



Safeguarding

Procedures and Information Pack.

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*NB: Every incident must be recorded on ‘Safeguarding Cause for Concern’ form and sent to safeguarding@barnsley.ac.uk . Staff should also keep the Central Safeguarding Team informed of the learner’s situation. Please find a copy of the ‘Safeguarding Cause for Concern’ form on the Safeguarding Buzz page in the forms section.

Introduction

Safeguarding is the responsibility of all staff, governors, volunteers, contractors and sub-contractors (hereafter referred to as 'staff'), with the college playing its part in preventing, identifying, reporting abuse and neglect.

The well-being of learners always comes first. We know that learners can't succeed academically if they are at risk. This college treats safeguarding as one of its top priorities and offers maximum professional support for all staff who may be concerned about any of the issues contained within this guidance.

Our starting point is to promote the view that safeguarding is everyone's responsibility. We understand that to mean that it is our shared and collective duty to respond to learners but as staff we also need to know how to respond.

Safeguarding isn't straightforward. Presenting issues can be difficult to spot and sometimes signs of suffering might be hidden through fear. Sometimes learners do not recognise that they are at risk. Consequently, staff understanding professional boundaries becomes important, knowing when and how to intervene in order to safeguard learners.

This document provides operational guidance published by the college's Central Safeguarding Team to help staff understand their role and responsibilities with regards to safeguarding. In addition, it provides staff with advice and guidance about the signs to look out for and what they should do when, and if, they think a learner may be at risk and in need of safeguarding. Staff must take note that this guidance is not intended to take the place of relevant safeguarding legislation and statutory guidance but should be read in conjunction with such guidance.

Safeguarding Learners

Barnsley College, referred to as ‘the College’ hereafter, has safeguarding statutory duties and responsibilities in relation to its learners as set out below.

In addition, there may be instances where College needs to share safeguarding concerns with Social Care and/or the Police about individuals who aren’t our learners but require safeguarding. This can include a learner’s siblings and wider family.

College doesn’t limit its view of what constitutes abuse, neglect or wider safeguarding concerns, as they can take many forms and the circumstances of the individual case should be considered.

Safeguarding Children

“The action we take to promote the welfare of children and young people and protect them from harm - is everyone’s responsibility. Everyone who comes into contact with children, young people and families has a role to play.” – (Working together to safeguard children, HM Government 2015)

In relation to learners under the age of 18 years old, and classed as a child in law, the College has a statutory duty, as set out in the Education Act 2002 and Children Act 2004, to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State at all times. The College adopts the definition used in the statutory guidance: Working Together to Safeguard Children 2015, issued by the Department for Education (DfE), which applies to all children and, defines safeguarding and promoting children and young people’s welfare as:

- protecting children and young people from maltreatment;
- preventing impairment of children and young people’s health or development;
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children and young people to have the best life chances.

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect children who are suffering, or are likely to suffer, significant harm. Such concerns will be referred into Children Social Care and the Police if appropriate.

In order to safeguard children effectively, staff must familiarise themselves with part 1 of the ‘Keeping Children Safe in Education 2016’ statutory guidance which is available on the Safeguarding Buzz page

Safeguarding Adults 18+

In relation to learners 18 years and over, and classed as an adult in law, the College has a statutory safeguarding duty, as set out in the Care Act 2014, which must be seen in conjunction with Mental Capacity Act (including DoLs) 2005 and the Human Rights Act 1998. The college must have regard to guidance issued by the Secretary of State at

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all times.

The adult safeguarding duties under the Care Act 2014 apply to an adult, aged 18 or over, who:

- Has needs for care and support (whether or not the Local Authority is meeting any of those needs) and;
- Is experiencing, or at risk of abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

The Care Act 2014 defines safeguarding as “protecting an adult’s right to live in safety, free from abuse and neglect.” The above duties apply in relation to any person who is aged 18 or over and at risk of abuse or neglect because of their needs for care and support. Such concerns will be referred into Adult Social Care and the Police if appropriate.

Whilst these duties have to be met for a referral to Adult Social Care and/or the Police, college policy is to safeguard all learners. So though a concern may not meet the threshold for such a referral and/or support of these external agencies, the College is committed to safeguarding and supporting all learners as appropriate.

The adult with care and support needs, in need of safeguarding, will hereafter be referred to as the adult throughout this information pack.

The following six principles underpin all adult safeguarding work;

- Empowerment – people being supported and encouraged to make their own decisions and informed consent
- Prevention – it is better to take action before harm occurs
- Proportionality – the least intrusive response to the risk presented
- Protection – support and representation for those in greatest need
- Partnership – local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- Accountability – accountability and transparency in delivering safeguarding

Roles and Responsibilities

All Staff Responsibilities

‘All those who come into contact with children and young people in their everyday working, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children’

(Working Together 2015)

Working Together to Safeguard 2015 provides statutory guidance for how staff in a range of organisations should safeguard children and young people. The guidance is clear that safeguarding is the role of all members of staff in Colleges and not just the designated staff.

In addition, the Care and Support 2016 statutory guidance sets out how staff in a range of organisations should safeguard adults in need of safeguarding. This guidance also makes clear that safeguarding is the role of all members of staff in Colleges and not just the designated staff.

In summary, it is the responsibility of **all staff** members to:

- Identify learners who may be in need of extra help, who are suffering or likely to suffer significant harm. All staff have a responsibility to take appropriate action, as described in the College’s Safeguarding Policy and related procedures, working with other agencies as needed.
- Deal with safeguarding issues and be able to recognise potential harm, ensuring that they are alert to the signs/indicators of abuse and neglect.
- Promote the Colleges approach to safeguarding and protect learners.
- Understand their role in relation to the requirement to safeguard and promote the welfare of children, young people and adults in need of safeguarding and protect them from harm.
- Know how to support and respond to a learner who has disclosed abuse or neglect.
- **Always** report every safeguarding concern on the ‘safeguarding cause for concern’ form within 24 hours of the incident happening.
- Maintain accurate, factual, up to date records of safeguarding concerns.

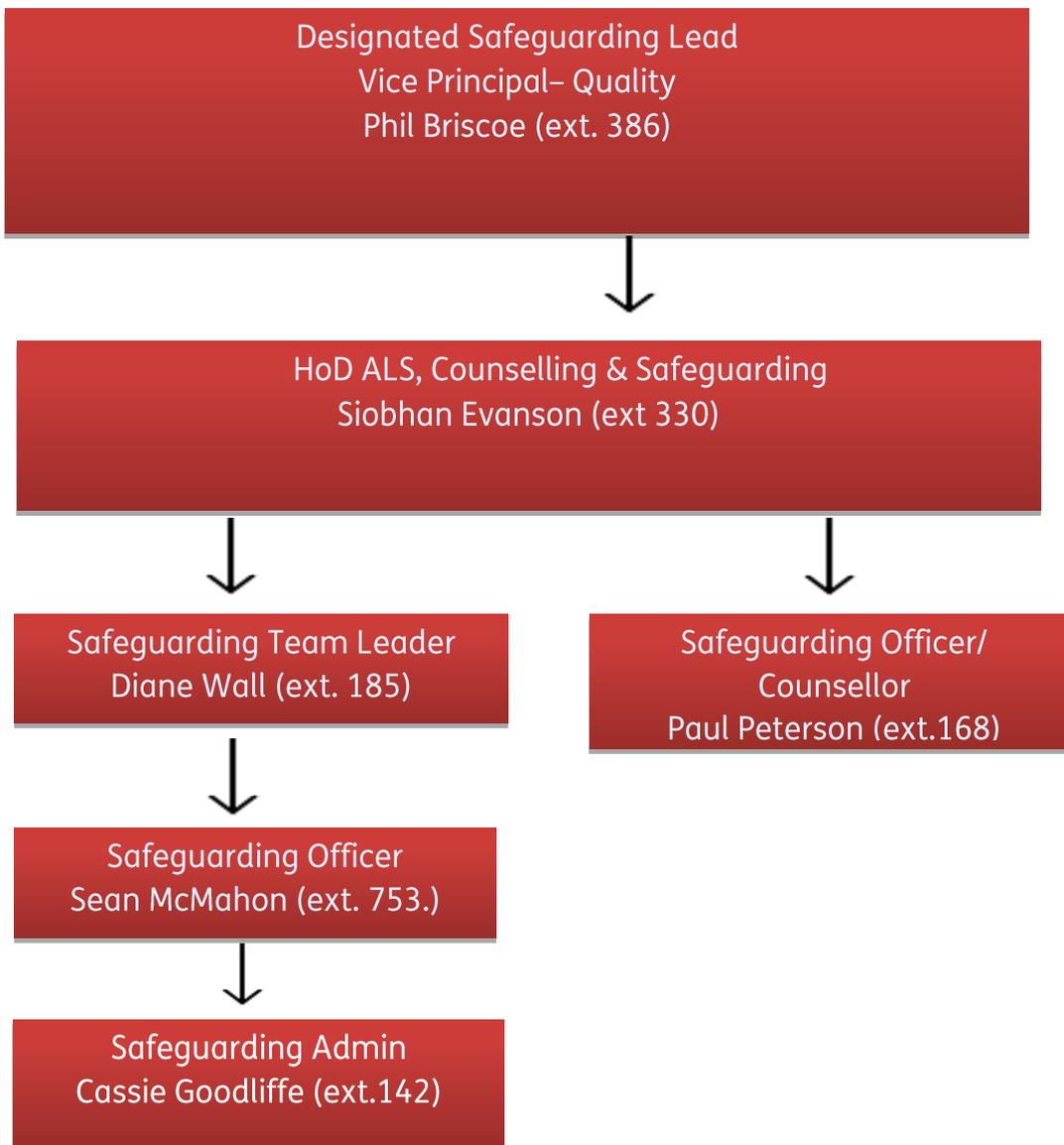
Allegations against Members of Staff

If anyone makes an allegation to you or you suspect that a member of staff (including any volunteer, governor, contractor, sub-contractor) may have:

- possibly committed an offence against or related to a learner
- behaved in a way that has harmed or may have harmed a learner
- behaved towards a learner in a way which indicates s/he would pose a risk of harm.

You must report this without delay to the Head of Human Resources who will handle such allegations, unless the allegation is against a Senior Post Holder or the Principal, when the Chair of Governors will handle the College’s response. Basic information about the allegation will be collated and reported without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required. The College will not investigate the concerns or enter into discussions with the alleged perpetrator without having spoken to the LADO.

Safeguarding Structure



Departmental Safeguarding Reps

Additional learning Support- High Needs Learners

Sarah Bailey

(Ext. 219)

ADF

Sixth Form

MMP

Gareth Lunt

(Ext. 218)

Sports, Public services
and Travel and Tourism

Engineering

Computing and Science

Construction

Catering

Nicola Spokes

(Ext. 127)

Business, Warehousing and
Logistics

Landbased

CEP

Hair and Beauty

Health Sciences

Please note: Safeguarding reps above are for supported high cost learners only.

Art, Design and Fashion	Ext. 429	Moz Khokhar
Business, Warehousing and Logistics	Ext. 352 Ext. 530	Michael Bentley Malcolm Roe
Catering and Hospitality	Ext. 296	Jackie Selby
Catering Services	Ext. 681	Sonia Bagshaw
Comms and Recruitment	Ext. 123	Leanne Ingham
Construction	Ext. 694 /07789395690	Michelle Seidler-Nicholas
Childcare and Education Professions	Ext. 112 Ext. 112	Claire Griffin Emma Harvey
Engineering	Ext. 860/310 Ext. 396	Chelle Charlesworth Carla Priestley
Enterprise	Ext. 840 Ext. 840	Gareth Stewart Jimmy Parkin
External Funding, Partnerships and Contracts	Ext. 797	Dale Burgin
Estates	Ext. 191	Stuart Robinson
Finance	Ext. 186	Craig Douglas
Foundation Learning	Ext. 820 Ext. 393	Jane Burren Stacy Dyson
GCSE Maths and English	Ext. 603	Ben Jessop
Hair and Beauty	Ext. 329/842	Liz Forth
Health and Safety	Ext. 332	Laura Penny
Health Sciences and Social Care Professions, Computing and Science	Ext. 661 Ext. 661	Kyle Turai Kathryn Clewes
IT Services	Ext. 211	John Smith
Wigfield Farm	Ext. 462 Ext. 243	Bev Jones Mark Tingle
Learning Curve	Ext. 853/334	Paul Beel
Learning for Living and Work	Ext. 248	Gavin Mitchell
Marketing	Ext. 693	Naomi barker
Music, Media and Performing Arts	Ext. 129	Jess Henderson
OML Student Services	Ext. 233/297 Ext. 233/297	Beth Popplewell Laura Gray
Quality and Performance	Ext. 229	Melissa Kerry
Sixth Form	Ext. 561	Pam Sandals
Sixth Form Student Services	Ext. 322	Lisa Kelly
Sports, Public Services, Travel and Tourism	Ext. 540 Ext. 874 Ext. 361	Matt Egginton Emma Richards Hannah McCarthy
Teaching and Learning	Ext. 614	Rachel Davison
University Campus Barnsley	Ext. 887 Ext. 452	Stephanie Wilmshurst Debbie Martindale
University Campus Barnsley- Childcare	Ext. 207/673	Louise Sockett

Dealing with a Disclosure

'Disclosure' occurs when a learner tells you or lets you know in some other way that she or he has been, or is being abused. Disclosure can be direct, indirect, or a third-party disclosure. You need to report all disclosures of abuse, no matter where or when they happened.

The chances are that disclosure will take place at the most inopportune of times – just as the class is about to set off on a college trip, or late on Friday afternoons. Whatever the inconvenience, a disclosure cannot wait and must be dealt with immediately.

- * Always act where there are concerns
- * Do not promise complete confidentiality
- * Do not investigate, however, do listen and reassure

If abuse is disclosed to you, the procedure for 'Reporting a Safeguarding Incident' should be followed carefully (pg. 6)

The Role of Staff when Dealing with a Safeguarding Disclosure

- **Ensure College safeguarding policies and procedures are explained** to learners prior to any disclosure, in particular explaining that safeguarding concerns may need to be referred internally and externally if appropriate;
- **Timely** reporting of concerns – staff **must** ensure that concerns requiring an immediate response get that response. If a member of the safeguarding team is unavailable to respond, staff **have a duty** to respond appropriately to safeguard the learner;
- **Ensure the safety of the learner** at all times during and after the disclosure;
- **Behave professionally;**
- **Listen;**
- **Keep a record** of the safeguarding disclosure using the words used by the individual disclosing the information and not personal judgements;
- **Clarify basic facts** only, do not investigate;
- **Refer** the safeguarding concern into the central safeguarding team;
- **Share information** with designated staff only;
- **Never agree to keep safeguarding related disclosures a secret;**
- **Do not take any action that might alert any alleged perpetrator.**

Sometimes it is just a case of being in the right place at the right time.

Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

Please note: Although College safeguarding refers to learner, we should always have a level of awareness that the learner (who may or may not be at risk of significant harm) may also have siblings or extended family members and other individuals connected to them who may also require safeguarding.

Quick Guide to Reporting a Safeguarding Cause for Concern

Detailed below is a quick guide for staff to help to explain what, how and when to report a safeguarding cause for concern or relevant safeguarding information. It is important that the central Safeguarding Team is kept up to date with any safeguarding concerns and relevant safeguarding information. The guidance below takes staff through a range of different scenarios and the next steps;

If the member of staff is unsure if their concern is safeguarding or not, they must;

- Seek advice from their DSR;
- If they're unavailable seek advice from the central Safeguarding Team;
- If it is a safeguarding concern, make a formal report as detailed below;
- If it's not a safeguarding concern, seek appropriate alternative advice and support in line with College policies and procedures.

For concerns that are a safeguarding cause for concern, see guidance below;

- Complete a cause for concern form which can be found on the Safeguarding Buzz page
- **24 HOUR** timescale from the incident happening.
- Staff member whom disclosure was made to **MUST** complete the cause for concern. It is **NOT** always the DSR's responsibility.
- **MUST** be sent to safeguarding@barnsley.ac.uk with DSR cc'd in.
- **MUST NOT** be sent to an individual member of the Safeguarding Team.
- All email correspondence with regards to learners under safeguarding **MUST** have the Safeguarding inbox cc'd in.
- All sections on the form **MUST** be completed including the name of the student
- **MUST** contain as much detail as possible.
- **ALL** follow ups **MUST** be completed on a new form.
- Pro-monitor concerns **WILL NO** longer be accepted due to figures for PR.
- All cause for concerns **MUST** be on the new layout (available on buzz).
- **ALL** minor and major safeguarding issues **MUST** come through to the central team.
- Safeguarding **MUST** be notified when a learner, where there has been safeguarding concerns, is withdrawn from programme and the reason why.

If the safeguarding concern relates to a student being in a situation where they may be in immediate danger and/or is suffering or likely to suffer significant harm, staff must;

- Report immediately and in person to their designated Departmental Safeguarding Representative;
- If they are unavailable, report immediately in person to a member of the College Safeguarding Team ensuring the safety of the student whilst agreed action (plan of safety) is agreed;
- If none of above are available, report immediately to Children/Adult Social Care and the Police, as appropriate.

If staff attend internal or external safeguarding meetings with regards to safeguarding a learner (for example, child protection conference, Child in Need meeting, Team around the Family meeting, Case Conference, Case Planning Meetings), staff must complete a safeguarding cause for concern and send it to the Safeguarding Team at safeguarding@barnsley.ac.uk by way of a debrief.

Please note that all the information that staff will share in the situations described above is confidential and should be done in accordance with the Data Protection Act. With this in mind, staff must;

- Hand deliver to the Safeguarding Team any hard copies of safeguarding related information. Never use the internal posting system;
- If emailing any information, use the student's initials and student number as the method of identifying the student not their name.

Information Gathering

When dealing with a safeguarding disclosure, it's important that as much information about the concern is gathered. Below is a checklist to aid staff in the type of information that is useful to gather, as appropriate to each individual case;

- Basic personal details – the learner's name, age, address, currently living, contact details
- Family details – parents/guardians/carers names, basic personal details of other household members (may include more than one household), contact details
- Background information about the learner – working with other agencies, LAC, carer, vulnerabilities, previous concerns, offending behaviour, cultural identity, disability, self-harm etc
- Reason for reporting – the reason for the safeguarding cause for concern
- Indicators of harm – the reason for believing that the injury or behaviour is the result of abuse or neglect
- Context and details of concern – context of actual, alleged or risk of harm, reason for believing that the harm/injury/behaviour is a concern and maybe a result of abuse/neglect, recency and severity, whether there is a series or pattern to the harm, or repetitive or escalating concerns that indicate cumulative harm. Is student scared of going home? Vulnerability factors, protectiveness of caregiver
- Description – of the injury or behaviour observed/disclosed
- Source of information – disclosure, third party, observation, suspicion
- Location – current location of student and/or others in need of safeguarding;
- Perpetrator – details about alleged perpetrator including current location, next contact with the alleged perpetrator
- Safety assessment – assessment of immediate danger to the student. For example, information on the whereabouts of the alleged abuser/perpetrator
- Learner's whereabouts – the current whereabouts of the learner and/or anyone at risk
- Other services- your knowledge of any other services involved with the learner and family

It is important to ask the learner;

Is this a single act or a regular occurrence?

Does the learner feel safe?

Is the learner in immediate danger?

Confidentiality and the Sharing of Information

- Staff must be aware that they have a professional responsibility to share relevant information with other appropriate agencies in order to safeguard, within the boundaries of data protection.
- Information must only be shared on a need to know basis. If any member of staff is unsure who to disclose specific information to, seek advice from a **member of the Safeguarding Team** (Siobhan Evanson, Diane Wall, Sean McMahon, Paul Peterson or Cassie Goodliffe)
- You must share information only with relevant person/s and agencies. **No staff room discussions.**
- Staff must be aware that they cannot promise to keep secrets which might compromise a learner's safety or wellbeing
- Young people aged 16 or 17 have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk or harm.
- Referrals to other agencies such as the Police or Social Care should be made with the learner's agreement wherever practicable. However, if seeking permission may place someone else at risk of harm or where they are not competent to give agreement, decisions may be taken for them
- Sharing of information can take place without consent in cases where there is a need to protect someone from harm
- **In the context of child protection, the welfare of the young person outweighs the family's right to privacy**
- In cases where an adult in need of safeguarding is deemed not to have sufficient capacity to make reasoned decisions about their well-being, the advice of appropriate external agencies will be sought

Data Protection

It is customary to keep learner records in schools and colleges for 7 years. In some cases they can be maintained for longer. That means other people may see the record you create for a long time and you need to be sure that they are clear, well presented and articulate. Records must be accurate and factual. It is important to take note that the information you record may legitimately be requested for example in court procedures, serious case reviews, via a Freedom of Information request.

Common mistakes re data sharing

Mistakes can be made either by sharing too much or not enough information.

Sharing with a third party - you can share information if you can demonstrate that it is in the best interests of learners and you have a legitimate purpose in law to do so. Information should be shared on a need to know basis. It is important to respect a learner's wishes with regards to sharing information especially if they haven't given you permission to share with another colleague.

Data protection principles

1. Personal data shall be processed fairly and lawfully and, in particular, shall not be processed unless –
 - a. At least one of the conditions in Schedule 2 of the Data Protection Act 1998 is met, and
 - b. In the case of sensitive personal data, at least one of the conditions in Schedule 3 of the Data Protection Act 1998 is also met.
2. Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
6. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

Emergency Safeguarding Situations

Out of Hours – 5:00pm – 8:30am

Life Threatening Situation:

▷ Ring for an ambulance and/or contact the Police on 999

Emergency Referrals for Social Services Support that cannot wait until Normal Office Hours

▷ Contact Social Services Emergency Duty Team for any emergency referrals on 0844 984 1800

The Emergency Duty Team will deal with emergency referrals for Social Services support that cannot wait until normal office hours. They provide:

- Child protection investigations
- Provision of support and advice to children, young people and families in urgent cases including the accommodation of children and young people who are unable to live with their family when this is necessary
- Assessment of vulnerable adults and the provision of emergency services including home care and residential care
- Homelessness support for vulnerable people
- Mental health assessments
- Acting as appropriate adult under Police and Criminal Evidence Act (P.A.C.E)

Opening Hours:

Monday – Friday: 5:00pm until 8:45am following day

Weekends and Bank Holidays – 24hrs

If you contact the out of hours service:

- You will be asked some questions about your referral and the details will be recorded
- An experienced Duty Social Worker is always available out of hours to deal with your problem if necessary
- Referrals to the service are prioritised. Child Protection, Mental Health Act and vulnerable people at risk are given highest priority
- The Emergency Duty Team can only deal with urgent referrals that occur outside of office hours. Referrals already made to or being dealt with by daytime Social Services teams will be resolved by that service
- This is an emergency service and a Duty Social Worker will be given your details as soon as they become available, you may experience a delay before you are contacted

Please note this is the out of hours contact details for Barnsley Children and Adult Social Care. If the learner lives in a different Local Authority area, staff will need to look up the contact details on the internet for the relevant Children and Adult Social Care.

Definitions of Abuse including Signs and Indicators of Abuse

Any person who knows or suspects that a child or adult with care and support needs (referred to as 'adult' in this section) is being or has been harmed or is at risk of significant harm, has a duty to refer his or her concern to Social Care and/or the Police.

Incidents of abuse;

- **may be one-off or multiple**
- **may be unintentional or intentional**
- **affect one person or more**
- **can take place in any setting**
- **Perpetrators may be known or unknown to the victim.**

It is not your role to investigate or assess whether or not abuse has occurred – you have a responsibility to pass on your concerns to those who can investigate them so that action to protect the child or adult can be taken if necessary.

There is sometimes a danger of applying a 'rule of optimism' whereby adults like to think that the child or adult is or will be OK really or that it won't happen again.

However, it is known that when abuse has taken place on one occasion then it is very likely that such behaviour will be repeated – abusers rarely stop without intervention or treatment.

All forms of abuse are emotionally damaging to a child or adult and we should always be alert to signs and symptoms indicating emotional abuse.

Detailed below is further information on the main categories of abuse and neglect, including the signs and indicators that may alert members of staff that a learner may be being abused or neglected. Staff must follow college's Safeguarding Policy and procedures in such instances.

Physical abuse

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

Signs and Indicators

- Bruises
- Burns or scalds
- Bite marks
- Fractures or broken bones
- Scarring
- Effects of poisoning such as vomiting, drowsiness or seizures
- Respiratory problems from drowning, suffocation or poisoning
- Withdrawn
- Changes in behaviour
- Anxious
- Aggressive
- Skipping school/college
- Drug abuse
- Alcohol abuse

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- Self-harm
- Suicidal thoughts

Individuals who have been physically abused may still feel the effects long after their injuries have healed.

Being shaken, hit or physically abused in any way as a child can lead to poor physical or mental health later in life, including depressive disorders, anxiety disorders, eating disorders, childhood behaviours or conduct disorders, drug use, suicide attempts, obesity, sexually transmitted infections and risky sexual behaviour ([Norman, R.E. et al, 2012](#)).

Other long-term effects include:

- Not doing as well at school or education
- Criminal risk taking behaviour
- Drug and alcohol problems.

Emotional Abuse

The persistent emotional maltreatment of an individual such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to an individual that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another individual. It may include not giving the individual 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. These may include interactions that are beyond an individual's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the individual participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing an individual frequently to feel frightened or in danger, or the exploitation or corruption of an individual. Some level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

Types of emotional abuse

Passive emotional abuse

When a parent or carer denies their child the love and care they need in order to be healthy and happy it's known as "passive" abuse.

It's just as damaging, but it can be harder to spot than "active" abuse. The definitions for passive emotional abuse and emotional neglect are very similar.

Five categories of passive emotional abuse have been identified (Barlow and Schrader McMillan, 2010):

1. **Emotional unavailability**
where a parent or carer is not connected with the child and cannot give them the love that they deserve and need
2. **Negative attitudes**
such as having a low opinion of the child and not offering any praise or encouragement
3. **Developmentally inappropriate interaction with the child**
either expecting the child to perform tasks that they are not emotionally mature enough to do or speaking and acting in an inappropriate way in front of a child
4. **Failure to recognise a child's individuality**
this can mean an adult relying on a child to fulfil their emotional needs and not recognising that the child has needs
5. **Failure to promote social adaptation**
not encouraging a child to make friends and mix among their own social peers.

Active emotional abuse

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When someone intentionally scares, demeans or verbally abuses an individual it's known as "active" abuse. This requires a premeditated intention to harm.

Active emotional abuse has been defined as:

- spurning (rejecting)
- terrorising
- isolating
- Exploiting or corrupting

(Barlow and Schrader McMillan, 2010)

Sometimes a fifth category of "ignoring" is also included (Cawson et al, 2000).

Signs and Indicators

- Use language, act in a way or know about things that you wouldn't expect them to know for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents/carers
- Lack social skills or have few, if any, friends
- Clingy
- Withdrawn
- Changes in behaviour
- Anxious
- Aggressive
- Skipping school/college
- Drug abuse
- Alcohol abuse
- Self-harm
- Suicidal thoughts
- Obsessive behaviour

Sexual Abuse

Involves forcing or enticing a child or adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or adult 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 or adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children or adults to behave in sexually inappropriate ways, or grooming a child or adult in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

There are 2 different types of sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse involves touching activities where an abuser makes physical contact with an individual, including penetration. It includes:

- Sexual touching of any part of the body whether the individual is wearing clothes or not
- Rape or penetration by putting an object or body part inside an individual's mouth, vagina or anus
- Forcing or encouraging an individual to take part in sexual activity
- Making an individual take their clothes off, touch someone else's genitals or masturbate

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading a person to perform sexual acts over the internet and flashing. It includes:

- Encouraging an individual to watch or hear sexual acts
- Not taking proper measures to prevent an individual being exposed to sexual activities by others
- Meeting an individual following sexual grooming with the intent of abusing them
- Online abuse including making, viewing or distributing child abuse images
- Allowing someone else to make, view or distribute child abuse images
- Showing pornography
- Sexually exploiting an individual for money, power or status (child/adult exploitation)

Signs and Indicators

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- They could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- They could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- Pregnancy

Other signs and symptoms may include

- Withdrawn
- Changes in behaviour
- Anxious
- Aggressive
- Skipping school/college
- Drug abuse
- Alcohol abuse
- Self-harm
- Suicidal thoughts
- Obsessive behaviour

Neglect

Neglect is the ongoing failure to meet an individual's basic needs and is the most common form of child abuse. A person may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A person may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents/carers. An individual who is neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

"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 care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

(HM Government, 2015)

Signs and Indicators

- Poor appearance and hygiene, such as inadequate clothing, unwashed clothing, odour issues.
- Health and developmental problems, such as
 - untreated injuries, medical and dental issues
 - repeated accidental injuries caused by lack of supervision
 - recurring illnesses or infections
 - not been given appropriate medicines
 - missed medical appointments such as vaccinations
 - poor muscle tone or prominent joints
 - skin sores, rashes, flea bites, scabies or ringworm
 - thin or swollen tummy
 - anaemia
 - tiredness
 - faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
 - poor language, communication or social skills,
- Housing and family issues, such as living in an unsuitable home environment, left alone for a long time, taking on the role of carer for other family members,
- Withdrawn
- Changes in behaviour
- Anxious
- Aggressive
- Skipping school/college
- Drug abuse
- Alcohol abuse
- Self-harm
- Suicidal thoughts
- Obsessive behaviour

Self-Neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. For adults with care and support needs, self-neglect an assessment should be made on a case by case basis. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support.

Financial Abuse

Financial abuse can include unreasonably limiting access to money or other resources, forcing financial responsibility onto a person, taking money from a person, withholding access to shared money, making someone account for everything they spend, making someone beg for money, preventing a person from being in education or employment, taking out loans or running up debts in the victim's name, forcing a person to commit crimes for money, not allowing someone to buy necessities, for themselves or their children, including sufficient food. Financial abuse can also be when the perpetrator is spending money needed to maintain the home or on themselves. Financial abuse may continue after a relationship has ended, through the withholding of child maintenance.

Organisational Abuse

Organisational abuse occurs where the routines and regimes within settings deny people rights, choices and opportunities. Organisational abuse refers to a kind of abuse that takes place inside institutions where the victims were placed for their rehabilitation, education, welfare, or even protection. It can range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of structure, policies, processes and practices within an organisation.

Discriminatory Abuse

Can include;

- Harassment
- slurs or similar treatment:
 - because of race
 - gender and gender identity
 - age
 - disability
 - sexual orientation
 - religion

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
- emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition.

Domestic Abuse Disclosure Scheme (DADS or otherwise known as Claire's Law)

If you live in South/West Yorkshire, this scheme gives members of the public a formal mechanism to make enquires about an individual who they are in a relationship with, or who is in a relationship with someone they know, where there is a concern that the individual may be violent towards their partner.

It gives members of the public a **“right to ask”** police if their partner has a violent past if they are concerned their partner may pose a risk to them.

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The scheme increases public safety and affords victims of domestic abuse better protection by helping people make an informed decision on whether to continue a relationship. It also provides help and support to assist individuals when making that choice.

If police checks show that the individual has a record of violent offences, or there is other information to indicate that you, or the person you know, is at risk, the police will consider sharing this information.

Anyone who has contact with a potential victim of domestic abuse can make an application under the scheme. However, information will only be given to those who are best placed to safeguard the person at risk.

To make a request for information under the Disclosure Scheme, South Yorkshire Police has a dedicated contact line 0114 219 6954 or call 101 and then press 1 for either South Yorkshire, 2 for West Yorkshire or # for an alternative Police force.

In an emergency, call 999.

You can also visit your local police station or speak to a police officer.

CHILD ABUSE IMAGES

PROHIBITED IMAGES (Section 62 of the Coroners and Justice Act 2009)

Prohibited images are **non-photographic images** such as computer-generated images (CGIs), cartoons, graphics, artwork, manga images and drawings and give the predominant impression of representing a child.

To be prohibited the following three need to be satisfied.

1. That the image is pornographic
2. That the image is grossly offensive, disgusting, or otherwise of an obscene character and
3. That the image focuses solely or principally on a child's genitals or anal region, or portrays any of the following acts:
 - the performance by a person of an act of intercourse or oral sex with or in the presence of a child
 - an act of masturbation by, of, involving or in the presence of a child
 - an act which involves penetration of the vagina or anus of a child with a part of a person's body or with anything else;
 - an act of penetration, in the presence of a child, of the vagina or anus of a person with a part of a person's body or with anything else;
 - the performance by a child of an act of intercourse or oral sex with an animal (whether dead or alive or imaginary);
 - The performance by a person of an act of intercourse or oral sex with an animal (whether dead or alive or imaginary) in the presence of a child.

EXTREME PORNOGRAPHY (Section 63 Criminal Justice and Immigration Act 2008)

In order for an image to fit the definition of extreme pornography, it must be **pornographic** and **grossly offensive, disgusting, or otherwise of an obscene character** and portray in an explicit and realistic way any of the following:

- an act which threatens a person's life
- an act which results in or is likely to result in serious injury to a person's anus, breast or genitals
- an act which involves sexual interference with a human corpse
- a person performing an act of intercourse or oral sex with an animal (whether dead or alive)

Section 1 of the Protection of Children Act 1978

- take, or permit to be taken or to make, any indecent photograph or pseudo-photograph of a child (meaning in this Act a person under the age of 18 years)
- distribute or show such indecent photographs or pseudo-photographs
- have in their possession such indecent photographs or pseudo-photographs, with a view to their being distributed or shown by himself/herself or others
- publish or cause to be published any advertisement likely to be understood as conveying that the advertiser distributes or shows such indecent photographs or pseudo-photographs or intends to do so

Pseudo Photograph

The Act defines a "pseudo-photograph" as "an image, whether made by computer-graphics or otherwise howsoever, which appears to be a photograph"

Section 160 Criminal Justice Act 1988

Offences for a person to have any indecent image or pseudo image of a child in his possession.

Defense

- (a) That he had a legitimate reason for having the photograph or pseudo-photograph in his possession; or
- (b) That he had not himself seen the photograph or pseudo-photograph and did not know, nor had any cause to suspect, it to be indecent; or
- (c) that the photograph or pseudo-photograph was sent to him without any prior request made by him or on his behalf and that he did not keep it for an unreasonable time.

Self-harm or Self Injurious Behaviours (SIB)

Self-Harm is a general term for harming oneself intentionally or unintentionally. It is a way of coping with or expressing overwhelming emotional distress. Sometimes when people self-harm they intend to die but often the intention is more to punish themselves, express their distress or relieve unbearable emotional pain and tension. Self-harm can also be a cry for help.

If you are made aware of somebody who is self-harming, you should acknowledge your awareness and explain to them your concern and that you will need to share this information. You will need to disclose to the safeguarding team via the Cause for Concern form and if possible make an immediate referral into counselling ([ext. 233](#)) with the student's permission. However, you might support them in contacting their GP for help. You can also furnish them with the Samaritans contact details ([116 123](#)) for support or the website of Mind (a mental health charity) for further advice. If the self-harm puts the student at significant immediate risk you may need to contact [999](#) and ask for an ambulance.

Types of self-harm

There are many different ways people can intentionally harm themselves, such as:

- cutting or burning their skin
- punching or hitting themselves
- poisoning themselves with tablets or toxic chemicals
- misusing alcohol or drugs
- deliberately starving themselves (anorexia nervosa) or binge eating (bulimia nervosa)
- excessively exercising

People often try to keep self-harm a secret because of shame or fear of discovery. For example, if they're cutting themselves, they may cover up their skin and avoid discussing the problem.

Signs of self-harm

If you think a Student is self-harming, look out for any of the following signs:

- unexplained cuts, bruises or cigarette burns, usually on their wrists, arms, thighs and chest
- keeping themselves fully covered at all times, even in hot weather
- signs of depression, such as low mood, tearfulness or a lack of motivation or interest in anything
- self-loathing and expressing a wish to punish themselves
- not wanting to go on and wishing to end it all
- becoming very withdrawn and not speaking to others

- changes in eating habits or being secretive about eating, and any unusual weight loss or weight gain
- signs of low self-esteem, such as blaming themselves for any problems or thinking they're not good enough for something
- signs they have been pulling out their hair
- signs of alcohol or drugs misuse

People who self-harm can seriously hurt themselves, so it's important that they speak to a GP about the underlying issue and request treatment or therapy that could help them.

Why people self-harm

Self-harm is more common than many people realise, especially among younger people. It's estimated around 10% of young people self-harm at some point, but people of all ages do. This figure is also likely to be an underestimate, as not everyone seeks help.

In most cases, people who self-harm do it to help them cope with overwhelming emotional issues, which may be caused by:

- **social problems** – such as being bullied, having difficulties at work or school, having difficult relationships with friends or family, coming to terms with their sexuality if they think they might be gay or bisexual, or coping with cultural expectations, such as an arranged marriage
- **trauma** – such as physical or sexual abuse, the death of a close family member or friend, or having a miscarriage
- **psychological causes** – such as having repeated thoughts or voices telling them to self-harm, disassociating (losing touch with who they are and with their surroundings), or borderline personality disorder

These issues can lead to a build-up of intense feelings of anger, guilt, hopelessness and self-hatred. The person may not know who to turn to for help and self-harming may become a way to release these pent-up feelings.

Self-harm is linked to anxiety and depression. These mental health conditions can affect people of any age. Self-harm can also occur alongside antisocial behaviour, such as misbehaving at school or getting into trouble with the police.

Although some people who self-harm are at a high risk of suicide, many people who self-harm don't want to end their lives. In fact, the self-harm may help them cope with emotional distress, so they don't feel the need to kill themselves however, there is a risk of accidental suicide.

Substance Misuse

Substances includes tobacco, alcohol, caffeine, volatile substances, prescribed medication, "over the counter" medication, and illicit substances e.g. cannabis, ecstasy, heroin including that of so called 'legal highs'.

Substance use

Substance use can be defined as the taking of substances in an experimental and/or recreational manner. It is acknowledged that harm may still occur through substance use, though it may not be immediately apparent.

Substance misuse

Substance misuse can be defined as problematic and/or dependent use of substances. All substance misuse is potentially harmful - however, there are degrees of harm which require specific responses according to the presenting risks.

Young Addaction - 01226 705980

Phoenix Futures – 01226 779066

Talk to Frank – 0800 776600

In case of medical emergency due to substance misuse, do not hesitate to escort young person to hospital A&E or by dialling 999 and asking for an ambulance. Please note that you must stay with the person until next of kin arrive or you have handed over duty of care of the student to appropriate hospital staff.

Legal Highs

Legal Highs (Psychoactive Substances Act 2016) "...it is now an offence to produce, supply or offer to supply any psychoactive substance if the substance is likely to be used for its psychoactive effects and regardless for it's potential for harm".

- **Stimulants** (like mephedrone, naphyrone) act like amphetamines, cocaine, or ecstasy, in that they can make you feel energized, physically active, fast-thinking, very chatty and euphoric.
- **Downers or sedatives** (like GBH/GBL, methoxetamine) act similarly to benzodiazepines (drugs like diazepam or Valium), or GHB/GBL, in that they can make you feel euphoric, relaxed or sleepy.
- **Hallucinogens or psychedelics** (like NBOMe drugs) act like LSD, magic mushrooms, ketamine and methoxetamine. They create altered perceptions and can make you hallucinate (seeing and/or hearing things that aren't there). They can induce feelings of euphoria, warmth, 'enlightenment' and being detached from the world around.
- **Synthetic cannabinoids** (like Spice or Black Mamba): act similarly to cannabis. The effects of these are similar cannabis intoxication: relaxation, altered consciousness, disinhibition, a state of being energized and euphoria.

Animation warning young people about the dangers of taking 'legal highs'

<https://www.youtube.com/watch?v=EhU3JG7Lafw>

Female Genital Mutilation

Female Genital Mutilation (FGM) is partial or total removal of the female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is **child abuse**. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

There are four types of FGM – all are illegal and have serious health risks. FGM ranges from pricking or cauterizing the female genital area, through partial or total removal of the clitoris, cutting the lips (labia) and narrowing the vaginal opening.

FGM is usually performed by someone with no medical training. Girls are given no anaesthetic or antiseptic treatment and are often forcibly restrained. The cutting is made using instruments such as knife, scissors, scalpel, razor blade or glass.

FGM is usually carried out on young girls between infancy and 15 years old. An estimated 100 to 140 million girls and women worldwide are currently living with the consequences of FGM. In Africa, an estimated 92 million girls have undergone FGM.

Signs, Symptoms & Effects of FGM

A girl or woman who has had FGM may;

- Have difficulty walking, sitting or standing
- Spend longer than normal on the bathroom or toilet
- Have unusual behaviour after an absence from College
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

What to look out for before FGM happens

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about;

- Being taken 'home' for a visit
- A special occasion to 'become a woman'
- An older female relative visiting the UK

She may ask someone at College for help if she suspects FGM is going to happen or she may run away from College and/or home

The NSPCC have a **24 hour** dedicated FGM helpline offering information, advice and guidance – Tel: 0800 028 3550 or email fgmhelp@nspcc.org.uk

The Role of Staff

The **role of College staff** is to understand what FGM is and be aware of the signs, symptoms and effects of FGM.

Staff should be alert to students who may be at risk of FGM and girls connected to the student who may be at risk, even if they aren't a College student. Any member of staff who has concerns regarding FGM should report these immediately using the 'Safeguarding Cause for Concern' form.

Teaching staff should take note of the following additional guidance regarding reporting FGM as from October 2015, the FGM Act 2003 introduced a **mandatory** reporting duty for all regulated health and social care professionals and teachers in England and Wales. Professional **must** make a report to the police, if in the course of their duties;

- They are informed by a girl under the age of 18 that she has undergone an act of FGM
- They observe physical signs that an act of FGM may have been carried out on a girl under 18. (Home Office, 2015)

Breast Ironing

Breast ironing, also known as breast flattening, is the painful practice of massaging or pounding of girls' breasts, using hard or heated objects, to suppress or reverse the growth of breasts. Richer families tend to opt for using elastic belts to stop the breasts from growing. The practice is carried out to hide signs of pubescent development. It is usually carried out by the girl's mum or female relative who misguidedly will say that they are doing it to try and protect the girl from sexual harassment, rape, early sex or early pregnancies. It is mostly practised in Western and Central Africa, such as Cameroon and Nigeria, where boys and men believe that a girl whose breasts have grown are ready to have sex.

Concerns are that this ritual is on the rise in the UK but is an under-reported crime. Often breast ironing is kept a secret between the mother and the young girl. The girl thinks her mother is doing it to protect her from unwanted male attention, so perpetuating her to keep silent. In addition, many believe it is futile in its attempt to deter sexual activity.

Whilst suppressing natural body development, breast ironing also exposes girls to other health problems such as cancer, abscesses, cysts, tissue damage.

The Role of Staff

The **role of College staff** is to understand what breast ironing is and its effects. Staff should be alert to students who may be at risk of breast ironing and girls connected to the student who may be also be at risk, even if they aren't a College student. Any member of staff who has concerns regarding breast ironing should report these immediately using the 'Safeguarding Cause for Concern' form.

Sexual Exploitation

'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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.' (Working Together to Safeguard Children 2015)

Signs and indicators

- Links with older adults
- Mood changes
- Change in appearance
- Different language, for example sexualised language
- New possessions or unaccounted money
- Mobile phone (new or excessive use)
- Staying out overnight
- Truancy from school
- Missing from home
- Being secretive or hostile
- Drug and alcohol usage
- Large amount of condoms
- Seen in different cars
- Excessive use of internet
- Frequenting areas of prostitution
- Isolation from family and friends

Grooming

Grooming is when someone builds an emotional connection with an individual to gain their trust for the purpose of sexual abuse or exploitation or trafficking.

People can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age.

Many people don't understand that they have been groomed or that what has happened is abuse.

How Grooming Happens

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining an individual's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues.

Groomers do this by:

- Pretending to be someone they are not, for example saying they are the same age online
- Offering advice or understanding
- Buying gifts
- Giving the child attention
- Using their professional position or reputation
- Taking them on trips, outings or holidays
- Use secrets and intimidation to control the child

Signs of Grooming

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified. If a child is being groomed they may:

- Be very secretive, including about what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

The Role of Staff

The **role of College staff** is to understand what sexual exploitation and grooming mean and why people may be vulnerable to it. Any member of staff who has concerns about a student should report these immediately using the 'Safeguarding Cause for Concern' form which can be found on the Safeguarding Buzz page under forms.

Human Trafficking

Human trafficking is the movement of a person from one place to another into conditions of exploitation, using deception, coercion, the abuse of power or the abuse of someone's vulnerability. It is possible to be a victim of trafficking even if your consent has been given to being moved.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of human trafficking nationally and from region to region and street to street.

There are three main elements of human trafficking:

- The movement – recruitment, transportation, transfer, harbouring or receipt of people
- The control – threat, use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or the giving of payments or benefits to a person in control of the victim
- The purpose – exploitation of a person, which includes prostitution and other sexual exploitation, forced labour, slavery or similar practices, and the removal of organs

Children cannot give consent to being moved, therefore the coercion or deception elements do not have to be present.

Countries throughout Europe translate and interpret the Palermo Protocol in different ways so the definition of what constitutes human trafficking can differ between nations. (*The Palermo Protocol is a United Nations Protocol (2000) declaring that effective action to prevent and combat trafficking in persons, especially women and children, requires a comprehensive international approach in the countries of origin.*)

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- **Sexual exploitation**

Sexual exploitation involves any non-consensual or abusive sexual acts performed without a victim's permission. This includes prostitution, escort work and pornography. Women, men and children of both sexes can be victims. Many will have been deceived with promises of a better life and then controlled through violence and abuse.

- **Forced labour**

Forced labour involves victims being compelled to work very long hours, often in hard conditions, and to hand over the majority if not all of their wages to their traffickers. Forced labour crucially implies the use of coercion and lack of freedom or choice for the victim. In many cases victims are subjected to verbal threats or violence to achieve compliance.

Manufacturing, entertainment, travel, farming and construction industries have been found to use forced labour by victims of human trafficking to some extent. There has been a marked increase in reported numbers in recent years. Often large numbers of people are housed in single dwellings and there is evidence of 'hot bunking', where a returning shift takes up the sleeping accommodation of those starting the next shift.

The International Labour Organisation [ILO] has identified six elements which individually or collectively can indicate forced labour. These are:

- Threats or actual physical harm
- Restriction of movement and confinement to the workplace or to a limited area
- Debt-bondage
- Withholding of wages or excessive wage reductions that violate previously made agreements

- Retention of passports and identity documents (the workers can neither leave nor prove their identity status)
- Threat of denunciation to the authorities where the worker is of illegal status

- **Domestic servitude**

Domestic servitude involves the victim being forced to work in private households. Their movement will often be restricted and they will be forced to perform household tasks such as child care and house-keeping over long hours and for little if any pay. Victims will lead very isolated lives and have little or no unsupervised freedom. Their own privacy and comfort will be minimal, often sleeping on a mattress on the floor in an open part of the house.

In rare circumstances where victims receive a wage it will be heavily reduced, as they are charged for food and accommodation.

- **Organ harvesting**

Organ harvesting involves trafficking people in order to use their internal organs for transplant. The illegal trade is dominated by kidneys, which are in the greatest demand. These are the only major organs that can be wholly transplanted with relatively few risks to the life of the donor.

- **Child trafficking**

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this isn't always the case – in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011).

Traffickers may promise children education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation.

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking - a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

Prevent

The Government's Counter Terrorism Strategy (CONTEST) is aimed at reducing the risk to the UK and its interests overseas from terrorism. CONTEST is made up of 4 elements;

- Pursue
- **Prevent**
- Protect
- Prepare

The **Prevent** element of the CONTEST strategy aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit and lead to terrorist-related activity. However, prioritisation of work is done according to the risks faced.

The government has defined extremism in the *Prevent* strategy as: “*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces*”.

British values are defined as “*democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs*”, and the government expects educational institutions to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

The expectation from government has now gone one step further as outlined in Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) which places a duty on certain bodies (including Further & Higher Education establishments), listed in Schedule 3 to the Act, to have “*due regard to the need to prevent people from being drawn into terrorism*”.

A range of measures are used to challenge extremism in the UK including;

- Supporting people who are at risk of being drawn into terrorist activity through the **Channel** process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism

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- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Given this, it is important that awareness, sensitivity and expertise are developed within all contexts to recognise signs and indications of radicalisation.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Potential diagnostic indicators identified in the Channel Guidance include:

- use of inappropriate language,
- possession of violent extremist literature,
- behavioural changes,
- the expression of extremist views,
- advocating violent actions and means,
- association with known extremists,
- Seeking to recruit others to an extremist ideology.

There isn't a definitive list of indicators which would show that someone is vulnerable to radicalisation to violent extremism. Rather, the risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through MAPPA processes.

Further Information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on the 12th February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have a regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

The Role of Staff

The **role of College staff** is to understand what radicalisation means and why people may be vulnerable to it. Staff needs to be aware of what the term “extremism” means and the relationship between extremism and terrorism. Staff should challenge extremist ideas. Any member of staff who has concerns about a student should report these immediately using the ‘Safeguarding Cause for Concern’ form which is available on the Safeguarding Buzz page under forms.

Ofsted have announced that future inspections will evaluate how well colleges **actively promote** Fundamental British Values and prepare learners for life in modern Britain. This requirement is reiterated within draft guidance on the Prevent Duty, a new statutory duty on colleges to have due regard to prevent people being drawn into terrorism and to challenge extremist ideas. Association of Colleges (AOC) May 2015.

The College has in place a Prevent policy and related procedures including:

- **Room Hire**
- **External Speakers & Events**
- **Sub-Contractors & Contractors**

Staff should ensure that they are familiar with and working to these policies and procedures.

Barnsley College Prevent Process – Learner

**Report to Safeguarding
Department Representatives**



**Report to Central
Safeguarding Team**

Barnsley College Prevent Process – Staff

**Report to Safeguarding
Department Representatives
or Head of Department**



**Report to Central
Safeguarding Team or
Designated Safeguarding
Lead (SMT)**

Barnsley College Prevent Process - Managers

**Report to Central Safeguarding
Team or Designated
Safeguarding Lead (SMT)**

Barnsley College Prevent Process – SMT & Governors

**Report to or Designated
Safeguarding Lead (SMT) or
Central Safeguarding Team**

Hate Crime

Hate crime is the term used by criminal justice agencies like the police or the Crown Prosecution Service to describe an incident or crime against someone based on a part of their identity.

There are five categories of 'identity' when a person is targeted because of a hostility or prejudice towards their:

- Disability
- Race or ethnicity
- Religion or belief (which includes non-belief)
- Sexual orientation
- Gender identity

Hate crime can be any criminal or non-criminal act such as graffiti, vandalism to a property, name calling, assault or online abuse using social media.

Mate Crime

Mate crime is when a person is harmed or taken advantage of by someone they thought was their friend.

Mate crime may include:

- Financial abuse
- Physical abuse
- Emotional abuse
- Sexual abuse

Examples of Mate Crime

- Mate Crime does not start with bullying but it can become bullying.
- It starts with people saying they are your friend.
- Mate Crimes often happen in private and are not seen by others.
- Mate Crimes are Disability Hate Crimes and should be reported to the Police.

14 – 16 Year Old Learners (Year 10 & 11 equivalent)

Some learners studying at College are aged between 14-16 years old and will be in the equivalent to Years 10 & 11 at secondary school. If these learners are on College's roll, then the normal College safeguarding procedures apply to those learners. However, if those learners are still on school roll, but may be attending College through an arrangement with the school, the school has ultimate responsibility for safeguarding these learners. Therefore, any safeguarding concerns that arise through College should be reported into the designated member of school staff immediately. The school and College will then liaise regarding the most appropriate course of action in order to safeguard the learner. If the designated member of school staff can't be contacted, and the safeguarding concern is one that requires immediate action, College has a responsibility to act immediately to safeguard the learner and notify the designated member of school staff as soon as is practicably possible.

Elective Home Educated (EHE) 14-16 Year Olds Enrolled at College

College can enrol 14-16 year old learners who have been formerly elective home educated. As these learners are enrolled to College, College safeguarding procedures apply. In addition, the government has produced further guidance for any College that enrolls these learners which has been summarised below;

- Departments where these learners are based must follow the College's normal safeguarding procedure should a safeguarding incident arise;
- Departments where these learners are based must ensure that these learners are looked after around College and supervised during break time and lunchtime;
- Departments where these learners are based must ensure that these learners are not educated in the same room, at the same time, as a learner aged 19 or over;
- Departments where these learners are based must liaise with parents/carers and the Education Welfare Officer regarding any issues of attendance. Absences must be followed up immediately to ensure the safety and wellbeing of the learner;
- Departments where these learners are based must ensure that in instances where a return home arrangement arises (for example, first aid incident, weather), this is achieved following normal College procedures and in liaison with the learner's parent/carer to ensure safe transportation and arrival home of the learner;
- These learners can only be enrolled with the consent of their parents and carers and prior confirmation of their EHE status which must be sought and confirmed through Susan Birchall;
- Dianne Murray is the Senior Management Lead for the education and pastoral support of 14-16 provision and students. If any staff has questions and/or concerns, Dianne must be kept informed.

Criminal Convictions

If a learner declares a criminal conviction (this may be at application, enrolment or on programme stage), please contact the Central Safeguarding Team immediately. The learner will be required to complete and sign a criminal convictions template detailing their conviction, including the sentence/sanction received. The Central Safeguarding Team will then risk assess the conviction in partnership with the relevant department and a decision will be reached as to whether the learner will be offered a place at College or if the learner is already enrolled, if they can continue on a study programme, as appropriate.

If the learner isn't already enrolled onto a study programme, please **do not enrol** them until the risk assessment and decision has been communicated from the Central Safeguarding Team.

Use of Force to Control and Restraint

Staff **must ensure that they are familiar with and adhere to** this College policy and associated internal and external guidance as described in the policy.

A search can be conducted if a learner is suspected of possession of dangerous items, weapons, illegal substances, alcohol, indecent images/information, stolen property. However, the search must be conducted in line with College policy and the relevant government guidance.

Overnight Stays

If staff are working with learners in a situation where an overnight stay may be required (for example a WBL working away) staff **must ensure that they are familiar with and adhere to** this College policy and associated internal and external guidance.

Homestay

If staff are working with learners whereby a Homestay arrangement is being set up as a means of accommodation for the learner, staff **must ensure that they are familiar with and adhere to** this College policy and associated internal and external guidance as described in the policy.

Trips and Visits

If staff are organising any trip or visit, regardless of the duration, staff **must ensure that they are familiar with and adhere to** this College policy and associated internal and external guidance as described in the policy.