

NORTH WEST TRAINING COUNCIL

SAFEGUARDING AND PREVENT
POLICY

VERSION 18

As part of our commitment to Quality Assurance NWTC seeks to provide all Learners, Employees, Associate & Subcontractors with the help needed to accomplish their learning & development goals whilst meeting any regulatory requirements. We here at NWTC check our policies yearly ensuring they are fit for purpose.

This policy replaces the Seventeenth Version.

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NWTC Safeguarding Contacts – Internal

Name	Title	Contact Details
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Catherine Munro	Central Admin Team Coordinator Designated Safeguarding Officer (DSO)	Mobile: 07970470379 Catherine.munro@nwtc.co.uk
Sara Barker	Designated Safeguarding Officer (DSO)	Mobile: 07817566616 Sara.barker@nwtc.co.uk
John Killen	Chief Executive Officer	Mobile: john.killen@nwtc.co.uk
Colette Mawdsley	Governor with Safeguarding responsibility	

External Contacts - Local Authority

Children's/Adult SocialCare	Office hours	Out of Hours / Emergency Duty Team	Email/website
Safeguarding Children			
LADO: Ray Said	0151 233 0840	07841727309	LADO@liverpool.gov.uk
Pauline Trubshaw	0151 233 0846	07716702034	
Liverpool Child Protection (Social services) Jacquelyn Taylor	0151 233 3700 0151 233 0493	0151 233 0510	Jacquelyn.taylor@liverpool.gov.uk
Multi Agency Safeguarding Hub (MASH)	0151 233 0809	0151 233 3800	jan.summerville@liverpool.gov.uk
Safeguarding Adults			
Merseyside Safeguarding Adults Board/MASH	0151 709 6010 Or 999	0151 709 6010 Or 999	www.liverpool.gov.uk www.merseysidesafeguardingadultsboard.co.uk
Police	0151 709 6010 or 999	0151 709 6010 or 999	www.merseyside.police.uk carelinechildrenservices@liverpool.gov.uk
Prevent & Channel LCC			
Prevent Engagement Officer – Declan Sammin	0151-233-0343 07394559105 Declan.sammin@ liverpool.gov.uk	Out of hours email: prevent@liverpool.gov.uk	
M/side Police Prevent Team	0151 777 8506	0151 777 8506	prevent@merseyside.police.uk
National Anti-Terrorism hotline	0800 789 321	0800 789 321	prevent@merseyside.police.uk
Other Agencies			
Merseyside Victim Support	0151 353 4003	0808 168 9111	www.victimcaremerseyside.org
Merseyside Domestic Violence (MDVS)	07802 722703		info@mdvs.org
Rape & Sexual Abuse Support RASAHelpline Support	0151 666 1392	Restricted hours Tue and Thu 6 pm – 8 pm and Fri 12 noon – 2 pm	
Rape Crisis	0808 802 999	12 noon – 2.30 pm and 7 pm – 9.30 pm Every day of the year	
National Domestic Abuse Helpline	0808 2000 247	www.rasamerseyside.org	

1.0 INTENT

1.1 NWTC is fully committed to providing and maintaining safe and secure working conditions for all our staff and learners. We are also committed where appropriate, to providing information, training and supervision in relation to safeguarding, online filtering and monitoring including tackling extremism and radicalisation. NWTC recognises its responsibility to take all reasonable steps to promote safe practice and to protect young people and vulnerable adults from harm, abuse exploitation and extremist views and that scrutiny, challenge and supervision are key to safeguarding children and vulnerable adults.

1.2 This policy is reviewed annually to make transparent the core principles by which NWTC intends to conduct business, the standard of learning we intend to deliver and to publicly communicate the levels of responsibility of NWTC, and the employers where learners are employed or placed.

1.3 Throughout this policy reference will be made to 'children and young people'. This means 'those under the age of 18 years'. Reference will also be made to 'vulnerable adults'. This means anyone over the age of 18 who is at risk of or susceptible to harm due to their vulnerability. (English may not be their first or chosen language, an adult with a physical or learning disability, an adult from an ethnic minority background, an adult who is new to the area and or environment. This list is not exhaustive it is merely meant as a guide)

1.4 This policy should be used as a guide for NWTC staff, learners, employers, work experience providers, parents and guardians. It should also be issued to anyone who is delivering sessions to NWTC learners in the Centre and / or remotely.

1.5 NWTC is fully committed to its duty toward safeguarding and promoting the welfare of children under Section 175 of the Education Act 2002.

1.6 NWTC fully recognises its duty toward safeguarding and promoting the welfare of vulnerable adults.

1.7 The aim of this policy is to establish a 'whole NWTC approach' to safeguarding of children and vulnerable adults, to:

- 1.7.1 Provide a safe, stimulating learning environment which benefits learner wellbeing.
- 1.7.2 Identify children and vulnerable adults who are suffering or likely to suffer significant harm and ensure appropriate action to preserve their safety both at home, at NWTC and in the wider community where possible.
- 1.7.3 Protect them from maltreatment
- 1.7.4 Prevent impairment of their health or development
- 1.7.5 Ensure that they are growing up in circumstances consistent with the provision of safe and effective care undertaking; and
- 1.7.6 Taking action to enable all our learners to have the best outcomes.

1.8 The Governing body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and in addition vulnerable adults; and to work together with other agencies to ensure adequate arrangements within NWTC to identify, assess, and support those children/vulnerable adults who are suffering, or likely to suffer, harm.

1.9 NWTC will endeavour to prevent abuse and neglect by ensuring that the ethos and atmosphere of NWTC is conducive to a safe environment. Learners and parents/carers should feel supported and able to report

safeguarding concerns to any member of staff. Staff should feel that they are supported by colleagues and the senior management team and the governing body and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves.

1.10 Safeguarding children, vulnerable adults and young people will be reflected throughout the curriculum and CPD training will take place for staff where applicable.

1.11 As part of our safeguarding ethos, NWTC encourages learners to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. NWTC ensures that partisan political views are not promoted in the teaching of any subject in NWTC and, where political issues are brought to the attention of the learners', reasonable practical steps will be taken to offer a balanced presentation of opposing views to learners.

1.12 NWTC will protect children at risk of abuse and neglect by having and reviewing safeguarding procedures in place that reflect current legislation, guidance and best practice.

1.13 NWTC also ensures that safer recruitment practices are followed when recruiting staff at all levels across NWTC, including volunteers. Induction and continuous staff training on safeguarding children and vulnerable adults relevant to role and responsibilities is also provided.

1.14 NWTC will make key decisions regarding information sharing in line with guidance and data protection and will always seek to gain parent's consent but will always consider the principles of Section 1 of the Children Act 1989 whereby the child's needs are paramount.

1.15 This policy has been developed with reference to the following key documents, statutory guidance and Liverpool Safeguarding Children Partnership (LSCP)

- The Protection of Children's Act 1999
- The Safeguarding Vulnerable Groups Act 2006
- The Children's Act 2004
- The Education Act 2002
- The Sexual Offences Act 2003
- The Protection of Freedoms Act 2012
- Keeping Children Safe in Education 2023
- Working together to safeguard children 2018
- What to do if you are worried a child is being abused 2015
- The Counter Terrorism & Security Act 2015
- Prevent duty guidance 2021
- Definition of CSE for practitioners 2017
- Liverpool Safeguarding Children Partnership (LSCP)
- Teaching online safety in schools 2019
- Information sharing; Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018
- Sexual violence and sexual harassment between children in school and colleges 2021
- UK Council for Internet Safety (UKCIS)
- Sexting in Colleges and Colleges; Responding to incidents and safeguarding young people (2016)
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation
- Teacher Standards 2012 (updated July 2011 (introduction updated June 2013, latest terminology update December 2021))

1.16 This policy should be viewed alongside the following NWTC policies (located on NWTC's Intranet) which have relevance to safeguarding and promoting the welfare of children:

- Whistleblowing Policy
- Safer Recruitment
- Anti-Bullying Policy
- Health and Safety Policy
- Staff Code of Conduct
- Equality and Diversity Policy
- Online Safety Policy

These are signposted at staff induction.

The effectiveness of this policy will be reviewed annually, or at any time seen fit following an incident which required additional intervention from outside agencies. Feedback from staff, parents/carers, learners and external agencies will be used to measure the effectiveness of the policy.

Policy review will be by Colette Potts in consultation with the other SGT members; Colette Mawdsley – Director June McKay, Sara Barker and Catherine Munro.

2.0 SCOPE

2.1 Safeguarding is everybody's responsibility at NWTC, and, as such, this policy applies to all staff and volunteers working at NWTC. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those within a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse which may also be historic.

2.2 This policy applies to all staff (including paid staff and volunteers, permanent/temporary/ancillary/ supply contracts), governors and learners on placement without exception.

2.3 This policy replaces the previous Safeguarding Policy Version 10 and is reviewed on an annual basis.

2.4 NWTC Policies and Procedures will apply at all times when NWTC is providing services or activities which come under the responsibility of NWTC.

2.5 NWTC recognises that safeguarding and promoting the welfare of its learners is **everyone's** responsibility. Everyone who meets a learner and their families and carers has a role to play in safeguarding.

3.0 ROLES & RESPONSIBILITIES OF GOVERNING BODY AND DESIGNATED GOVERNOR

3.1 The Governing Body is responsible for ensuring that NWTC's policies and procedures for child protection meet statutory requirements as is set out in Keeping Children Safe in Education 2022. All governors have a responsibility to ensure that NWTC's safeguarding measures meet statutory requirements, and all should know what to do if they have concerns about a child.

3.2 The Governing Body will always ensure that an appropriate senior member of staff is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead (DSL) will be a member of

the Senior Leadership team and the role will be explicit within their job description. This person will have the appropriate status and authority within NWTC to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

3.3 The Designated Safeguarding Lead should liaise with the Designated Governor for Safeguarding so that the Designated Governor can report to the governing body about safeguarding issues. Reports to the governing body should not be about specific child protection cases but should review the safeguarding policies and procedures.

3.4 The Board will undergo any Safeguarding and Prevent training at the start of their appointment and then subsequent updates every two years.

3.5 A summary of safeguarding cases and pertinent safeguarding issues that have been dealt with by NWTC will be reported to the Board of Governors on at least an annual basis. All reporting to the Board of Governors will be anonymised and will contain enough detail to allow appropriate scrutiny and oversight.

3.6 The Board shall be responsible for ensuring that NWTC has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.

3.7 The Board will ensure that NWTC operates safer recruitment procedures including:

- at least one member of every recruitment panel having completed approved Safer Recruitment training
- all managers are recruiting to NWTC's Safe Recruitment Policy
- appropriate DBS checks completed for staff
- the maintenance of an accurate records of DBS and SG training

3.8 Governing bodies should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

4.0 ROLES & RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD AND DEPUTY

Role of Designated Safeguarding Lead (DSL)

4.1 The DSL is a member of the senior leadership team. DSL takes lead responsibility for child protection and wider safeguarding.

4.2 When the DSL is absent, the Deputy DSL, will act as cover.

4.3 The Designated Safeguarding Lead (DSL) will be a member of the Senior Leadership team and the role will be explicit within their job description. This person will have the appropriate status and authority within NWTC to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. They will undertake the following as part of the role:

- Ensure NWTC comply with statutory guidance to ensure all learners are safe
- Ensure, where appropriate budgeting provides for training and education
- To seek support and guidance from external bodies when required
- To review, amend, update policy as and when required in conjunction with DSL's
- Take lead responsibility for safeguarding at NWTC
- Attend DSL training every two years
- Ensure they are familiar with relevant legislation
- Ensure all new staff undergo safeguarding as part of staff induction and initial safeguarding training is completed
- Review and amend this policy in conjunction with the Director responsible for safeguarding
- Liaise with safeguarding partners and other agencies to keep learners safe
- Make referrals to safeguarding partners and agencies as required
- Maintain records of safeguarding concerns
- Support all staff in their role relating to safeguarding
- Chair monthly safeguarding meetings
- Provide support, advice and guidance to colleagues
- liaise with the CEO to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Inform parents, carers and guardians about our safeguarding policy and in particular online safety

Role of Deputy Designated Safeguarding Lead (DDSL)

- Support the DSL in their responsibilities for safeguarding at NWTC
- Attend DSL training every two years
- Ensure they are familiar with relevant legislation
- Review and amend this policy in conjunction with the DSL and Director responsible for safeguarding
- Liaise with safeguarding partners and other agencies to keep learners safe
- Make referrals to safeguarding partners and agencies as required
- Maintain records of safeguarding concerns
- Support all staff in their role relating to safeguarding
- Attend monthly safeguarding meetings

5 .0 ROLES & RESPONSIBILITIES OF STAFF

5.1 All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2022, and review this guidance as requested when changes are made.

5.2 Through regular contact with children/vulnerable adults, all staff across NWTC community are well placed to identify concerns and have individual responsibility for reporting such concerns to the Designated Safeguarding Lead or a Deputy.

5.3 Staff will ensure that they are able to recognise possible indicators of abuse and neglect and know who to report their concerns to.

5.4 Staff will report any safeguarding concerns to a Safeguarding officer without delay and in a timely fashion. Verbal reporting of concerns will then be followed up in writing as soon as possible but always within 24 hours. Rather than thinking “what if I’m wrong?” staff are encouraged to think “what if I’m right?” in relation to any safeguarding concerns.

5.5 Staff will ensure that they record their concerns using NWTC’s standard recording format in a timely fashion, clearly noting the difference between fact and opinion and where the information has come from. The voice of the child will be made clear.

5.6 Staff will ensure that concerns relating to a child remain confidential and are only shared with the Safeguarding Officer.

5.7 Staff will co-operate with safeguarding enquiries made by Children’s Social Care in relation to our learners.

5.8 Staff will develop effective links with other agencies in the interests of child welfare.

5.9 Staff will undertake Safeguarding awareness training during Induction appropriate to their role attend further update training every two years. This includes training regarding the Prevent Duty.

5.10 Staff will ensure that they are familiar with and understand all NWTC safeguarding related policies and procedures.

5.11 Staff will provide a safe environment in which children can learn and will have a belief that “it could happen here”.

5.12 Staff are aware that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties

5.13 Staff understand that it may be appropriate to discuss with the DSL matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.

5.14 Staff understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by NWTC.

6.0 ACCOUNTABILITY

6.1 All staff, volunteers and governors working in NWTC and off site representing NWTC are responsible for the operation of this policy.

6.2 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done immediately following the disclosure or suspicion is made or arises. An Incident Reporting form can be found on NWTC’s intranet should also be completed, which is then held by the Designated Safeguarding Lead and will be placed in the student’s confidential individual file.

6.11 All staff working in NWTC must be given a copy of the Safeguarding Policy **Immediately** on starting work at NWTC as part of their induction.

6.13 All staff working in NWTC must undergo appropriate Awareness in Safeguarding training appropriate to their role as part of their induction. All staff will also receive further safeguarding update training every two years.

7.0 EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or have been previously looked after by social services

8.0 PROACTIVE SAFEGUARDING

8.1 NWTC recognises that it plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection as outlined in NWTC's Staff Code of Conduct.

8.2 NWTC recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.

8.3 NWTC recognises that safeguarding incidents and/or behaviours can be associated with factors outside of NWTC or can occur between children outside NWTC. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

8.4 The NWTC community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within NWTC

- Ensure that NWTC site is a safe, secure and welcoming place to learn and grow
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying
- Include regular consultation with learners e.g., through safety questionnaires, open mental health surgeries, guest speakers etc.
- Ensure that all children know the names and contacts of the NWTC's Safeguarding Team whom they can approach if they are worried or in difficulty
- Include safeguarding messages across the curriculum, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include tutorials on staying safe online, anti-bullying, promoting gender equality, e-safety, issues around consent, sexting, positive mental health, staying safe and dealing with safeguarding concerns whilst in their place of employment.
- Offer a positive NWTC experience
- Ensure all staff are aware of NWTC guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Ensure staff and learners are aware of NWTC's guidance regarding online lessons / distance learning on forums such as Teams and Zoom.

8.5 Children and Vulnerable Adults Missing from Education

NWTC must ensure all learners are entered onto the daily registers, if a learner fails to attend the centre, in the first instance contact is made to the employer. If the employer cannot give reason for non-attendance, then direct contact will be made to the learner. If contact can't be made with the learner, then contact, their parent or guardian/next of kin. If all avenues exhausted, then the local authority must be notified.

9.0 COVID 19 AND SAFEGUARDING

There are currently no restrictions in place for COVID 19.

10.0 TYPES OF ABUSE AND NEGLECT - CARE ACT 2014

NWTC SG Team and staff must have the attitude that abuse '**could happen here**'.

<p>Physical Abuse</p> <p>Including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.</p>	<p>Financial or Material Abuse</p> <p>Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.</p>
<p>Sexual Abuse</p> <p>Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not</p>	<p>Psychological Abuse</p> <p>Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.</p>

consented or was pressured into consenting.	
Modern Slavery	Discriminatory Abuse
Encompasses slavery, human trafficking, forced labour and domestic servitude. 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.	Including forms of harassment, slurs or similar treatment; because of race, gender and genderidentity, age, disability, sexual orientation orreligion.
Organisational Abuse	Neglect and Acts of Omission
Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to careprovided in one’s own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect orpoor professional practice as a result of the structure, policies, processes and practices within an organisation.	Including ignoring medical, emotional or physical care needs, failure to provide access toappropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
Self-Neglect	Domestic Abuse
This covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding.	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 be, but not limited to: psychological, sexual, financial and emotional.

11.0 SAFEGUARDING ISSUES

Safeguarding actions may be needed to protect learners from the following safeguarding issues and explanations and definitions can be found within this Policy;

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying including Cyberbullying

- Children and the Court System/Family Members in Prison
- Children Missing from Education
- Child Criminal Exploitation
- Child Sexual Exploitation (CSE)
- Child Trafficking and Modern Slavery
- Domestic Abuse
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Gender-based Violence / Violence against Women and Girls (VAWG)
- Homelessness / Housing Issues
- Honour Based Violence
- Female Genital Mutilation (FGM)
- Forced Marriage
- Breast Ironing
- Mental Health
- Private Fostering
- Radicalisation
- Relationship Abuse
- Sharing nude or semi-nude images
- Sexual Violence & Sexual Harassment
- Sexting (Youth Produced Sexual Imagery)
- Up skirting
- Youth Violence
- Initiation/hazing type violence and rituals
- Modern slavery

Peer on Peer Abuse

Peer on peer abuse is abuse young people may experience from their peers who are the same or similar age and under the age of 18 years.

It is important to recognise that learners can abuse their peers and it can take many of the forms listed above their peers. Be aware that safeguarding issues can arise from peer on peer abuse.

Staff need to be aware that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' and to recognise that there is a gendered nature of peer on peer abuse in that it is more likely that girls will be victims and boys the perpetrators

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,¹¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

NWTC will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to a Personal Tutor or to the Safeguarding Team.

NWTC recognises that safeguarding incidents and/or behaviours can be associated with factors outside of NWTC and can occur between learners outside NWTC and will consider the context within which such incidents / behaviours occur – 'contextual safeguarding'.

NWTC acknowledges that as individuals move into adolescence, they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's educational environments and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. NWTC will consider whether wider environmental factors are present in a learners' life that are a threat to their safety and welfare.

For Adult Safeguarding, the Care Act 2014 sets out the different types and patterns of abuse and neglect for adults at risk as:

- Physical Abuse
- Psychological Abuse
- Financial/Material Abuse
- Sexual Abuse
- Organisational Abuse
- Neglect
- Discriminatory Abuse
- Domestic Violence
- Modern Slavery
- Self-Neglect

NWTC recognises that safeguarding is not just about protecting learners from deliberate harm, neglect and failure to act. It relates to the broader aspects of care and education and other key NWTC policies should be read in conjunction with this policy.

12.0 MODERN SLAVERY

Modern Slavery Human Trafficking

Modern slavery could be happening right in front of you. Across Liverpool City Region, partners
 NWTC/Policy/Safeguarding/V17/Aug 23

are committed to rooting out those individuals who choose to exploit others. It is our duty as a provider of education to ensure we are vigilant and report anything we feel constitutes modern slavery or human trafficking.

Duty to Notify

From 1 November 2015, specified public authorities have a duty to notify the Home Office of any individual encountered in England and Wales who they believe is a suspected victim of slavery or human trafficking.

It is estimated that there were between 10,000 and 13,000 potential victims of modern slavery in the UK in 2013. In 2015, 3,266 potential victims were identified and referred to the National Referral Mechanism (NRM).

The Duty to Notify is intended to gather better data about modern slavery in England and Wales. The 'duty to notify' provision is set out in the Modern Slavery Act 2015, and applies to all police forces and local authorities in England and Wales, the Gang masters Licensing Authority and the National Crime Agency. Home Office staff within UK Visas and Immigration, Border Force and Immigration Enforcement are also required, as a matter of Home Office policy, to comply with the duty to notify.

Voluntary Notifications by Agencies not covered by The Duty

Other organisations, including NGOs, are also encouraged to put forward notifications where they encounter a potential victim of modern slavery who does not want to enter the NRM.

What information should be provided?

The information that must be provided is set out in the Modern Slavery Act 2015 (Duty to Notify) Regulations 2015 (<https://www.gov.uk/government/collections/modern-slavery>). This information can be provided by completing a National Referral Mechanism (NRM) form or an MS1 (Notification of a Potential Victim of Modern Slavery) form.

What you should do:

The Home Office have produced a Fact Sheet and Poster to help raise awareness of the duty to notify/reporting requirements for Modern Slavery and Human Trafficking.

The materials can be accessed here: <https://www.gov.uk/government/publications/modern-slavery-duty-to-notify>

- If you or another person is in immediate danger you should dial 999
- If you are a victim of modern slavery, or suspect slavery is happening near you and there is no immediate threat to life you can:
- Call Merseyside Police on **101**
- Report it by calling the Modern Slavery helpline on **0800 0121 700** which is open 24 hours a day 7 days a week
- Report it online at <https://modernslavery.co.uk/contact.html>
- Contact Crimestoppers anonymously on **0800 555 111**
- For more information and for details of other agencies who can offer help and support go to

- NYSCB One Minute Guide: [Modern Slavery and National Referral Mechanism](#)

13.0 DEFINITIONS

13.1 Child

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

13.2 Vulnerable Adult

A vulnerable adult is anyone who is a person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness.

A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.

13.3 Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

13.4 Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

13.5 Physical Abuse

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

13.6 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

13.7 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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children/Young people. The system ensures that when police are called to an incident of domestic abuse, where there are children/Young people in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children/Young people arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

13.8 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- 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.

13.9 Sexting

Also known as youth produced sexual imagery is the sharing of sexual imagery (photos or videos) by children.

13.10 Sharing of nude or semi-nude images

Refers to incidents were

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18

NB - the sharing of nudes and semi-nudes of under 18s by adults (18 and over) constitutes child sexual abuse and education settings should always inform their local police force as a matter of urgency

13.10 Sexual Abuse

Involves forcing or enticing a child/vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/vulnerable 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 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.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse
- importance of understanding intra familial harms and any necessary support for siblings following incidents

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

13.11 Youth Produced Sexual Imagery (Sexting)

Making, possessing and distributing imagery of someone under 18, which is indecent, is

illegal. This includes imagery created by under 18s themselves. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically, it is an offence to possess, distribute, show and make images of children. The Sexual Offences Act 2003 defines a child, for the purposes of indecent images, as anyone under the age of 18.

The latest guidance from the UK Council for Child Internet Safety (UKCCIS) introduces the phrase 'youth produced sexual imagery' instead of 'sexting'. (August 2016). This guidance refers to sexual imagery and not indecent imagery as indecent is subjective and has no specific definition in law.

The type of incidents covered by this guidance are:

- A person under the age of 18 creates and shares sexual images of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and this should be reported to the police.

- All incidents involving youth produced sexual imagery should be reported to the Safeguarding Team.
- An initial review meeting will be held and subsequent interviews with the young people involved, if appropriate.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in this process if there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or
- the police immediately.

An immediate referral to the police and/or children's social care will be made at this initial stage if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent, for example due to a learning difficulty.
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's development age or are violent the imagery involves sexual acts and any child in the imagery is under 13.
- There is reason to believe that a young person is at risk of harm owing to the sharing of imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply NWTC may decide to respond to the incident without involving the police or children's social care. Although the sharing of sexual imagery is illegal, the National Police Chief's Council (NPCC) is clear that 'youth produced sexual imagery should be primarily treated as safeguarding issue' and the law was also created to protect children and young people and not to criminalise them.

The decision to respond to the incident without involving the police or children's social care will be made when the Designated Safeguarding Lead is confident that there is enough information to assess the risks to the young people involved and that the risks can be managed within NWTC's pastoral support and disciplinary policy.

13.12 Sexual Violence and Sexual Harassment

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.

The information below covers children of **all ages**, from the primary through secondary stage and into NWTCs. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, NWTC will of course protect any adult learners and engage with adult social care, support services and the police as required.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours - (potentially criminal in nature) as dismissing or tolerating such behaviours risks normalising them.

13.13 Sexual Violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

13.14 What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

13.15 Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and NWTCS should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats.

NWTC will manage any reports of child on child sexual violence and harassment in line with the DfE guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' May 2018.

13.16 Up skirting

Up skirting 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. It is now a criminal offence.

13.17 Child Criminal Exploitation

This form of abuse often accompanies CSE. The definition of Child Criminal Exploitation is:

Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

13.18 Gender-based Violence/Violence against Women and Girls (VAWG)

Violence Against Women and Girls (VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender and this term covers includes other specific safeguarding issues defined within this policy.

Gender-based violence and violence against women can include:

- Physical, sexual and psychological violence occurring in the family, within the general community or in institutions, including: domestic abuse, rape, incest and child sexual abuse.
- Sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution, pornography and trafficking.
- Dowry related violence.
- Female genital mutilation
- Forced and child marriages.

- 'Honour' crimes
- Commercial sexual exploitation including activities such as pornography, prostitution, stripping, lap dancing, pole dancing and table dancing.
- Sexual harassment and stalking.

13.19 Child Criminal Exploitation: County Lines

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 and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

13.20 Child Trafficking and Modern Slavery

Child trafficking is child abuse. It is defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. It is a criminal offence under **Modern Slavery** legislation. A child is any person under the age of 18, and children cannot consent to being exploited.

Children can be trafficked into and out of the UK, and within the UK itself. They can be trafficked by parents, extended family members, known adults from a child's community or by strangers. Trafficking often involves organised international networks of criminal gangs.

Child trafficking is child abuse. It requires a child protection response and multi-agency working, irrespective of the child's immigration status or whether they have engaged in criminal activity.

Children can be exploited through:

- sexual exploitation
- criminal activity (e.g. cannabis cultivation, street crime, moving drugs, benefit fraud, immigration fraud)
- domestic servitude
- labour exploitation (e.g., restaurants, nail bars, agricultural work, factories)
- illegal adoption
- forced marriage
- unreported private fostering arrangements (for any of the above exploitative purposes).

This is not an exhaustive list and children are often exploited in more than one way.

13.21 Drugs

The term 'drugs' is used to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, and volatile substances
- All over the counter and prescription medicines.

NWTC has a strict no-tolerance policy to illegal drugs and alcohol. This means that all incidents will trigger the disciplinary process. Learners under the influence or in possession of them will be suspended whilst the matter is investigated.

Learners making disclosures about their own drugs misuse will be made aware of the support that is available from NWTC through the Safeguarding and Welfare Officers and through external support agencies.

13.22 Youth Violence

Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a young person acting individually in response to his or her particular history and circumstances.

Serious youth violence can be defined as any offence of the most serious violence or weapon enabled crime, where the victim is aged 1-19, e.g. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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: county lines guidance.

13.23 Fabricated or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerated or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

14.0 SPECIFIC SAFEGUARDING DEFINITIONS

14.1 Bullying, including Cyberbullying

Bullying is defined as 'the persistent intentional harming of another person with an unequal power relationship'. (*Bullying Intervention Group*).

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either emotionally or physically.

Bullying differs from banter because there is a deliberate intention to hurt or humiliate, there is an unequal power balance and it is usually persistent or systematic.

- Examples of bullying can include:
- Verbal – threatening or intimidating behaviour, name calling, put downs and sexual and racist remarks.
- Physical – kicking, punching, hitting, spitting, biting, tripping someone up and damaging belongings or NWTTC work.
- Coercion – threats or forcing someone to do what they do not want to do.
- Emotional – rejection or isolating tactics, staring or threatening looks, playing on fears or sensitivities,

remarks about personal appearance.

- Indirect – lies and rumour spreading, talking behind a person’s back, using chatrooms or websites to spread or invite hatred.
- Cyberbullying – an aggressive and intentional act carried out by a group or individual, using electronic forms of contact repeatedly over time.
- Prejudice-driven bullying – when bullying is driven by negative attitudes towards another group of people or because the victim is seen as ‘different’ in some way. This can become more severe over time and can lead to hate crime. It can be related to race, religion or culture, special educational needs or disabilities, appearance or health conditions, sexuality or gender, perceived sexual orientation and any so-called perceived differences

14.2 Children and the Court System and Children with Family Members in Prison

It is possible that some learners may be required to give evidence in criminal courts, either for crimes committed against themselves or for crimes they have witnessed. Giving evidence in court is distressing for anyone and learners may need to access support and assistance with this process.

It may be that learners may have a parent in prison or sent to prison. These learners are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Learners may need to access support to help to mitigate the negative consequences of this.

14.3 Child Missing from Education

A young person going missing from education is a potential indicator of abuse or neglect. NWTC staff should follow NWTC’s procedures for dealing with learners that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Any concerns should be referred to a member of the Safeguarding Team.

As NWTC is providing education for young people of compulsory school age NWTC will work collaboratively with the relevant school/local authority in order to share information about the attendance and/or absences of that child.

14.4 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a student’s welfare.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

NWTC recognises that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets summarise the

new duties. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

14.5 Faith Abuse

Faith abuse is child abuse linked to faith or belief. Abuse can be separated into five different areas:

- abuse as a result of a child being accused of being a 'witch'
- abuse as a result of a child being accused of being possessed by 'evil spirits'
- ritualistic abuse which is prolonged sexual, physical and psychological abuse
- satanic abuse which is carried out in the name of 'satan' and may have links to cults
- any other harmful practice linked to a belief or faith

The forms of abuse that follow fall into the four main categories below:

Physical Abuse - this can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

Emotional Abuse - emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment.

The child may also be persuaded that they are possessed.

Neglect - in situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

Sexual Abuse - children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus.

The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

14.6 Honour Based Violence (HBV)

So-called 'honour based violence' encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to one of the Safeguarding Team.

14.7 Female Genital Mutilation (FGM)

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. Although the age of learners at NWTC is such that they are not necessarily in the high risk category for FGM, a student may disclose that she is at risk of FGM, has suffered FGM or that a sister or family member is at risk. NWTC staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The new mandatory reporting duty for FGM, introduced via the Serious Crime Act 2015, came into effect on 31 October 2015. This duty requires NWTC to report known cases of FGM in under 18 year olds to the police.

4.8 Forced Marriage

when someone is made to feel like they're bringing shame on their family). Financial abuse (taking wages or not giving money) can also be a factor.

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.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

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. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example,

14.9 Breast Ironing

Breast Ironing, also known as "Breast Flattening", is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is classified as physical abuse.

14.10 Private Fostering

Private fostering is when a child up to the age of 16 (or 18 if the child has a disability) is placed for more than 28 days in the care of someone who is not a close relative, guardian or someone with parental responsibilities.

NWTC must notify the relevant local authority of a privately fostered arrangement that comes to their attention, to allow the local authority to check the arrangement is suitable and safe for the child.

15.0 SAFEGUARDING LEARNERS WHO ARE VULNERABLE TO EXTREMISM

15.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 NWTC values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 Under duties imposed within the Prevent Duty Guidance 2019 as part of the Counter Terrorism and Security Act 2015, NWTC will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in NWTC.

15.4 NWTC's Lead (Single Point for Contact) for Prevent is: Colette Potts. The Lead link with other relevant agencies (including the Police) to ensure that vulnerable people are appropriately supported and risk assessed, and that all staff and Governors have received training to ensure they are able to recognise any concerns.

15.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. NWTC is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

15.6 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are contained in Appendix 1.

15.7 NWTC seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements

The Channel and Prevent contacts within Merseyside Constabulary are: Mike Sage
Michael.T.Sage@merseyside.police.uk

Alternatively, there are the following national contacts available: Anti-Terrorist Hotline 0800 789 321

15.8 Preventing Radicalisation

The Prevent Duty, introduced as part of the Counter-Terrorism and Security Act 2015. Came into effect for key bodies including schools, health bodies and police on 1 July 2015. The duty commenced for higher and further education institutions from the 18 September 2015.

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to have “due regard to the need to prevent people from being drawn into terrorism”. This 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.

Learners are vulnerable to extremist ideology and radicalisation. Similar to protecting learners from other forms of harms and abuse, protecting them from this risk is part of NWTC’s safeguarding approach.

Where deemed appropriate, NWTC will seek external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities and prevent them becoming further radicalised.

What is Extremism?

Extremism is defined in the national Prevent Strategy as any 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. This also includes calling for the death of members of the armed forces. Prevent covers international and domestic terrorist threats, and includes the activities of far right groups, and animal rights groups.

What is Radicalisation?

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 person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a person’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

The following indicators identify factors that may suggest a young person or their family may be vulnerable to being drawn into extremism:

- Identity crisis - distance from culture religious heritage and uncomfortable with their place in the society around them.
- Personal crisis - family tensions, sense of isolation, adolescence low self-esteem, disassociation from existing friendship groups and becoming involved with a new and different group of friends searching for answers to questions about identity, faith and belonging.

- Personal circumstances e.g. migration, local community tensions, events affecting Country and region of origin, alienation from UK values having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy, unmet aspirations, perceptions of injustice feeling of failure, rejection of civic life, criminality, experiences of imprisonment, poor resettlement, reintegration, previous involvement with criminal groups.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Potential indicators of radicalisation are listed below:

- Use of inappropriate language
- Possession or accessing violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Articulating support for violent extremist causes or leaders
- Using extremist views to explain personal disadvantage
- Joining or seeking to join extremist organisations
- Seeking to recruit others to an extremist ideology

15.9 What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk from radicalisation using collaboration between local authorities, statutory partners, the police and local community to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individual concerned.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate will be dealt with in line with the Student Disciplinary Policy and the Code of Conduct for staff.

Staff should use their professional judgement and discuss with a Designated Safeguarding Person if they have any concerns. Once assessed, and if appropriate, this will be referred in to the Channel Panel Process as per the flowchart below on the following page.

NWTC has an identified single point of contact (SPOC) in relation to Prevent which is the Designated Safeguarding Lead.

To ensure compliance with the Prevent duty, all staff must make sure that they:

- Undertake training in the Prevent duty as identified by NWTC to ensure they have an understanding of the factors that make people vulnerable to being drawn into terrorism and that they are able to recognise this vulnerability and are aware of what action to take.
- Exemplify British/Community Values into their work and practice and that opportunities in the curriculum are used to promote these values to learners.

15.20 Prevent/Channel Referral Process

The 'Prevent Duty' established under the Counter Terrorism and Security Act 2015 requires responsible authorities to 'have due regard to the need to prevent individuals from being drawn into terrorism in the exercise of their duties'. This includes those working with children and young people as well as those working with adults.

This duty includes ensuring that those working with children, young people and adults:

- are trained to understand the risk of terrorism in the local area.
- able to identify when an individual is at risk of radicalisation
- know what to do once that risk is identified by making a referral through the Prevent/ Channel process.

Prevent Referral Portal

Making a referral

If there is a reason to believe that a child, young person or an adult associate with those known to be involved in extremism either because they associate directly with known individuals or because they frequent key locations, including online material, where these individuals are known to operate, there is a need to refer to the Prevent Referral Portal.

By completing the online form, you consent for the referral to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection and other case sensitivities.

Who can be referred?

Prevent Referral is appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Prevent/ Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

Referrals made to should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their organisation and have a good understanding of Safeguarding and Prevent/ Channel.

When to complete an adult referral form

The Adult referral form needs to be completed when the individual at risk to radicalisation is aged 18 and above at the point of referral, regardless of whether they are still in full-time education or not.

When to complete a children's referral form

If the young person is under the age of 18 at the point of referral a Children's referral form needs to be completed.

When to complete both an adult and children's referral form

If the referral involves a family/group situation and older siblings/family members or contacts need to be referred at the same time as a young person.

You do not need an adult's or parental consent to complete a referral.

The information you provide will be assessed by the Local Authority and the Prevent Policing Team. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

If there is a Prevent concern, the Police will complete necessary security checks. Once completed the Police may refer the case for consideration at the multi-agency Cheshire East Channel Panel.

16.0 MENTAL HEALTH

Mental health problems can include depression, anxiety, eating disorders, self-harm, suicidal tendencies and the potential risk of harming others.

NWTC has two Mental Health 1st Aid trained staff. These staff will offer support as appropriate and ensure the most appropriate support is provided to help learners with any difficulties, they may be experiencing that could have a negative impact on their NWTC life. Learners can seek support from the for various issues such as:

- Relationship problems.
- Family break-up/divorce.
- Depression.
- Study problems.
- Anger Management.
- Self-harming behaviours.
- Feeling dissatisfied with life or self.
- Domestic Violence/Abuse (past/present).
- Stress/Anxiety.
- Bereavement.
- Low self-confidence / self-esteem.
- Issues with drugs or alcohol.
- Suicidal thoughts.

16.1 Covid 19

Previous restrictions to movement and contact with other people means learners are more likely to be at risk of mental health problems. The Department for Education have produced guidance to support parents:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and->

[young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing)

The following organisations can also provide support:

www.kooth.com – Free online emotional wellbeing and counselling with self-help articles

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing>

<https://www.mind.org.uk/information-support/helping-someone-else/>

Calm Harm App – A phone app providing help for those who use self-harm as a coping strategy;
<https://calmharm.co.uk/>

17.0 REPORTING PROCEDURE

Any concerns about a student's welfare must be acted upon immediately. This could be a direct disclosure, a report from a third person or a suspicion that a student is at risk from a safeguarding issue.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Record the factual details of what has been told to you using the Safeguarding Concern/Disclosure Form within this policy. Information should be kept confidential and stored securely.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Staff responsibilities or **5Rs** are summarised as:

1. Recognise
2. Respond
3. Record
4. Report
5. Refer

If a student makes a disclosure, the student should be acknowledged, taken seriously and listened to.

As soon as it becomes clear that the student is talking about a safeguarding issue, you need to gently stop them and inform them that if they continue you have an obligation to pass this information on to a Designated Safeguarding Person. You cannot promise confidentiality to the student. Reassure the student but tell them that a record of information given will be made.

It is important not to ask too many questions as you must not under any circumstances investigate any accusations.

Allow the student to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.

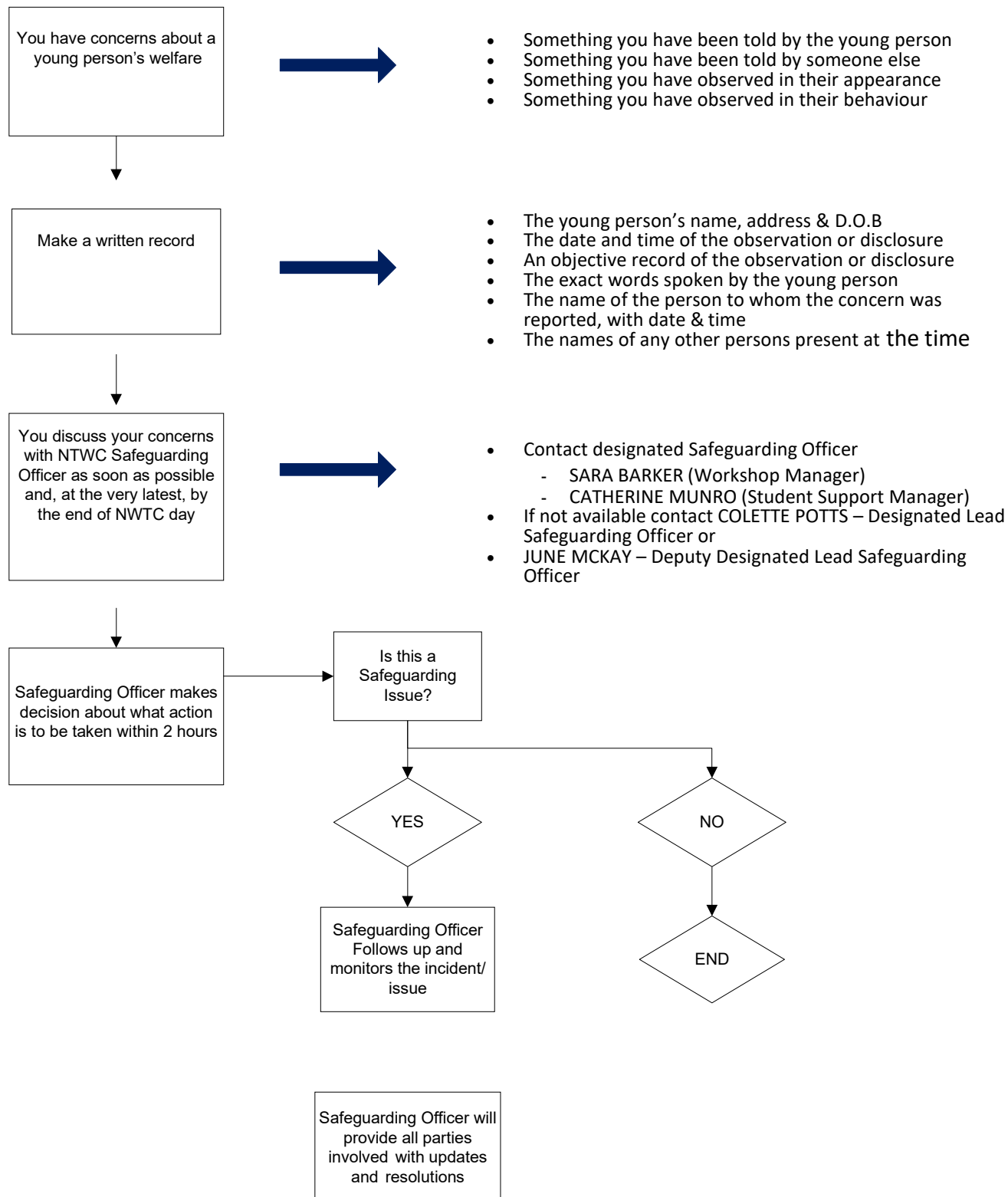
Contact a **Designated Safeguarding Person** (*Safeguarding Team contacts are detailed on p. 3*) immediately to explain the situation and pass on the written notes.

The Designated Safeguarding Person will outline the action required so you can explain this to the student. It may be appropriate for the Designated Safeguarding Person to meet the student. You must not take any further action yourself. This includes contacting parents/carers or outside agencies.

Safeguarding Learners Procedure Flow Diagram

As NWTC staff you have a duty of care to all our learners. It is an offence to not report any safeguarding incident or issue to a member of the safeguarding team **IMMEDIATELY**

UNDER NO CIRCUMSTANCES PROMISE CONFIDENTIALITY



SAFEGUARDING CONCERN FORM

Person completing this form						Date:	
						Time:	
						Contact No:	
						Position:	
Person reporting the Incident/Allegation/Grievance/Concern						Contact details:	
Person or persons involved (state age and DOB)				Age/DOB		Contact details:	
Parent/Guardian/Carer name (if applicable)						Contact details:	
Details (Do not lead, comment, give opinions or investigate, just record all actual details below)						Interview location:	
						Date:	
						Time:	
Safeguarding		Mental Health		Welfare		Other	
							Referral to whom
<u>Date:</u> <u>Time:</u> Signature:							
<u>Next action/follow up details/Spoken with/by when/closed:</u>							
<u>Date:</u> <u>Time:</u> Signature:							
<u>Next action/follow up details/Spoken with/by when/closed:</u>							
<u>Date:</u> <u>Time:</u> Signature:							
<u>Next action/follow up details/Spoken with/by when/closed:</u>							

Additional Notes:	
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LEVELS OF NEED FRAMEWORK



The LCC Levels of Need framework aims to support agencies to meet the needs of children, young people and their families to ensure the best possible outcomes. It aims to assist

practitioners and managers in assessing and identifying a child's level of additional need and how best to respond in order to meet those needs as early as possible to prevent needs escalating further.

NB When a learner leaves NWTC for a new college any child protection file will be transferred with 5 days of the start date at new establishment as per guidelines in KCSIE 2023 paragraph 122 or early if appropriate.

18.0 WHISTLEBLOWING

19.1 NWTC recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. NWTC's Whistleblowing Policy is there to support and aid them in these circumstances

19.3 Whistleblowing regarding the CEO should be made to the Chair of the Governing Body, whose contact details should be readily available to staff

NB NWTC has a separate Whistleblowing Policy

19.0 ESCALATION

20.1 If any member of staff is unhappy with the response, they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

20.2 Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with Liverpool Safeguarding Children Board's formal escalation policy to ensure a timely resolution. The escalation policy can be located here:

www.liverpool.gov.uk/escalationandresolution

20.0 CONCERNS ABOUT SAFEGUARDING PRACTICES

20.1 Apprentices

- NWTC has a responsibility to ensure the health, safety and welfare of all learners undertaking apprenticeships with employers.
- NWTC will ensure that employers are aware of this policy and their responsibilities for compliance in relation to Safeguarding and the Prevent duty for any student who is placed with them and that arrangements are in place to ensure that a student's wellbeing is safeguarded.

20.2 Concerns about another Staff Member

- It is recognised that sometimes allegations may involve a member of NWTC staff. In these circumstances the allegation must be reported directly to the Chief Executive.
- In the absence of the Chief Executive the Head of Quality. On receipt of such an allegation, NWTC Disciplinary Procedures relating to allegations of abuse will be followed. Additionally, the Chairman of Governors (or Vice Chairman of Governors in their absence) will be notified if the allegations relate to the Chief Executive.
- All staff should feel able to raise concerns about poor or unsafe practice and potential failures in NWTC’s safeguarding practices and that such concerns would be taken seriously by NWTC’s Senior Leadership Team.
- If staff members have any concerns about NWTC’s safeguarding regime, they should raise this initially with their Line Manager. If no immediate action is taken, then appropriate Whistleblowing Procedures are in place for such concerns to be raised with NWTC’s Senior Leadership Team.
- Where a staff member feels unable to raise an issue with NWTC or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at

Whistleblowing: <https://www.gov.uk/whistleblowing>

NWTC has a Public Interest Disclosure Policy which is available on the Staff Portal.

The NSPCC’s – ‘what you can do to report abuse’, dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures or have concerns about the way a concern is being handled by NWTC. Staff can call 0800 028 0285 – line is available from 0800 – 2000, Monday to Friday. Email: help@nspcc.org.uk.

Alternatively, staff can write to:

National Society for the Prevention of Cruelty to Children (NSPCC)
Weston House
42 Curtain Lane London
EC2A 3NH

John Killen	Chief Executive Officer	Mobile: 07798845723 John.Killen@nwtc.co.uk
Colette Potts	Head of Quality	07970470246 Colette.potts@nwtc.co.uk

For information, an illustration of the roles and responsibilities associated with the Safeguarding Policy is as follows:

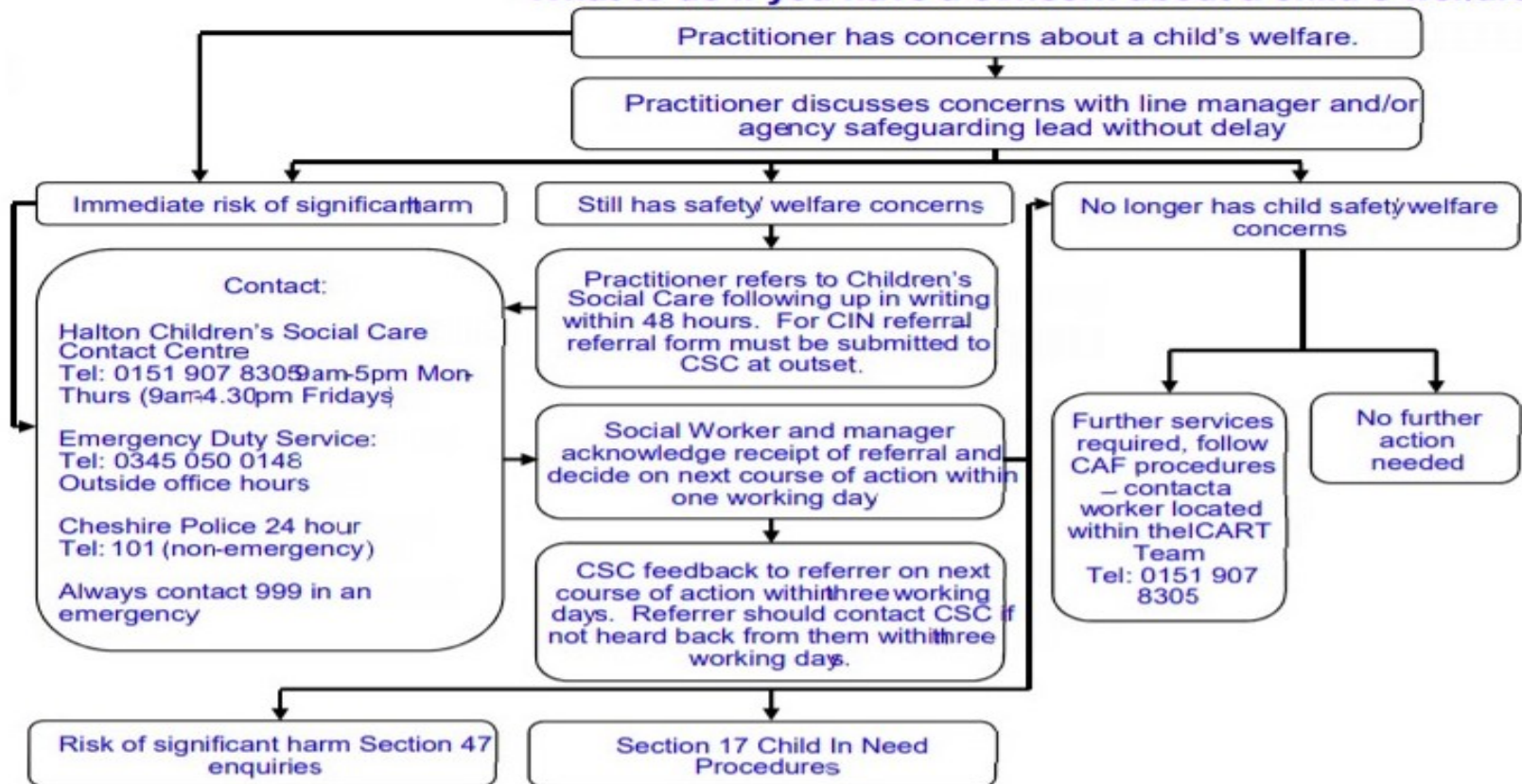
The Board of Directors has a nominated Safeguarding Director. The Director liaises

with The Safeguarding Operational Team on a quarterly basis.

The DSL is part of The SMT. The DSL will produce reports for the both the SMT and Board on trends. They must be trained in:

- The law and guidance on safeguarding.
- Types of abuse and the signs and indicators to look for.
- How to build a safe culture so that people are safe and willing to share concerns.
- Barriers to disclosure and recognition of safeguarding issues.
- Safer recruitment.
- Listening to and supporting those who have concerns.

What to do if you have a concern about a child's welfare



21.0 POLICY REVIEW

The Policy is reviewed annually or earlier, if necessary, by the and DSL and Deputy in conjunction with the Director of Safeguarding

Annex A Staying Safe Online

Apprentice Guide - get the most out of your online lesson and stay safe

1. Introduction a. Microsoft Teams may be used for some of your training. You should treat your Team lesson the same as you would if you are in the centre.

2. Safeguarding: a. NWTC is committed to providing a secure environment for all, in line with this commitment all delivery will be recorded to aid training and development going forward. If you have any concerns or questions regarding this matter, please email your Instructor/Tutor before the lesson to discuss your concerns/questions.

3. The following guidance should help to prepare you for your upcoming Microsoft Teams lesson: a. Ensure you can access Microsoft Teams on your device prior to the lesson. As well as being compatible on PC's/Laptops, Microsoft Teams is also available for mobile phones and tablets. Should you not have access to any of these please contact your tutor who will give advice. Ensure that you test your technology – your microphone, your camera etc. Make sure everything is working as it should so you can avoid any last-minute issues.

b. Microphone: We recommend if you are not answering a question that you put yourself onto mute to prevent background interference. Once you have answered/asked your question, you should also mute your microphone so you can clearly hear the tutor and other members of the class. Please try and speak slowly and clearly; Microsoft Teams may cut out for fractions of a second subject to internet connection. Should this happen, please do ask the deliverer to repeat anything you may have missed.

c. Set up a distraction-free area: Find a suitable location within your home to attend your lesson. If possible, somewhere with as much of a blank wall as possible and minimal distractions, it may be useful to set a background so your environment can't be seen by others in the lesson. Setup your workspace ahead of time to ensure you will be comfortable in this location for the duration of the lesson. You should be suitably dressed and not in pyjamas or other such clothing. Although you are not attending the lesson at the centre, it is important you are still dressed appropriately. Ensure that you remain actively engaged in the session and that you keep your camera on so the tutor can see you. This helps the tutor to check on your engagement.

d. For more information and guidance in operating Microsoft Teams click on the Help button at the foot of the main page in Teams for guides.

Staying Safe Online User Agreement

ALL LEARNERS ARE EXPECTED TO ADHERE TO THE GUIDANCE AND RULES CONTAINED WITHIN THIS DOCUMENT

Rules

- I will only use technology for college purposes as directed by my Tutor/Instructor.
- I will not record or take photos of my classmates or Instructors/Tutors during a face-to-face session.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Teams and other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with students, Instructors/Tutors or others using technology is responsible and sensible. If sending email, I will only use my college email account.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my Instructor/Tutor.
- I understand that when using TEAMS and other applications provided by the college that my use can be monitored and logged and can be made available to my Instructors/Tutors.
- I understand that these rules are designed to help keep me safe and that if they are not followed, college sanctions will be applied and if appropriate my parent may be contacted.

Guidelines

When using Teams, remember that this is an extension of the classroom/workshop, and you should conduct yourself as you would in a classroom. This includes:

- Video conferencing from an environment that is quiet, safe and free from distractions (preferably not a bedroom)
- Be on time for your interactive session
- Be dressed appropriately for learning (i.e. no pyjamas)
- Remain attentive during sessions
- Interact patiently and respectfully with your Instructors/Tutors and peers
- Provide feedback to Instructors/Tutors about your experiences and any relevant suggestions
- You MUST NOT record each other's online interactions.
- Make sure you end the session as soon as the teacher indicates to do so.

Annex B

COVID – 19 protocols

The government has removed all current restrictions however, we will keep up to date with any changes that may come into force and update as required. Please see the Government website for full details: <https://www.gov.uk/coronavirus>.

All protocols are subject to review and latest Government guidelines. If the situation changes, some or all of the current measures may be re-introduced or extended.