senior management team.

#### **4. Safe Environment:**

Northumberland Skills recognises that learner or apprentices who are abused or who witness violence or abuse may find it difficult to establish a sense of self-worth. They may feel helpless, humiliated, and blame themselves for the abuse. NS further recognises that the learning environment and the support it provides might be the only stable and predictable environment in the lives of any learner or apprentices at risk. However, some learner or apprentices may e.g. exhibit abusive and challenging behaviour or become withdrawn.

NS will endeavour to support vulnerable learners including apprentices by ensuring that:

- the ethos of NS promotes a positive, safe and secure environment which gives all learners including apprentices a sense of being valued and which will empower learners or apprentices to be able to speak out

- its Policy and Procedure for reporting concerns about any Learners including apprentices are adhered to by all staff
- the content of learning programmes promotes self-esteem and self-motivation and equips all learners including apprentices with the skills they need to stay safe from abuse and to know who they can turn to for help
- All learners including apprentices know that there are staff within the organisation who they can approach to discuss concerns if they are worried or in difficulty
- its Code of Behaviour promotes a consistent approach to the management of challenging behaviour but does not harm the learner or apprentice's sense of self-worth
- NS continues to work with both internal and external agencies to which all learners including apprentices can be referred where a support need has been identified e.g. Northumberland Strategic Safeguarding Partnership, SORTED, Pregnancy Advisory Services, Housing Associations and the CHANNEL team for Prevent and radicalisation of learners including apprentices.
- NS continues to meet its contractual requirement with the Learning & Skills Council/ Skills Funding Agency (ESFA) to ensure that learner or apprentices with either Additional Learning Support Needs or Additional Social Needs – or both – are met.

### **Internet and device monitoring of staff, learners and apprentices. (IT forensic software)**

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Northumberland County Council Northumberland Skills uses a smart, internet filtering system called Lightspeed, that offers learners a safer online experience without excessive blocking.

The system allows the DSLs to become aware of content that may indicate risk to a learner or apprentice such as cyberbullying, suicide, gang membership, violence, or inappropriate use of campus equipment and resources..

Early identification of risk means early intervention and improved learner and apprentice outcomes.

This allows our staff to focus on the business of educating knowing that their learners and apprentices and digital devices are protected both online and offline.

The service also works with Northumberland County Council IT department who also use Lightspeed filtering, which provides monitoring and software management in accordance with the Acceptable Use Agreement. This policy is there to protect all staff, learners and apprentices whilst using equipment in any of our campuses or our dedicated devices.

Our separate policy NS-P211 works in conjunction with our Acceptable Use Agreement for learners and apprentices in our campuses.

This relates to the use of technology, including:

- email
- The internet
- Virtual Learning Environments
- Social networking sites and social mobile apps
- Instant messaging, chat rooms, blogs and message boards
- Mobile phones and smart devices
- Handheld game consoles
- Other photographic or electronic equipment

This policy applies to all members of Northumberland Skills, including staff, learners, apprentices and visitors, who have access to and/or are users of our campuses Information and Communications Technology (ICT) systems, whether on or off the premises. In particular, this policy addresses the (mis)use of any of the above technologies, whether on or off our premises, which affects the welfare of others or where the culture or reputation of our service are put at risk.

Any breaches of the policy is a disciplinary offence and reportable on Tootoot.

## **5 Code of behaviour for NS's Staff, Learners and Apprentices.**

NS believes that it is important that the behaviour of all staff, learners including apprentices reflects the learner /apprentice-centred principles of the organisation. This Code of Behaviour will help ensure that all NS learners including apprentices are given every opportunity to understand that no-one has the right to do anything to them which makes them feel uncomfortable. They will be taught and encouraged not to tolerate any behaviour from adults - or other learner or apprentices - within the organisation which makes them feel threatened.

**NS will ensure that all staff is aware of this Code of Behaviour and that they adhere to its principles in their approach to all learners and apprentices**

NS will ensure that:

- all staff, learners and apprentices are valued as individuals and are treated with respect
- staff, learners and apprentices right to personal privacy is respected
- Lecturers will provide learners or apprentices with adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism, or sexism.
- wherever possible there is one adult or more present during learning activities or that at least a lecturer is within sight or hearing of others
- staff are aware that any physical contact with a learner or apprentice may be misinterpreted.
- staff are aware that caution is required when discussing sensitive issues with learner or apprentices
- staff are aware that those who abuse learner or apprentices can be of any age even other learners or apprentices, gender, ethnic background or class and that it is important not to allow personal preconceptions about people to prevent appropriate action taking place
- ensure that they adhere to both NS and the Northumberland Strategic Safeguarding Partnership principles and guidance on child/adult protection i.e. the protection of learners or apprentices.
- Lecturers challenge unacceptable behaviour and report all learners or apprentice disclosures/suspensions of abuse
- Lecturers ensure that there is a known destination and check-in time with a third party when a learner or apprentice is travelling alone with them.

## 6 Safeguarding Learners and Apprentices in the Workplace

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A Statement of Principles for Work Placement Providers (**Appendix 1**) has been aligned to NS Policies and associated Procedures for safeguarding all learners or apprentices following their learning programmes. Where an employer does not have defined Child Protection Policies and Procedures NS expects that they will affirm their commitment to safeguarding learners or apprentices by signing up to this Statement of Principles.

(A child is legally deemed to be any young person up to and including the age of eighteen. For the purpose of this Statement of Principles it also refers to young adults over eighteen who remain vulnerable or at risk). This includes apprentices.

NS will brief all learners including apprentices at induction (using the section entitled control measures) to brief all learners or apprentices on information sharing, how to

access the safeguarding policy and issues of child protection prior to commencing their work placement and advise them to report appropriately any concerns encountered in that environment.

Evidence of this briefing will be a signed and dated induction checklist with the control measures box completed to show:

- Discuss limits of confidentiality
- How to access the safeguarding learners or apprentices and promoting welfare of the policy
- Discuss issues of child protection at their work placement/programme

In line with its Equal & Diversity Policy, NS recognises that all learners or apprentices regardless of age, disability, gender, racial heritage, religious belief and sexual orientation or identity have the right to protection from harm or abuse.

## **Statement of Principles includes:**

### **Supervision**

Good competent supervision is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a learner or apprentice should be confident in dealing with young people, be mature, and capable of putting them at ease.

### **Behaviour and Relationships**

It is important that all learners including apprentices are reassured and helped to feel comfortable and confident in their new surroundings. Relationships must remain professional and not become too familiar. Never permit 'horseplay' which may cause embarrassment or fear or could be misconstrued as 'grooming' behaviour.

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### **Environment**

All work-related meetings requiring the learner or apprentice's presence should take place at the workplace and not be held in private. There should not be contact outside of the workplace setting.

Avoid being alone in an isolated or closed environment with a learner or apprentice. Never be in a room with a learner or apprentice with the door locked and ensure that the learner or apprentice can see their own means of escape. It is not acceptable to expose the learner or apprentice to violent or sexual images e.g., via internet or posters.

Meetings that take place with apprentices over 19 years old outside the workplace occur from time to time. On these occasions the member of staff should follow the lone-working policy. It is important that perimeters are put in place to safeguard the learner or apprentice. As a minimum: inform your line manager of where, when and who you are meeting and the expected start and finish time. Apprentice /tripartite review meetings requiring the learner or apprentice's presence should take place at the learning campus and not be held in private. There should not be contact outside of the learning campus unless previously authorised by your line manager.

**Further Guidance:** [Guidance for Safer Working Practice for Adults who Work with Children](#) provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts.

The specific context:

- current guidance in the use of technology for communication with children and young people or their parents
- potential risks associated with the use of social networking sites

### **Use of Social Networking Sites by adults who work with children and young people**

All staff and/or volunteers should be aware of communication with Children and Young People (including the Use of Technology) and Social Contact, in particular:

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- not to use internet or web-based or social network platforms or channels to send personal messages to a child/young person, or their parents
- have no secret social contact with children and young people or their parents
- not to give their personal contact details to children or young people, including their mobile telephone number
- understand that some communications may be called into question and need to be justified.
- To use Microsoft Teams for online learning and support of learner or apprentices.
- **Staff are not to use the Zoom video conferencing platform for any purpose.**

In addition, adults in school settings are advised to ensure that they enable all privacy and security settings on their social networking accounts, including the

prevention of messages being sent to them as a result of an internet search. This will help prevent young people accessing and potentially misusing their personal information or making inappropriate contact.

## **Physical contact**

There may be occasions when a supervisor needs to touch the learner or apprentice e.g. when applying first aid or when guiding a hand or arm during a task or whilst training the learner or apprentice to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

## **Alcohol/Substance Abuse**

You are reminded that in law it is an offence to supply – or buy – alcohol or other substances likely to be abused for any learner or apprentice under 18. Care must be exercised in this area when learner or apprentices are invited to e.g. out of work leaving parties, meals or staff Christmas parties.

## **Travel**

Ensure that there is a known destination and check-in time with a third party when a learner or apprentice is travelling alone with an adult. It is a good idea to ensure the learner or apprentice(s) has a mobile phone in the event of a break down or emergency. This should be a work mobile belonging to a member of staff. A risk assessment must accompany the learner or apprentice and staff member.

## **Disqualification**

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You are reminded that you are required by law to protect children from harm and that employees are required under the **Criminal Justice and Court Services Act** to declare that they are disqualified/barred from working with children.

## **Referral where there are concerns about Child Protection following Disclosure by a learner or apprentice**

Learners or apprentices may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. If this arises, the employee should speak to their line manager, who must then contact Northumberland Skills' Designated Safeguarding and Prevent Lead (DSL) – Brian Harrison on 07800885174.

A member of NS Senior Management Team should be contacted if the DSL is not available.

The employer should refer to the DfES guidance 'What to do if You're Worried a Child is Being Abused'.

The DSL will complete the disclosure on Tootoot our on-line safeguarding portal which was introduced in May 2017.

## **7. Lecturers' role and responsibilities regarding handling a learner or apprentice disclosure**

### **NS staff must:**

- be aware of the possibility of abuse or neglect
- be able to recognise and act upon indications that a learner or apprentice's – or other peoples' welfare or safety may be at risk
- be familiar with and follow both NS's and Northumberland County Council's child protection and Safeguarding Adults procedures and protocols
- Have an awareness and be trained in PREVENT
- know where to find the contact details of adult safeguarding/child protection professionals with specific child protection expertise and responsibilities within NCC

### **Responding Appropriately to a Learner or apprentice Disclosing Abuse**

NS places great emphasis on effective communication between staff and learner or apprentices. However, staff must recognise that where there are child protection/adult safeguarding concerns they must deal very differently with the learner or apprentice.

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If someone discloses that they or another learner or apprentice has been - or is being - abused, staff should:

- Remain Calm.
- Listen carefully and objectively to what is being said and make sure that any disclosure from a learner or apprentice about any form of abuse is treated seriously.



- Allow the learner or apprentice to continue at their own pace
- Ask questions for clarification only and do not ask questions which suggest an answer, or which might introduce their own ideas on what has happened.
- Be especially careful to distinguish between fact and opinion. Note also any non-verbal behaviour
- Reassure the learner or apprentice that they have done the right thing in disclosing this information
- Find an appropriate early opportunity to explain – about the learner or apprentice's age and degree of understanding - that it is likely that the information given will need to be shared with others. Do not promise to keep any secrets
- Ask the learner or apprentice to report directly onto Tootoot with their own log in details.
- Record the cause for concern on Tootoot at <https://learningandskillsadultlearning.tootoot.co.uk/login>

Northumberland Skills is totally committed to safeguarding and promoting the welfare of all our learners, apprentices and staff and we expect all learners, apprentices and staff to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support all who use our service.

All Learners including apprentices can access Tootoot at any time and can report their concerns, or on behalf of their peers using any internet-enabled device.

NS appendix 3 for staff 24 April 2021

Tootoot also has an app which is for both operating platforms, Apple and Android. All learners including apprentices are anonymous at the point of reporting, but identities can be disclosed to designated learner or apprentice support staff.

Northumberland Skills is now working with our entire customer base to improve communication and to identify patterns and trends within the service, aiming to significantly reduce instances of bullying, harassment and mental health issues faced.

All staff across the whole of Northumberland Skills team has a log in. Any learner, apprentice or staff can report directly to the safeguarding lead of their concerns. The designated safeguarding lead will respond to any actions that are required in a safe controlled manner. The Tootoot icon is on all our curriculum network computers.

For staff that use county machines or google chrome-books please log onto <https://learningandskillsadultlearning.tootoot.co.uk/login> and save to your favourite's toolbar or links folder. For learners and apprentices there is a video that staff can use to show how easy it is to use the app and portal.

- Seeking consent may risk a violent response, interference with a witness or the concealment of evidence wait until it is safe to record in the above portal, Tootoot.
- If the learner or apprentice is too upset to think about the consequences of giving consent wait until they can think about it properly– but do not delay reporting/referring the matter, if deemed a matter of urgency.
- Consent may not have been obtained either because seeking it may cause harm or has been refused. In this instance if the staff member believes that sharing information will help protect a learner or apprentice or someone else from risk or harm they can and should refer this to their manager, the DSL or the Senior Manager – Innovative Curriculum Development.
- If information is shared without the consent of the learner or apprentice an explanation must be given as to why this has been done
- Do not attempt to investigate suspicions or allegations of abuse yourself
- Do not discuss your concerns with the suspected/alleged perpetrator of abuse
- Do not condemn or criticise the perpetrator to the learner or apprentice

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### **Tools for Practitioners –from NCC**

A range of resources suggested by professionals in Northumberland to support and enhance their work with children, young people and parents.

- Northumberland leaflet for young people and families - [Using and Sharing Information about You](#)
- The essentials of [Sharing Personal Information to Help Children and Young People](#)
- [What to do if you think a child is being abused](#) - Government booklet.

## 8 Key Points on Information Sharing (See Appendix 3 CALDICOTT – Breach of Security guidance)

Further Guidance: HM Govt - Information Sharing: Practitioner's Guide.

1. All NS learners including apprentices will be advised at Induction about NCC's Policy for using and sharing information about them and why.
2. At Induction each learner or apprentice must be given a copy or electronic access of NCC's FACT brochure 'Using and Sharing Information About YOU' and the content explained objectively
3. The agreement of the learner or apprentice must be sought when information is to be shared. Exceptions to this are where to do so:
  - would put a learner or apprentice or others at increased risk of significant harm
  - might undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation
4. Staff must always consider the safety and welfare of a learner or apprentice when making decisions on whether to share information about them. Where there is concern that the learner or apprentice – or others - may be suffering or are at risk of suffering significant harm the learner or apprentice's safety and welfare must be the overriding consideration.
5. A learner or apprentice may not be willing to share confidential information. **Information may still be shared if in the lecturer's judgement on the facts of the case there is enough need to override that lack of consent. NB This applies particularly where a Lecturer knows that there may be siblings or other young people who may also be at risk. (Working Together to Safeguard Children 2020)**

6. Staff must seek advice from the DSL where in doubt especially where that doubt relates to a concern about possible significant harm to a learner or apprentice or serious harm to others
8. Staff must ensure that the information shared is accurate and up-to-date, necessary for the purpose for which they are sharing it and that it is shared only with those people who need to see it and that it is shared securely

## **9 Support for Staff Dealing with Disclosures of Abuse**

NS recognises that the process of dealing with learner or apprentice disclosures of abuse will be stressful for staff. In these instances, NS will ensure that the staff member will:

- have access to appropriate counselling services both internal and external
- be supported by senior management at each stage of the reporting concerns process

## **10 Reporting Concerns about a learner or an apprentice**

**Policy Statement:** NS is committed to its duty to safeguard and promote the welfare of every learner or apprentice on its learning programmes.

To ensure that it meets the requirements of 'Working Together to Safeguard Children' and 'Safeguarding Adults' NS will work with agencies and professionals to manage concerns about any learner or apprentice and to share and help analyse information so that an accurate assessment can be made about their needs and circumstances. NS will also contribute to whatever actions are required to safeguard and promote the learner or apprentice's welfare. NS will ensure that staffs understand when, why and how they should share information regarding their concerns about a learner or apprentice so that they can do so confidently and appropriately as part of their day-to-day practice.

Where there are indications that a learner or apprentice's welfare may be at risk or a learner or apprentice discloses abuse to a member of staff these concerns must be shared with named personnel. NS staff can be assured that their professional integrity will not be affected when they report their concerns about a learner or apprentice. All concerns must be recorded on Tootoot, our online safeguarding

portal. Both staff and learner or apprentices can access this portal at any time to refer their concerns.

**Staff must not ignore concerns and keep the information to themselves.**

The general approach to information sharing will be outlined in the Northumberland Information Sharing Toolkit on the NCC web page.

**Procedure:**

**NS staff must:**

- be aware of the possibility of abuse or neglect
- be able to recognise and act upon indications that a learner or apprentice's – or other young persons' welfare or safety may be at risk
- be familiar with and follow both NS's and Northumberland County Council's child protection procedures and protocols
- know where to find the contact details of child protection professionals with specific child protection expertise and responsibilities within NCC
- Report any issues around PREVENT.
- Report any issue on peer to peer abuse.
- be familiar with and follow both NS's and Northumberland County Council's Safeguarding procedures and protocols
- know where to find the contact details of one Call and the MASH

**Further Guidance: Please see Appendix 4 for Examples of Signs, symptoms of Abuse**

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**Learner and Apprentice Support if disclosing abuse**

How to respond to a disclosure of child abuse or neglect from a learner or apprentice.

Child abuse: What to do, how to help and support

When you suspect or discover that a person has been abused, it's important that you respond appropriately. Here are some guidelines to help you respond to and report the abuse.

If you suspect or know about child abuse, you must take action and report on Tootoot.

When violence is suspected or when violence is disclosed, adults have a responsibility to take action.

**ACTION 1:** Acknowledge the individual's situation and feelings. Carefully listen to what the person is saying, but do not "interview" the person.

**ACTION 2:** Comfort the person and ensure that they are safe. Remember that child abuse and neglect are never the individual's fault.

**ACTION 3:** Take notes and document what the individual says and/or what you see, and then take action by immediately reporting the violence on Tootoot.

When in doubt, report suspected child abuse. You do not have to be 100 per cent certain that abuse has occurred. The safety of the individual may be at risk.

The person who hears the disclosure or suspects abuse or neglect must make the report.

Offer support to the learner or apprentice and speak to the DSL for further advice.

### **Procedure for reporting Concerns about a Learner or an apprentice**

1. If a member of staff has concerns relating to any of the above, they must discuss these with DSL (Brian Harrison) in the first instance and their line manager or the Senior Manager – Innovative Curriculum Development. In the absence of any of the aforementioned any other member of the senior management team must be contacted.
2. The DSL will consider the content of the referral and seek further advice and guidance from the LADO at NCC County Hall, Morpeth.
3. The DSL will relay concerns to the Professional Allegations Manager who is also referred to as the Local Authority Designated Officer (NCC) as required in 'Working Together' 2019. Guidance to be sought from the NCC as to the Northumberland reporting and referral processes in the context of national guidance.
4. A report must be made via Tootoot our safeguarding portal.

### **Guidelines for completion via Tootoot.**

5. As indicated above referral to the portal can be completed by learner or apprentice, lecturer or any member of staff. All NS staff have a log in as do learners and apprentices within our campuses. Any escalation of the record to either services or the police will be sent to the relevant safeguarding officer within 48 hours of making the referral (Ref: HM Govt. Guidelines 'What to do if You're Worried a child is being abused' and 'See it, Report it!' leaflets)
6. Ensure the learner or apprentice is safeguarded (taken to a place of safety if appropriate)
7. **Please note - Key Points on Information Sharing:** If there is any uncertainty about the truthfulness of information disclosed it may still be shared provided this is made clear at the time of the initial discussion with the MASH.
8. **The DSL** is responsible for the administration of the portal, and for the concern being reported.
9. NS should receive acknowledgement of the written referral within 1 working day. If this has not been received within 3 working days, the referring officer will contact NCC.

## 11 Guidance for Curriculum Leads on DBS responsibilities

DBS The Disclosure and Barring Service (DBS) is designed to protect children and vulnerable groups by preventing those who pose a known risk from gaining access to them through their work. The DBS makes independent barring decisions and maintains two constantly updated lists, one for those barred from working with children, the other for those bared from working with vulnerable groups. The DBS service allows individuals to keep their criminal record certificate up to date, so that they can take it from role to role. NS requires that all personnel hold a current and valid enhanced DBS certificate regardless of their role. This will be required at the recruitment and updated as necessary. NS considers the general arrangements within this policy alongside their, Data Protection policy, Whistleblowing policy, Employee and contractor terms and conditions and Employee procedures.


Copies of DBS Certificates are electronically securely stored and recorded on the single central record. The DLS will update DBS certificates as they expire. All personnel are required to annually declare a criminal record including cautions and convictions, failure to provide this declaration will result in disciplinary proceedings.

Any disclosed offences, including those listed on a DBS certificate, on the annual declaration or as the offence occurs, will be reviewed by NCC Human Resources Department. This will ascertain whether this would bar the individual from carrying out their role, having consideration of the Rehabilitation of Offenders Act 1974. NS's main consideration will always be the protection of vulnerable adults and its reputation. NS fully complies with the code of practice, where it applies regarding the correct handling, use, storage, retention and disposal of DBS certificate information.

As from 10<sup>th</sup> **September 2012**, if a learner or apprentice is under the age of 16 years old on any Health and Social Care Course, they are **not legally** required to complete a DBS disclosure form.

### **What is regulated activity?**

The [definition of Regulated Activity](#) changed on 10 September 2012. The new definition includes:

- Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice / guidance on well-being, or driving a vehicle only for children.
- Work for a limited range of establishments ('specified places'), with opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers). Work under (1) or (2) is [Regulated Activity](#) only if done regularly. In this context, 'regular' means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period (or in some cases, overnight).
- Relevant personal care, for example washing or dressing; or health care by or supervised by a professional, even if done once.
- Registered child-minding; and foster-carers.
- To coincide with the introduction of the [new definition of Regulated Activity](#), the Government is issuing separate guidance on the issues that organisations should take into account when deciding whether the level of supervision they can provide meets the statutory standard for what is classed as 'supervised'. If it does, then activity that would otherwise be regulated, will not be Regulated.  [Supervision - Regulated Activity guidance](#)
- Also from September 2012 onwards, additional information (often referred to as 'brown envelope information') currently supplied to organisations with [CRB disclosures](#) will no longer be provided. Instead, the Police will use common law powers to share relevant information with employers.

### **CHANGES TO THE DBS FILTERING RULES CAME INTO PLACE ON THE 28TH NOVEMBER 2020**

Filtering is the term used to describe the process that identifies which criminal records will be disclosed on a standard or enhanced DBS certificate (DBS check). Filtering rules have been in place since May 2013 and affect both what an employer can ask an individual in relation to their convictions and cautions and what is



disclosed. Those filtering rules meant that single convictions for non-violent, non-sexual offences which did not lead to a custodial sentence would not be disclosed after 11 years, or five and a half years if the person was under 18 at the time of the offence. This process did not apply if the person had more than one conviction, however minor the offences.

The changes come as a result of a number of legal challenges, including a Supreme Court judgment in **P and Others v SSHD & SSJ** where it was found that two aspects of the filtering regime were disproportionate and breached Article 8 of the European Convention on Human Rights:

1. Multiple convictions – which meant that no matter what the offences were, and no matter how long ago they were, simply because there was more than one offence, they would all be automatically disclosed: and
2. Childhood cautions

The changes made by the government under the new rules which came into force on **28 November 2020** are:

- warnings, reprimands and youth cautions will no longer be automatically disclosed on a DBS certificate
- the multiple conviction rule has been removed, meaning that if an individual has more than one conviction, regardless of offence type or time passed, each conviction will be considered against the remaining rules individually, rather than all being automatically disclosed

## **Employees' duties and responsibilities**

- A barred individual must not take part in any regulated activity.
- An individual taking part in a regulated activity must have an enhanced DBS.
- It will be a criminal offence for a barred person to take part in a regulated activity for any length of time.

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## **Employees**

If you are already employed to work with children or vulnerable adults and have had a Criminal Records Bureau (DBS) check, your next disclosure document will be covered by the Disclosure and Barring Service. There is a three-year rolling limit to a DBS and this will be checked by the DSL.

## **Volunteers**

If you work or want to work with vulnerable people you will need to apply for an enhanced DBS in the same way as an employee. A charge will be levied, regardless of status. NS use NERO an online checking service which is completed by the individual at any of our campuses.

## **Unsuitable people**

If you have a record of unsuitability for working with vulnerable groups or if you have committed certain offences, we may not be able to register you. Instead, you will be put on a DBS Barred List and may not be able to work with vulnerable people.

**If an individual applies for a job with children or vulnerable adults and they know they have been barred will be fined or face imprisonment.**

**Managers and Staff should be aware of the following associated policies and procedures:**

### **Health and Safety/wellbeing:**

NS has defined Health & Safety Policies and Procedures which are reviewed and updated annually. All Health & Safety Policies and Procedures are in line with those of Northumberland County Council and reflect current legislation. NS Placement Vetting & Monitoring Policy and Procedures are robust and are designed to ensure that no learner or apprentice is placed in an environment where there may be a risk to their safety and wellbeing.

### **Complaints Procedure**

NS has a well-defined Customer Complaints Policy and Procedure which is in line with that of NCC. All learners including apprentices are made aware of this at Induction.

### **Disciplinary & Grievance**

Staffs are subject to the Disciplinary & Grievance Procedures of NCC. Learners or apprentices have their own Disciplinary & Grievance Procedures which are also in line with those of NCC.

### **Equality & Diversity**

In line with its Equal Opportunities Policy NS recognises that all learners including apprentices regardless of age, disability, gender, racial heritage, religious belief and sexual orientation or identity have the right to protection from harm or abuse.

### **Definitions of Abuse & Neglect. (see Appendix 4)**

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** is 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 institution 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. Types of abuse are difficult to define precisely or fully.

**Emotional Abuse:** is 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 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.

**Neglect:** is 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:

- 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 caregivers); or

- 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:** is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

### **Specific Safeguarding Issues (see Appendix 4)**

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All staff should have an awareness of safeguarding issues that can put children at risk of

harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing

education and sexting (also known as youth produced sexual imagery) put children in

danger.

### **Children Missing from Education - (Learner or Apprentice)**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Due to the daily contact that schools and colleges have with many children, as a sector we are often well placed to notice when a child has gone missing.

When a child or sibling group are withdrawn from college, or appear to have gone missing, staff should raise a concern via Tootoot and make every effort to trace the child as soon as it is apparent that the period of absence is unusual in any way. Local Authorities have the lead statutory responsibility to identify, as far as possible to do so, children missing education and get them back into education.

All schools, colleges and the local authority should:

- Promote good attendance and reduce absence.
- Ensure every pupil has access to full-time education
- Act early to address patterns of absence

## **Our Responsibilities**

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If a learner or apprentice fails to attend college or the arranged education provision, we must establish the reason for absence and mark the register accordingly. The campus should follow up absence to:

- Ascertain and record the reason for absence
- Ensure the proper safeguarding action is taken
- Identify whether the absence is approved or not
- Identify the correct code to use before entering it on the school/College's electronic system.

Following three weeks of continuous unexplained absence (regardless of the study timetable) staff should alert the Safeguarding Team by recording a

concern on Tootoot. The concern should include the steps already taken to contact the child/family and any other relevant information gained to establish the reason for absence.

Vulnerable children & young people with a history of poor attendance and/or welfare concerns should be followed up immediately by the service.

Children subject to a child protection plan or children looked after. Absence for these children must be followed up and given immediate attention by the campus attended. Staff should alert the DSL by recording a concern on Tootoot, who will notify the allocated Social Worker. The unexplained, continuous absence of any child who is subject to a Child Protection Plan must be treated as the highest priority. Children missing from home. There is an expectation that parents, carers and guardians will report to the Police if their child is missing.

If a parent reports to the campus or service that their child has gone missing, they should be advised to report this information to the police.

## **Child Criminal Exploitation**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

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All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from college/school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal

exploitation of children and vulnerable adults.

## **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. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

## **Domestic Abuse**

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. The service has a range of staff who are Domestic Violence Champions.

## **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst staff should speak to the DSL responsibility for Safeguarding with regard to any concerns about FGM, there is specific legal duty on lecturers. If a lecturer, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the lecturer must report this to the police.

It is recommended that you make a report orally by calling 101, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area. Report also on Tootoot.

## Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. College can play an important role in safeguarding children from forced marriage.

### Information for professionals

The Forced Marriage Unit is committed to raising awareness about forced marriage across the public sector. They provide expert advice to professionals, especially those confronted by it for the first time:

- they undertake a broad programme of public speaking and outreach work – contact [fmoutrreach@fco.gov.uk](mailto:fmoutrreach@fco.gov.uk) for more information
- if a personal visit isn't possible, we can send an information pack (including a DVD) to help you give presentations yourselves
- they can also provide training to your staff to help you to help victims of forced marriage
- awareness-raising programme for registrars and will soon publish a handbook of legal remedies
- They also produce specific guidance for different types of professionals – social and health workers, the police and educational professionals.

[Information for Education Professionals](#)

[Information for Health Professionals](#)

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### Peer on Peer Abuse (**see NS P208**)

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This can include all learners and apprentices. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- up skirting.



- sexting (also known as youth produced sexual imagery).

§ initiation / hazing type violence and rituals.

## Radicalisation & Extremism

All of our learners and apprentices are made aware of Prevent and extremism including radicalisation. Prevent is about **safeguarding our Apprentices to keep them both safe and within the law**. The Prevent Duty is not about preventing Apprentices from having political and religious views and concerns, but about supporting them to use those concerns or act on them in non-extremist ways.

We ensure all staff working with apprentices have an understanding of the legal responsibilities under the Prevent duty to make sure:

- they undertake training in the Prevent Duty;
- they are aware of when it is appropriate to refer Prevent related concerns about apprentices or other colleagues to the DSL officer, or nominated deputy officer;
- they report concerns where these arise;
- they exemplify British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs” into their practice as part of their professional behaviour in order to comply with professional standards. Professional Standards for Teachers and Trainers in Education and Training – England.

Children and Young People are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of the services’ safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability.

Similarly, radicalisation can occur through many different methods (such as

social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for educational institutions to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

**Prevent Duty Guidance:** for further education institutes in English & Wales Section 26 (1) of the Counterterrorism and Security Act 2015 ("the Act") imposes a duty on "specified authorities", when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. There is an important role for further education institutions, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

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<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

It is a condition of funding that all further education providers must comply with relevant legislation.

The DSL is a Home Office approved trainer to deliver Prevent. We also have an approved Prevent action plan monitored by the DFE.

## Modern Slavery

Modern slavery exists in the UK and destroys lives. Men, women and children – UK nationals and those from abroad – are exploited in the sex industry, through forced labour, domestic servitude in the home and forced criminal activity. We ensure that our learners and apprentices are given training and support around modern slavery.

These types of crime are often called human trafficking. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Indicators of Modern Slavery:

- Victims may show signs of physical or psychological abuse, look malnourished, unkempt, withdrawn
- May seem under control of others, not travel alone, rarely interact or appear unfamiliar with the neighbourhood
- May be living in dirty cramped conditions
- May have no identification documents, few personal possessions, wear the same clothes everyday
- May have to be dropped off or picked up for work on a regular basis either very early or late at night
- May appear frightened or hesitant to talk, avoid eye contact

[Government guidance on Victims of Modern Slavery](#) is designed to help staff identify and help potential victims of modern slavery (including human trafficking) in England and Wales.

It reflects relevant provisions of the Modern Slavery Act 2015 and the Human Trafficking and Exploitation (Criminal Justice and Support for Victims) Act (Northern Ireland) 2015. If staff suspect a person is a potential victim of modern slavery due to human trafficking in any part of the UK (or slavery, servitude, or forced or compulsory labour in cases identified in England or Wales) they must consider a referral into the [national referral mechanism](#) (NRM). Under the NRM, a trained specialist in a designated competent authority will investigate the matter further.

## County Lines

Young people are at risk if they become caught in county lines networks. To reduce the risk to themselves the dealers will use people they think others will not suspect, so any young person on the periphery of drug use or drug taking, or otherwise coming into contact, is vulnerable. We ensure that our learners and apprentices have access to information, training and support on County Lines.

Sometimes gangs form a secure base in the home of a vulnerable person, forcing assistance through violence or exploiting a drug dependency. Leaders or dealers can enter into relationships with vulnerable young females, which can also lead to sexual exploitation or domestic violence. Young people can have drugs or money stolen and become indebted, needing to continue to supply to pay the money back.

Northumberland have a dedicated advice service which can be accessed here <https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/County-Lines-partners-Presentation.pdf>

## Exploiting Children and Vulnerable Adults

- Typically, children are exploited to deliver drugs from the urban location using intimidation, violence, debt bondage and/or grooming.
- This is commonly conducted by the child or vulnerable adult using rail networks, taxis, hire vehicles or vehicles owned by vulnerable adults
- Offenders and Organised Crime Groups 'recruit' and exploit children and teenagers to deal on their behalf in areas where there is little, or no intelligence known about them to frustrate local police intelligence systems.
- Children are easily controlled and an inexpensive resource.

**'Cuckooing'** This is a term used to describe activity which often accompanies 'County Lines' offending. It involves a local property, generally occupied by a vulnerable person, being taken over by County Lines offenders and being used as a base for their activities. The use of the property is usually secured by force or coercion. This is known as 'cuckooing'.

County Lines in Northumbria? NS appendix 3 for staff BH April 2021

- There are indications that this is changing, and that this activity is becoming an issue in our market towns.
- The accurate recognition and reporting of 'County Lines' is key to successfully combating this activity and protecting those affected by it.

What if I have concerns?

Report on Tootoot any issues you may have on County Lines or if you are aware of any

learner or apprentice who may be involved in this new area of safeguarding. Contact Northumbria Police by telephone on 101 or 999 in an emergency [forceintelligence@northumbria.pnn.police.uk](mailto:forceintelligence@northumbria.pnn.police.uk)

### Definition of county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

[HM Government](#), 2018

## **Sexual Violence & Sexual Harassment**

Staff are given training on sexual violence and harassment that may occur with our learners and apprentices.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

So called '**Honour-Based' Violence (HBV)** HBV encompasses incidents or crimes which have wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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## **Self-Harming**

Self-harm is when somebody intentionally damages or injures their body. For example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances

- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

There is no such thing as a typical young person who self-harms. Self-harm is something that can affect anyone. There are a whole range of reasons people use self-harm and it's very important to focus on an individual's experiences above all else. However, research shows that certain experiences and circumstances can increase the risk of self-harm including:

- Experiencing sexual abuse or assault
- Experiencing or witnessing domestic abuse
- Living in an area of social deprivation
- Chronic poor health
- Being part of a minority or marginalised group such as a Black, Asian Minority Ethnic community (BAME), identifying as LGBTQIA or being disabled
- Being involved with the criminal justice system
- Experiencing a high number of Adverse Childhood Events (also known as ACEs)

Warning Signs Staff may become aware of warning signs which indicate a learner or apprentice is experiencing difficulties that may lead to thoughts of self-harm. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

### **Possible warning signs include:** NS appendix 3 for staff BH April 2021

- Observations of cuts / marks on the learner or apprentice
- Changes in eating / sleeping habits (e.g., learner or apprentice may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement

§ Talking or joking about self-harm or suicide

- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

- Changes in clothing e.g. wearing thick bracelets to cover wrists or long sleeves or trousers in warm weather.

## **Roles and Responsibilities**

Learners or apprentices may choose to confide in a member of staff if they are self-harming or if they are concerned about their own welfare, or that of a peer. Staff may experience a range of feelings in response to self-harm in a learner or apprentice such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to learner or apprentice it is important to try and maintain a supportive and open attitude – a learner or apprentice who has chosen to discuss their concerns with a member of staff is showing a considerable amount of courage and trust. Learner or apprentices need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a learner or apprentice is at serious risk of harming themselves then confidentiality cannot be kept.

It is important not to make promises of confidentiality that cannot be kept even if a learner or apprentice puts pressure on you to do so. Any member of staff who is aware of a learner or apprentice engaging in or suspected to be at risk of engaging in self-harm should consult the DSL. Following the report, the designated member of staff will decide on the most appropriate course of action.

This may include:

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- Contacting parents / carers
- Arranging immediate professional assistance e.g. doctor, nurse, social care
- Arranging an appointment with a counsellor
- Immediately removing the learner or apprentice from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed learner or apprentice, the immediate safety of the learner or apprentice is paramount and a member of staff should remain with the learner or apprentice at all times
- If a learner or apprentice has self-harmed in a campus a First Aider should also be called for immediate help

## **12. GDPR and Safeguarding exceptions**

- 12.1. All information sharing decisions and reasons must be recorded in line with the service procedures. If at any stage you are unsure about how or when to share information, you should seek advice from the DSL. You should also ensure that the outcome of the discussion is recorded.
- 12.2. Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.
- 12.3. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

### **13. Whistleblowing**

- 13.1. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the service safeguarding regime and know that such concerns will be taken seriously by the LMTT.
- 13.2. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the service.

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>



## **APPENDIX 1**



### **NORTHUMBERLAND SKILLS**

#### **Safeguarding Learners and apprentices - Statement of Principles for Work Placement Providers**

This Statement of Principles is aligned to Northumberland Skills' (NS) Policies and associated Procedures for safeguarding all learners and apprentices following its learning programmes.

Where an employer does not have defined Child Protection Policies and Procedures NS expects that they will affirm their commitment to safeguarding learner or apprentices by signing up to this Statement of Principles. **(NB** A child is legally deemed to be any young person up to and including the age of eighteen. For the purpose of this Statement of Principles it also refers to young adults over eighteen who remain at risk – (as described in Appendix 3)

NS will brief learners and apprentices on the issues of child protection prior to commencing their work placement and advise them to report appropriately any concerns encountered in that environment.

In line with its Equal Opportunities Policy NS recognises that all learner or apprentices regardless of age, disability, gender, racial heritage, religious belief and sexual orientation or identity have the right to protection from harm or abuse.

#### **Supervision**

Good competent supervision is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a learner or apprentice should be confident in dealing with young people, be mature, and capable of putting them at ease.

## **Behaviour and Relationships**

It is important that learners and apprentices are reassured and helped to feel comfortable and confident in their new surroundings. Being able to come forward with their concerns regarding health and safety and welfare issues. Relationships must remain professional and not become too familiar. Never permit 'horseplay' which may cause embarrassment or fear.

## **Environment**

Where possible avoid being alone in an isolated or closed environment with a learner or apprentice. Never be in a room with a learner or apprentice with the door locked and ensure that the learner or apprentice can see their own means of escape. It is not acceptable to expose the learner or apprentice to violent or sexual images e.g. via internet or posters.

All work-related meetings requiring the learner or apprentice's presence should take place at the workplace and not be held in private. There should not be contact outside of the workplace setting.

## **Physical contact**

There may be occasions when a supervisor needs to touch the learner or apprentice e.g. when applying first aid or when guiding a hand or arm during a task or whilst training the learner or apprentice to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

## **Alcohol/Substance Abuse**

You are reminded that in law it is an offence to supply – or buy – alcohol or other substances likely to be abused for any learner or apprentice under 18. Care must be exercised in this area when learner or apprentices are invited to e.g. out of work leaving parties, meals or staff Christmas parties.

## Travel

Ensure that there is a known destination and check-in time with a third party when a learner or apprentice is travelling alone with an adult. It is a good idea to make a mobile phone available to the learner or apprentice in the event of a break down or emergency.

## Disqualification

You are reminded that you are required by law to protect children from harm and that employees are required under the **Criminal Justice and Court Services Act** to declare that they are disqualified/barred from working with children.

## Referral Where There is Concerns about Child Protection following Disclosure by a Learner or apprentice

Learner or apprentices may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. If this arises, the employee should speak to their Manager or a Senior Colleague who must then contact Northumberland Skills' Designated Safeguarding and Prevent Lead (DSL) – Brian Harrison on 07800885174 . The employer should refer to the DfES guidance 'What to do if You're Worried a Child is Being Abused'. See [www.gov.uk](http://www.gov.uk) for information, advice and guidance. The DSL will then refer to Tootoot to manage the safeguarding concern.

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<b>Employer Signature:</b>		<b>Date:</b>	
<b>Staff Signature</b>		<b>Date:</b>	

## **APPENDIX 2 - CONTACT DETAILS:**



### **NS Curriculum Lead(s) Learner / Apprentice Support & Designated Safeguarding and Prevent Lead (DSL) contact details:**

Brian Harrison  
Northumberland Skills  
Northumberland Skills, Northumberland County Council,

07800885174

### **Northumberland County Council NCC - Safeguarding Unit.**

The LADO can be contacted by telephone on **01670 623979** County Hall, Morpeth

You can report abuse and neglect at Northumberland County Council on **One Call** at 01670 536400 during office hours, or 0345 6005252 out of hours

If you are worried that someone is in immediate danger, you should call 999 for emergency services.

### **CONTACT DETAILS:**

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#### **Council (housing, benefits etc.)**

You can call Monday to Thursday 08:30 - 17:00 and Friday 08:30 - 16:30.  
Please call 0345 600 6400 between these hours to speak to one of our Advisors.

**Debt Advice within Northumberland** - 0845 4566815

**Escape Family Support** - 01670 544055 or 07702 833944

**Northumberland Women's Refuge** - 01670 820199

**REACH** (Rape and Sexual Assault Counselling) - 0191 2121551

**Relate** - 0191 2329109

**Shelter** - 0808 8004444

**Social Services**

**Contact telephone number for all enquiries**

First contact (Mon to Thur 9am to 5pm and Fri 9am to 4:30pm) - **01670 536400**

Out of office numbers - **0345 6005252**

**Victim Support and Witness Service Northumberland and North Tyneside**  
(0191) 281 3791

**Mankind** - 01823 334244

**Sorted** - 01670 500150 or 0800 633 5872

**Broken Rainbow** - 08452 605560

Domestic Violence websites for Northumberland residents

[http://www.whiteribboncampaign.co.uk/are\\_you\\_experiencing\\_violence](http://www.whiteribboncampaign.co.uk/are_you_experiencing_violence)

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<http://www.enough.me.uk/>

## Feeling suicidal?



**Around 1 in 5  
of us has had  
suicidal thoughts  
at some point...**

**It's nothing to be ashamed of and  
support is always available.**

- **Wait:** Decide not to do anything right now to hurt yourself
- **Think:** Suicidal behaviour is an attempt to solve what feels like an overwhelming set of problems, but these thoughts CAN change
- **Talk:** To someone, a friend or a support service. You don't have to keep these feelings to yourself and it's ok to ask for help
- **Get help:** If you are feeling desperate and unsafe, make an urgent visit to your GP, dial 999 or go to your nearest A&E

**YANA** Confidential support, mental health awareness and funding for counselling. (Not for acute situations).  
**Helpline: 0300 323 0400 | [yanahelp.org](http://yanahelp.org) | [johoe@yanahelp.org](mailto:johoe@yanahelp.org)** <Please leave a voicemail or email if line not manned>

**Samaritans** Ring for yourself or if you are concerned about another. **Call 116 123 | [www.samaritans.org](http://www.samaritans.org)**  
<24 hour helpline>

**Maytree** Maytree's house is open for people when they're feeling suicidal. **Call 020 7263 7070**

**CALM** Campaign Against Living Miserably: a leading movement against male suicide. **Call 0800 58 58 58**  
<5pm-midnight every day>

**Shout** If you're experiencing a personal crisis, are unable to cope & need support, **text 'Shout' to 85258**

**Stay Alive App** A suicide prevention pocket resource for the UK. Help & support both for people with thought of suicide & for people concerned about someone else.

**Papyrus** Advice for young people at risk of suicide  
**Call 0800 068 4141** <Mon-Fri 10am-10pm, weekends 2pm-10pm>

**Stayingsafe.net** Website for people at risk of suicide and those supporting them

## **APPENDIX 3 - CALDICOTT – Breach of Security**



### **Background**

The Caldicott Report regulates the recording, keeping and sharing of personal information.

### **General Principles**

The general principles underpinning the sharing of person identifiable information follow the Caldicott guidelines on the protection and use of client information. The principles are: -

- Justify the purpose of every proposed use of confidential information
- Only use it when necessary
- Use the minimum necessary
- Access needs to be on a strict need to know basis
- All NS staff must understand and comply with their own Agency's responsibilities.

### **Parameters**

Any information, whether recorded or not, relating to a child/family in receipt of services by Northumberland County Council must be treated in the strictest confidence and only shared with professionals in accordance with the Directorates Information Sharing Protocols. Client information may be disclosed with specific written, informed, voluntary consent of client or, in certain circumstances, legally responsible person acting on behalf of the client. The parameters are: -

- All personal information will be treated with respect and care
- All personal information must be regarded as private and confidential
- Staff should be clear that personal information may belong to more than one person. When someone supplies information it must be regarded as private and confidential to them as well as the person about whom it relates
- When using or disclosing information about people you will tell them who you are, the purposes for which the information will or may be used and any further information they may need to make the use fair to them
- Personal information must not be used without consent unless by Court Order or because there is an overriding public interest.
- Staff must only use personal information for purposes that are compatible with the purpose for which the information was obtained
- Staff must not disclose personal information unnecessarily
- Staff and Managers must make sure that personal information is accurate and up to date
- Staff must keep a full, clear and accurate record of their use of personal information.

## **Using the Proforma**

Whenever Managers are informed that a member of staff breaches the Directorates Information Sharing Protocol, then the Caldicott Guardian (Director of Strategy, Planning & Performance) must be informed immediately by completing the attached proforma. The proforma must be e-mailed within one working day to the Senior Admin Officer (Special Needs & Community Support) based at County Hall. The Caldicott Guardian will determine what action, if any, is then required.



## Appendix 4 – Indicators of Abuse & Neglect

Abuse comes in many forms. The following is not an exclusive list and the signs and symptoms do not necessarily indicate abuse:

Type of Abuse	Examples	Possible Signs & Symptoms
Cyber Bullying	The use of information & communication technologies to support deliberate, repeated, & hostile behaviours by an individual or group that is intended to harm others.	<ul style="list-style-type: none"> <li>▪ Fear</li> <li>▪ Depression</li> <li>▪ Disturbed sleep pattern</li> <li>▪ Loss of self esteem</li> <li>▪ Running away</li> <li>▪ Weight loss</li> <li>▪ Withdrawal</li> </ul>
Discrimination	Offensive language or behaviour that is directed at a person because of disability, ethnic origin, race, skin colour, culture, sexual orientation, size or age, any other form of harassment, slurs or similar treatment.	<ul style="list-style-type: none"> <li>▪ Anger / Aggression</li> <li>▪ Loss of self esteem</li> <li>▪ Imitative behaviour</li> <li>▪ Withdrawal</li> </ul>
Domestic Violence / Honour Based Violence	<p>Any incident or pattern of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.</p> <p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>	<ul style="list-style-type: none"> <li>▪ Controlling partner</li> <li>▪ Drug &amp; alcohol misuse</li> <li>▪ Emotional abuse</li> <li>▪ Financial abuse</li> <li>▪ Physical abuse</li> <li>▪ Sexual abuse</li> <li>▪ Isolation from family &amp; friends</li> <li>▪ Mental health issues</li> </ul>

Emotional / Psychological Abuse	Emotional Abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.	<ul style="list-style-type: none"> <li>▪ Aggression</li> <li>▪ Ambivalence</li> <li>▪ Confusion</li> <li>▪ Deference</li> <li>▪ Depression</li> <li>▪ Disturbed sleep pattern</li> <li>▪ Fear</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low self esteem</li> <li>▪ Passivity</li> <li>▪ Resignation</li> <li>▪ Running away</li> <li>▪ Withdrawal</li> <li>▪ Weight loss</li> </ul>
Fabricated & / or induced illness	<p>This pattern of behaviour is where a caregiver fabricates, exaggerates, or induces mental or physical health problems in those in their care, usually to gain attention or sympathy from others.</p> <p>This is a rare form of child abuse &amp; it is often difficult to define, detect &amp; confirm.</p>	<ul style="list-style-type: none"> <li>▪ Absences from College</li> <li>▪ Fabricates signs</li> <li>▪ Manipulates laboratory test</li> <li>▪ Mis-presents symptoms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purposely harms the child through poisoning, suffocation, infection, starvation or physical injury</li> <li>▪ Seeks unnecessary test &amp; explorative examinations</li> </ul>

Female Genital Mutilation (FGM)	<p>FGM, also known as female cutting &amp; female circumcision is the ritual removal of some or all of the female genitalia. It is practiced in more than 28 African countries, parts of the Middle East, Asia &amp; other countries. It is a form of child abuse &amp; is illegal in the UK to remove a child from the country or perform FGM in the UK &amp; can carry up to 14 years in prison.</p> <p>It is cultural &amp; not done for any medical, health or religious reasons. It is done as a means of controlling women to suppress sexual urges &amp; ensure they remain pure until marriage. FGM is dangerous &amp; can cause serious infections as well as problems with fertility, pregnancy, miscarriage &amp; childbirth &amp; stillbirths.</p>	<ul style="list-style-type: none"> <li>▪ Child may talk about becoming a woman</li> <li>▪ Depression Feelings of shame &amp; betrayal</li> <li>▪ Going to visit elders in their country of origin</li> <li>▪ Going on an extended family holiday</li> <li>▪ Going on a spiritual journey</li> <li>▪ Incontinence</li> <li>▪ Infertility</li> <li>▪ Loss of libido</li> <li>▪ Miscarriage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pain &amp; bleeding during sexual intercourse</li> <li>▪ Pain &amp; swelling</li> <li>▪ Pelvic infections</li> <li>▪ Post-traumatic stress</li> <li>▪ Problems with menstrual periods</li> <li>▪ Problems with pregnancy &amp; natural childbirth</li> <li>▪ Scarring</li> <li>▪ Stillbirths</li> <li>▪ Urine retention</li> </ul>
Financial Abuse	Theft, fraud, exploitation, pressure in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits	<ul style="list-style-type: none"> <li>▪ Disappearing benefit payments</li> <li>▪ Inadequate clothing</li> <li>▪ Inadequate money to pay bills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of personal belongings</li> <li>▪ Poor standard of possessions</li> <li>▪ Sudden or large withdrawal from bank account</li> </ul>

Forced Marriage	<p>Forced marriage is a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse. There are often a continuum of coercion used to compel a marriage, ranging from outright physical violence to subtle psychological pressure. The United Nations views forced marriage as a form of human rights abuse, since it violates the principle of the freedom &amp; autonomy of individuals.</p>	<ul style="list-style-type: none"> <li>▪ Abandonment by family</li> <li>▪ Emotional &amp; or physical abuse by family members</li> <li>▪ Kidnapping</li> <li>▪ Punishment including sexual violence &amp; murder</li> <li>▪ Ostracised by the community</li> </ul>
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<p>Gangs &amp; Youth Violence</p>	<p>Gangs are groups of young people with a discernible structure, a recognised territory &amp; distinctive beliefs, values, attitudes &amp; behaviours. Although the gang may offer inclusion, protection &amp; success to some socially disadvantaged children &amp; young people, it is primarily concerned with crime, not infrequently drug-related, &amp; violence, often armed &amp; occasionally lethal.</p>	<ul style="list-style-type: none"> <li>▪ Change in behaviour &amp; personality</li> <li>▪ Children who isolate themselves from family</li> <li>▪ Decorating their bodies with piercings or tattoos with certain symbols</li> <li>▪ Drug &amp; alcohol abuse</li> <li>▪ Hanging out with those who have been in trouble with the law</li> <li>▪ Lack of respect for authority figures or the law</li> </ul>	<ul style="list-style-type: none"> <li>▪ Missing from education</li> <li>▪ School books covered in graffiti associated with the gang name</li> <li>▪ Use of nicknames</li> <li>▪ Using hand signals or certain words only known to those within their gang</li> <li>▪ Wearing clothing of a particular colour or branding</li> <li>▪ Wearing baseball caps, tilted to the side or bandanas</li> </ul>
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<p>Grooming &amp; Child Sexual Exploitation (CSE)</p>	<p>Sexual exploitation of children &amp; young people under 18 involves exploitative situations, contexts &amp; relationships where young people (or a third person or persons) <b>receive 'something'</b> (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, &amp; / or another or others performing on them, sexual activities.</p>	<ul style="list-style-type: none"> <li>▪ Breakdown of family relationships</li> <li>▪ Emotional neglect by parent / carer / family member</li> <li>▪ Emotional / sexual activity</li> <li>▪ Entering / leaving vehicles driven by unknown adults</li> <li>▪ Family history of domestic violence</li> <li>▪ Family history of mental health difficulties</li> <li>▪ Family history of substance misuse</li> <li>▪ Frequenting potentially dangerous areas</li> <li>▪ Isolated from peers / social networks</li> <li>▪ Lack of positive relationship with a protective / nurturing adult</li> <li>▪ Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Missing overnight</li> <li>▪ Multiple STI, pregnancy, miscarriage</li> <li>▪ No contact with support systems</li> <li>▪ Physical abuse by parent / carer / family member</li> <li>▪ Physical abuse by same person</li> <li>▪ Relationship with a much older person(s)</li> <li>▪ Relationship with controlling person</li> <li>▪ Sexual abuse</li> <li>▪ Suddenly acquiring jewellery, phones, money &amp; other gifts without explanation</li> <li>▪ Unsuitable inappropriate accommodation</li> </ul>
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Neglect	Ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services. The withholding of the necessities of life such as medication, adequate nutrition & heating	<ul style="list-style-type: none"> <li>▪ Dehydration</li> <li>▪ Hypothermia</li> <li>▪ Inadequate clothing</li> <li>▪ Infections</li> </ul>
Physical Abuse	Hitting Slapping Pushing Kicking Misuse of Medication Inappropriate Sanctions Restraint	<ul style="list-style-type: none"> <li>▪ Bruising</li> <li>▪ Dislocations</li> <li>▪ Fractures</li> <li>▪ Incontinence</li> <li>▪ Lacerations</li> <li>▪ Malnutrition</li> <li>▪ Pressure sores</li> </ul>
Radicalisation & Extremism	Radicalisation is a process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.	<ul style="list-style-type: none"> <li>▪ Attitude towards women/ethnic groups/armed services</li> <li>▪ Closed mindedness</li> <li>▪ Intolerant</li> </ul>
Upskirting	This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm	<ul style="list-style-type: none"> <li>▪ Blackmail</li> <li>▪ Bullying</li> <li>▪ Taking images or video and uploading or sharing them with others with &amp; without consent</li> </ul>

Sexting & Revenge Porn	Sexting is the sending of sexually explicit messages usually over mobile phones & social media. Content can be shared between two romantic partners & then outside the relationship with others. It also occurs between people who are not yet in a relationship, but where one person's hopes to be. When sexually explicit content is shared & distributed without consent via any medium then this is known as revenge porn & is illegal in the UK.	<ul style="list-style-type: none"> <li>▪ Blackmail</li> <li>▪ Bullying</li> <li>▪ Sharing of texts &amp; messages over phone &amp; other media devices</li> </ul>
Sexual Abuse	Rape & sexual assault or sexual acts which the person has not consented to, or could not consent to, or was pressurised into consenting to.	<ul style="list-style-type: none"> <li>▪ Changes in behaviour</li> <li>▪ Difficulty in walking or sitting</li> <li>▪ Pain, itching, bleeding or bruising in the genital area</li> </ul>