



**SAFEGUARDING, CHILD PROTECTION AND
PREVENT POLICY
September 2022**



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SECTION 1

Introduction

NWEAT is committed to safeguarding and promoting the welfare of young people. We fully recognise the contribution we can make to protect and support learners. Safeguarding and promoting the welfare of young people can be defined as: protecting young people from maltreatment; preventing impairment of health or development; ensuring young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes. 'Young people' includes everyone under the age of 18 and all vulnerable adults. It is recognised that children and vulnerable adults have a fundamental right to be protected from harm and exploitation and learners cannot learn effectively unless they feel safe. This Policy supports all learners enrolled at NWEAT, irrespective of their age. Some young people are more likely to be abused than others. This includes children and young people with Special Educational Needs (SEND), disabilities and specific additional needs, young carers, absentee from home, misuse of alcohol/drugs, challenging family circumstances, children and young people at risk of being radicalised, exploited, trafficked, Looked after Children (LAC) and previously LAC. NWEAT has processes in place to identify these vulnerable young people and all efforts are taken to ensure they are safe from abuse or neglect. The Policy applies to all staff, including those employed by NWEAT and those contracted to perform a service for us. It provides staff with a framework to promote and safeguard the wellbeing of learners and in doing so to ensure NWEAT meets its statutory obligations, to ensure consistent good practice across the provision and demonstrates our commitment to protecting learners. Everyone who is part of the NWEAT community is responsible for safeguarding, promoting and protecting the welfare of young people and vulnerable adults. The development and implementation of the policy is overseen by senior leaders. A Prevent Position Statement is also in place which is an integral part of safeguarding. There are three main elements to the Safeguarding Policy which are all in line with Keeping Children Safe in Education 2022:

- A. **PREVENTION** (positive and safe environment, careful and vigilant teaching, accessible pastoral care, support to learners, good adult role models and clear avenues/routes for disclosure).
- B. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection/safeguarding concerns).
- C. **SUPPORT** (to learners, staff and children who may have been abused or have been affected by the abuse of others).

The policy should be read in conjunction with the following guidance documents:

- Keeping Children Safe in Education (2022). HM Government: Working Together to Safeguard Children (statutory framework)
- HM Government: What to do if you're worried a child is being abused
- HM Government: Prevent Guidance for England and Wales (2021)
- Ofsted: Safeguarding children and young people and young vulnerable adult's policy
- Ofsted: Inspecting safeguarding in early years, education and skills settings



Safeguarding Partners

NWEAT will work with a range of external agencies to support the welfare of learners in relation to safeguarding issues and to ensure the policy is fully implemented. In particular strong links will be formed with:

- Liverpool Local Authorities
- Local Commissioning Groups
- Merseyside Police Authority
- Liverpool City College
- Greater Merseyside Learning Provider Federation

Aims of the Policy

The aims of this policy are to ensure:

- NWEATs commitment and obligation to safeguarding and promoting the welfare of young people
- Safe from harm or potential harm.
- Compliance with statutory Child Protection and safeguarding guidelines.
- Staff are aware of their responsibilities in their dealings with young people.
- Clear guidance and training are given to staff about how to respond when a case of harm, neglect or abuse is suspected.
- A prompt and effective response when concerns are raised.
- The role of the Designated Senior Leads for safeguarding and other key staff are known and understood by all staff.
- Staff are adequately trained in recommended procedures to keep themselves safe.



SECTION 2

Safeguarding Roles and Responsibilities

Designated personnel with responsibilities for Safeguarding at NWEAT

Role	Name	Contact Details
Managing Director (MD)	Angela Owens	Angela.owens@nweat.co.uk
Designated Safeguarding Lead (DSL)	Stan Hicklin	Stan.hicklin@nweat.co.uk
Designated Safeguarding Lead (DSL)	Carla Navarro	Carla.navarro@nweat.co.uk

All adults working with young people at NWEAT have a duty of care towards those young people. Staff designated personnel have key responsibilities to support the full implementation of the policy.

NWEAT will ensure:

- To undertake duties required under legislation and has regard to the KCSIE guidance to ensure policies, procedures and training are effective and comply with the law at all times.
- An effective Safeguarding, Child Protection and Prevent Policy and procedures are in place in order for appropriate and timely action to be taken to safeguard and promote young people's welfare.
- NWEAT operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with young people, including Disclosure and Barring checks.
- Procedures for dealing with allegations of abuse against members of staff are in place. Such allegations should be referred to the Local authority Designated Officer (LADO) at the relevant local authority.
- Any deficiencies or weaknesses regarding young person's protection arrangements are brought to the senior management teams' attention without delay.
- Regular and appropriate safeguarding training is arranged for all staff and service providers, as required.
- There is a nominated safeguarding lead to monitor the effectiveness of the policy
- Safeguarding policies and procedures are reviewed annually.
- If we are delivering training as part of a subcontract, we will follow the Lead Contracts referral process for Safeguarding.



The Managing Director

The MD will ensure that:

- Policies and procedures adopted by NWEAT are fully implemented and followed by all staff.
- Staff (including temporary staff) and volunteers are informed of the systems which support safeguarding, including this policy, as part of their induction.
- Any member of the NWEAT community who is placed on the sex offenders register will have their employment terminated immediately, or, if that member of the community is a student, it is likely they will be permanently excluded from the provider depending on the result of a risk assessment.
- Sufficient resources and time are allocated to enable staff with responsibility for safeguarding to discharge their duties, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of young people.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding young people, and such concerns are addressed sensitively and effectively in a timely manner.

Designated Safeguarding Leads (DSLs)

Carla Navarro is the Lead for Safeguarding and child protection and has oversight of the provision. She is supported by 1 other Safeguarding Lead and the MD. The three members of staff work

closely together to ensure that all learners are able to work in a safe environment and have access to support when required.

Designated Safeguarding Leads will:

- Take lead responsibility for safeguarding children and young people
- Manage and make referrals to appropriate bodies and follow guidelines set out by the DfE and the Children's Safeguarding Assurance Partnership.
- Liaise with the MD to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Liaise and act as a source of support with staff on matters of safety and safeguarding.
- Contribute to inter-agency working in line with statutory guidance.
- Undertake regular training to provide knowledge and skills required to carry out this role.
- Ensure each member of staff has access to and understands NWEAT's
- Safeguarding and Child Protection Policy and procedures, receives appropriate training and regular updates relating to safeguarding.
- Ensure NWEATs Safeguarding, Child Protection and Prevent Policy is updated and reviewed annually.
- Ensure NWEATs Safeguarding, Child Protection and Prevent Policy is known, understood and used appropriately and is made available through a range of media and forums.
- Be a part of any recruitment and interviewing process' for new staff.



SECTION 3

All Staff

All staff have a responsibility to safeguard and promote the welfare of young people act on any suspicion or disclosure that may suggest that a young person or vulnerable adult is at risk of any form of harm, and to identify young people who may benefit from early help and support.

The stress on staff involved in any aspects of child protection work is considerable and NWEAT will ensure that such staff are properly supported. The MD and the DSL will be responsible for supporting the staff concerned and, where necessary, seek help from outside the company.

All staff will:

- Be informed of NWEAT's systems which support safeguarding and child protection and related policies.
- Be prepared to identify and respond swiftly to all levels of disclosure and concerns
- Have annual training in safeguarding and receive regular updates.
- Be aware of what to do if they identify or have a safeguarding issue reported to them.
- Have knowledge of the signs of different types of abuse and neglect as well as specific safeguarding issues (Appendix 2)
- Maintain an appropriate level of confidentiality when liaising with external agencies to aid effective information sharing NWEAT will refer to the 7 Golden Rules of Information Sharing as outlined in HM Government guidance on Information Sharing.
- Be aware of the importance of maintaining appropriate staff/student boundaries.
- Understand the early help process to identifying emerging problems/situations.
- Take actions that may be required in relation to radicalisation (Appendix 4).

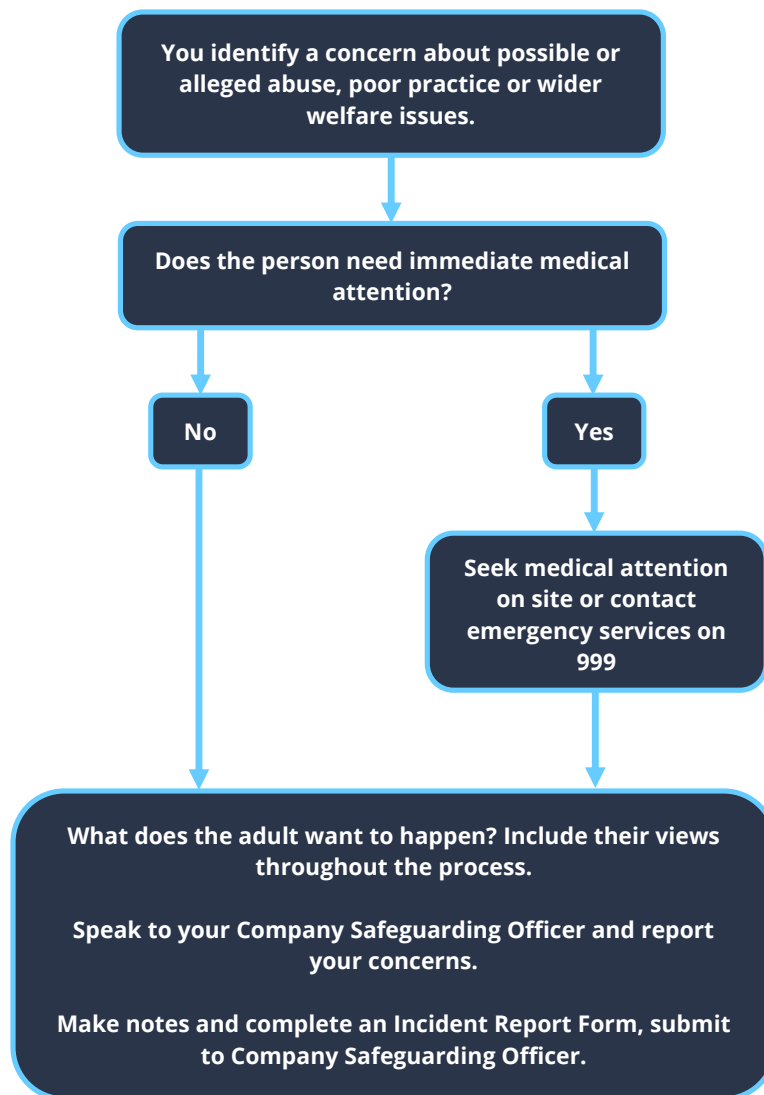
New staff receive safeguarding induction training which is predominately based on KCSiE and all staff receive a copy of the document and are made aware of forms of abuse. (Appendix 2) Staff receive Safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually.

Responding to a suspected safeguarding concern or a disclosure

- If any member of staff, either teaching or non-teaching, has a child protection concern, even a vague concern about a young person at the provider or a disclosure is made s/he will IMMEDIATELY inform a DSL (or the MD in their absence), and accurately record the event or events giving rise to the concern/disclosure.
- All concerns or disclosures must be taken seriously.
- Staff can at any time seek advice and guidance on safeguarding by meeting or contacting the Designated Safeguarding Leads.
- If a concern or disclosure is raised, the member of staff should listen, keep questions to a minimum but clarify information, reassure the young person explain sensitively that they have a responsibility to inform a DSL. (Refer to Appendix 2)
- However, if a young person is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. In such circumstances, anyone can make a referral; however, it would be common practise to refer immediately to the DSLs (or the MD in their absence). In cases where a referral is made directly, the member of staff should inform a DSL as soon as possible. Staff must personally report to the police a disclosure if Female Genital Mutilation has taken place.



- Chart 1 sets out the actions that staff will follow. Staff should manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as a DSL and children’s social care. Staff should never promise a young person that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- A clear and comprehensive record of all concerns must be kept.
- A young person with learning difficulties/disabilities may need additional support. This may require a carer, support assistant or a teacher being present at any interview/discussion.



Early help

All staff should be alert to identifying where a young person may benefit from early intervention.



(Early help means providing support as soon as a problem emerges at any point). Staff should discuss possible early help requirements with a student's manager and/or a DSL. Where other agencies and/or professionals are involved in an early help assessment or providing support, staff may be required to provide support.

In cases of early help intervention, a DSL will consider the most appropriate support package based on the individual circumstances of the individual. This may include seeking advice or support from external organisations which may include Children and Family Wellbeing Service.

Children's Social Care Advice Line. Parental agreement for an early help referral will usually be gained by a conversation with a parent and a DSL; in cases of a parent refusal, it will be reviewed by the DSLs and the MD and advice will be requested from early help providers.



Staff should be particularly alert to the potential need for early help for a young person who is:

- disabled and has specific additional needs
- identified as having special educational needs
- a young carer
- showing signs of being drawn in to anti-social or criminal behaviour
- frequently missing/goes missing from care or from home
- at risk of modern slavery, trafficking or exploitation
- at risk of being radicalised or exploited
- in a family circumstance where there is drug/alcohol misuse/mental health issues/domestic abuse
- misusing drugs or alcohol themselves
- returning home to their family from care
- a privately fostered child

What staff should do if they have concerns about another staff member?

As outlined in KCSiE if staff members have concerns about another staff member, then this should be referred to MD. Where there are concerns about the MD, this should be referred to the SMT. Staff may consider discussing any concerns with the Designated Safeguarding Leads and make any referral via them.

Allegations of abuse made against tutors and other staff:

Where there are concerns about abuse by a member of staff, the MD must be informed immediately.

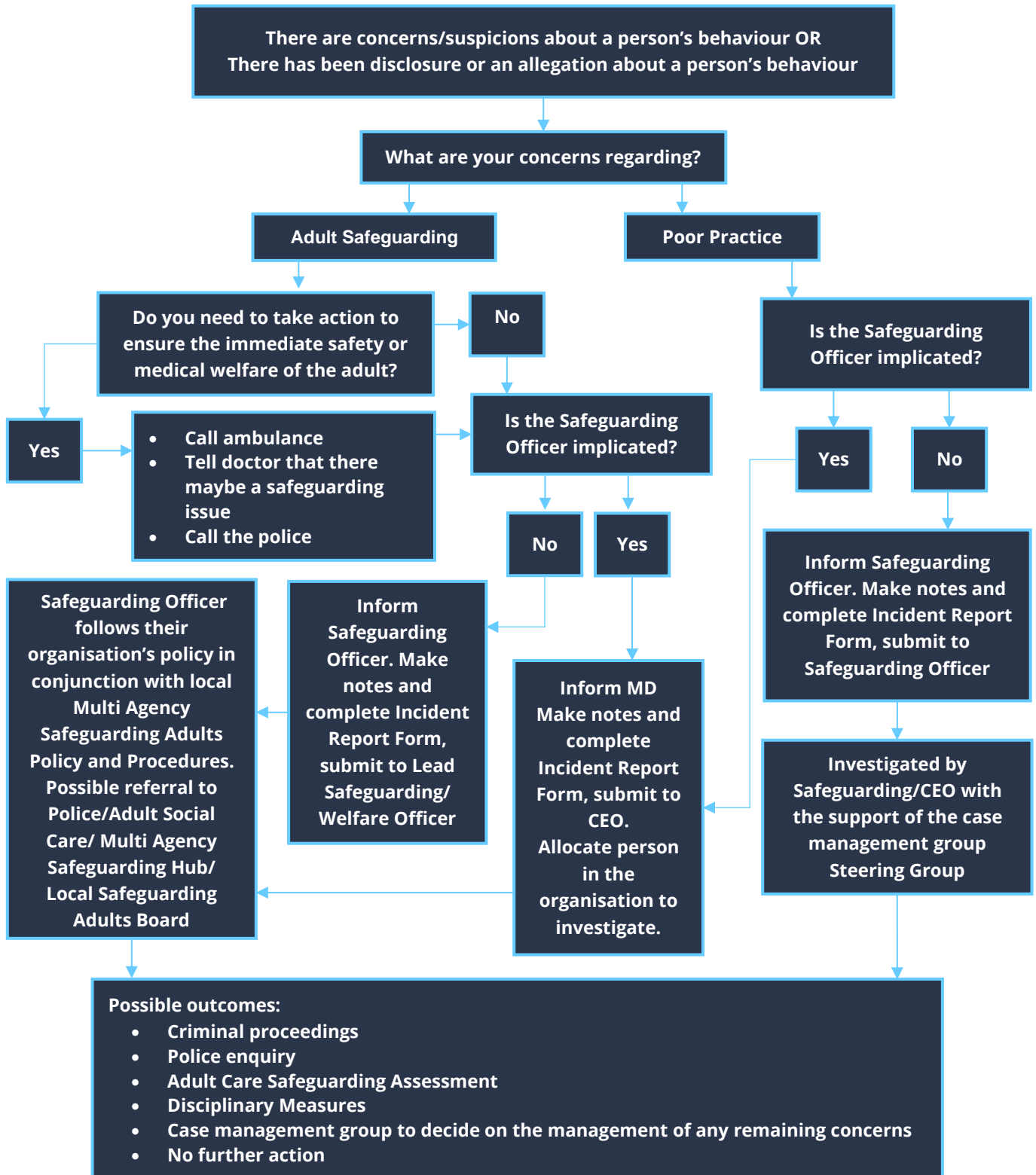
Any allegation of abuse made against a tutor or other member of staff or volunteer will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The procedures for managing any allegation see Appendix 3 – LADO Referral.

Safer recruitment and selection

NWEAT follows DfE guidance on “Safer Recruitment in Education”. It ensures that all appropriate measures are applied in relation to everyone who works at the company. Safer recruitment practice includes scrutinising applicants’ credentials, verifying identity and academic or vocational qualifications, obtaining references, checking previous employment history including fully exploring any gaps in education and / or employment. It also includes undertaking interviews where questions relating to safeguarding are included and, where appropriate. Disclosure and Barring Service (DBS) checks and the right to work in England checks are also applied.

What staff should do if they have concerns about safeguarding practices within the company?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime and know that such concerns will be taken seriously by the senior management team. NWEAT aims to promote a safe, comfortable and transparent environment where such concerns can be discussed appropriately. Staff can access the Whistleblowing Policy from the shared area. Where a staff member feels unable to raise an issue other whistleblowing channels may be open to them. The NSPCC whistleblowing helpline: 0808 800 5000.



Remember to involve the adult at risk throughout the process wherever possible and gain consent for any referrals to social care if the person has capacity



SECTION 4

Recognising Vulnerability and Raising Awareness

NWEAT recognises that some young people are particularly vulnerable and may require enhanced support during their time on programme. Each individual may require, or prefer, different levels of monitoring and support. We will therefore endeavour to agree individual support with the young person, and appropriate parties, based on their individual circumstance and progress.

NWEAT has identified categories of learners where increased levels of vulnerability may be found and appropriate support that can be implemented. (Refer to Appendix 1) This is not an exhaustive list and other categories may be identified and appropriate support strategies should be discussed with DSLs.

Risk Assessments

Where risk and vulnerability are known [for example, those with a learning difficulty, or looked after children], DSLs and appropriate personnel undertake risk assessments and will support the young person in terms of liaising with High Schools, College staff and carers as appropriate.

Raising Awareness

Awareness of safeguarding issues are promoted through a range of media and strategies to both learners, staff and parents.

The Curriculum

The curriculum can play an important role in raising awareness of Safeguarding issues.

Awareness is raised about the risks of different kinds of abuse and young people are taught skills they need to help them keep safe and are given confidence to feel that they can speak to members of staff should they have concerns of this nature.

Training

Training for staff in safeguarding is seen as a priority. A range of opportunities are provided for staff to ensure that the staff maintain a good understanding of safeguarding procedures and are able to develop their skills in identifying and dealing with safeguarding issues.

- All staff undertake safeguarding and child protection training at induction, including information about the whistle-blowing policy, to ensure they understand NWEATs safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.
- All staff will receive relevant refresher training annually.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify young people at risk of being drawn into terrorism and to challenge extremist ideas. All guidance can be located on Staff SharePoint.
- Staff also receive regular safeguarding and child protection updates (for example, through emails and staff briefing) as required.



SECTION 5

Confidentiality and Record Keeping Confidentiality

All staff have a professional responsibility to share relevant information about the protection of young people with other professionals. If a young person confides in a member of staff and asks that the information be kept secret, it is important to tell the young person, with care and sensitivity, that confidentiality cannot be guaranteed but will equally only be passed on where necessary and to appropriate personnel who are able to provide the required advice and support. When sharing information between professionals and relevant agencies the College will refer to the 7 Golden Rules of Information Sharing as outlined in HM Government guidance on Information Sharing:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Recording Keeping

NWEAT has a secure area which can only be viewed by authorised personnel which must be used for the recording of safeguarding and child protection concerns and referrals. In the cases of a safeguarding referral to the DSLs the member of staff should initially discuss the concern/disclosure with a DSL in person; the 'safeguarding referral' on the shared area should be used as the written record rather than a referral in its own right.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded. Good practice for keeping child protection disclosure records includes noting the date, event and what the young person said without being asked any leading questions. If in doubt about recording requirements, staff should discuss with a DSL.

Records should be stored in a secure area of SharePoint which is only accessible by authorised personnel who have designated safeguarding responsibilities. The DSL's review young people with secure safeguarding records so that any concerning patterns of behaviour can be identified and acted upon accordingly. In particular, DSL records should include action taken in cases of: -

- I. Suspected child abuse
- II. When the young person's progress is being monitored because of the college's concerns but which the Social Services has not been able to act upon
- III. iii. When a young person at college has their name on the Child Protection Register and is the subject of an inter-agency child protection plan Child protection records should be kept securely. NWEAT will comply with data protection legislation. In cases of alleged child abuse which come to court, the court may require the company to provide its child protection records. Similarly, Counselling logs can also be called for scrutiny if a serious allegation is made.

The Data Protection Act 2018 and GDPR do not prevent and is not a barrier to sharing information for the purposes or keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.



Child Protection File Transfer

When an individual about whom there are child protection concerns leaves the programme, NWEAT will endeavour to transfer the information to the individual's new college/provider, if appropriate, as soon as possible. This will be overseen by the DSL.

SECTION 6

Safer Working Practices

Relationships between staff and learners

NWEAT is keen to ensure that learners' experience is maximised, and acknowledges that as a part of achieving that goal, staff (both teaching and support staff) will form mutually rewarding and professional relationships with learners. To protect staff and learners, the boundaries of personal and professional life must be fully recognised and respected. NWEAT strictly prohibits any intimate relationships between members of staff and learners of NWEAT.

For the purposes of this policy, an 'Intimate Relationship' includes:

- A. any sexual relationship whether a heterosexual or same sex relationship'; and/or
- B. any relationship which could impair professional judgement, compromise integrity or affect the proper teaching or reputation of the company. (Including, in particular, any individual whose student relationship with the company ceased in the previous 12 months and/or who is under the age of 18).

Staff should be aware that a breach of this policy could lead to action under the Disciplinary Policy and Procedure, including sanctions up to and including dismissal.

Interviewing Learners

All staff should be aware of the potential risks (i.e., false allegations against staff) of interviewing a child or young person alone, particularly if the young person has an experience of sexual/emotional abuse. Interviewing individual young people is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they do not place themselves in any compromising situations where allegations could potentially be made against them. Staff should follow NWEAT guidance when interviewing on TEAMS.

Suggested protective measures to consider:

- ask another person (employer/ colleague or young person's friend – as appropriate to the content) to sit in on the interview:
- sit in a room where it is possible to be observed through a window or glass-panelled door:
- do not close the door of the room, if you are not clearly visible from outside the room.

Use of Technology

All staff will use technology to support and promote the learning and welfare of young people. However certain safeguards should be followed:

- Staff should not give their personal telephone numbers to learners or make contact with learners using their personal telephone number.
- Communication by technology should only take place using NWEAT e-mail and intranet systems and communication of a personal nature should not be conducted with young people.



- Staff will NOT access or expose young people to unsuitable material on the internet. Staff will ensure that they follow the GDPR policy about access to and use of materials.

Online Safety (including sexting – also known as youth produced sexual imagery) NWEAT recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Therefore, recognises that it is essential we safeguard learners from potentially harmful and inappropriate online material. Further information in relation to the use of filters and monitoring can be viewed in our IT Security policy.

KCSiE highlights three areas of risk:

- Online content (being exposed to harmful content)
- Contact (being subjected to harmful interaction with others online)
- Conduct (personal online behaviour that increase the likelihood of, or causes, harm)

Learners are taught about safeguarding, including online and sexting, through teaching and learning opportunities as part of the induction programme. This includes informing learners of who and how they can disclose any matter of concern, including online safety and sexting. Posters and alerts are used to regularly remind and encourage learners to disclose any such matters.

Online safety is integrated into staff updates and safeguarding training.

Social Networking Sites

NWEAT strongly advises against staff allowing or requesting learners to be friends on social networking sites, and / or 'following' learners on social media sites, as this could significantly and detrimentally impact on the professional relationship between staff and learners.

A member of staff should be aware that where potentially compromising information is posted on social networking sites, there is a danger that it may be accessed by colleagues and / or young people, and as a result seriously impact upon that colleague's professional standing. For example, if a member of staff posted information about an aspect of their private life relating to areas of sexual behaviour, alcohol, drug misuse, violence or anything that was illegal this would be considered inappropriate conduct.

Remote Learning

NWEAT will continue to ensure the safeguarding of learners, vulnerable adults and staff during periods of remote learning / remote teaching. The procedures to be adopted do not vary from those outlined in this policy. The safeguarding team will respond to concerns raised by members of staff and outside agencies in the same way that concerns are responded to when learning is taking place on the premises. The Designated Safeguarding Leads will continue to work and liaise with external agencies and will maintain communication with vulnerable learners and adults in line with the practices of local social services and external safeguarding agencies. (Refer to Appendix 5)



SECTION 7

Safety, Security and Safeguarding of Learners:

NWEAT aims to ensure that it creates and maintains a safe and secure environment for all learners, staff and visitors.

In seeking to implement this aim we recognise the security of its community relies upon:

- A secure site
- The creation and maintenance of a culture where mutual respect is an expectation and inappropriate behaviour is not tolerated
- The creation and maintenance of an anti-bullying culture
- Addressing safeguarding and security issues with learners by the inclusion of such issues in the education programmes of all learners
- Staff challenging inappropriate behaviour and acting to resolve the situation where this is deemed necessary
- The MD being notified of all incidents that involve threats or violence. A note will be placed on the student record and appropriate action will be taken
- Where appropriate and available outside agencies being used, and involved in delivering specialist advice and information to learners
- Overall responsibility for the security of student's rests with the Principal and the Senior Management Team.

NWEAT will ensure that a secure physical environment is available for all staff and learners. A full risk assessment of the learning environment will be undertaken before any learning takes place.

Employer Premises

When young people undertake work placements/ employment the organisations will be asked to put in place appropriate safeguarding procedures to ensure they are kept safe. These will be checked prior to the placement commencing.



SECTION 8

Monitoring the Implementation and Effectiveness of the Policy

All staff are responsible for implementing the Policy. This will be communicated via induction, briefings, updates, staff meetings and staff training.

The DSL will be responsible for monitoring the quality of safeguarding provision and procedures and their implementation through consultations with the other DSLs and SMT. The MD, and DSLs will meet regularly to monitor the effectiveness of the policy and review individual cases.

NWEAT recognises the expertise gained by staff from undertaking safeguarding and managing concerns on a daily basis. Considering this, NWEAT provides an opportunity for staff to contribute and shape safeguarding arrangements; this includes consulting a small number of staff, to review and comment on the Safeguarding, Child Protection and Prevent Policy.

Suggestions for amendments to the content of the Policy will be discussed by SMT on an annual basis.

The policy will be reviewed annually.

SECTION 9

Safeguarding - Contacts & Resources

[Liverpool Safeguarding Children Partnership \(LSCP\) - scp \(liverpoolscp.org.uk\)](http://liverpoolscp.org.uk)

Address:

Jacqui Taylor
LSCP Administrator
Liverpool Safeguarding Children Partnership (LSCP)
5th Floor
Cunard Building
Water Street
Liverpool
L3 1DS

Tel: 0151 233 0493/0510

Email: Jacquelyn.taylor@liverpool.gov.uk

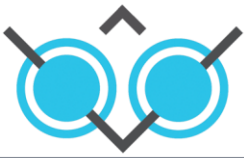
PREVENT- contacts and resources

[Prevent - Liverpool City Council](http://www.liverpool.gov.uk/prevent)

<https://www.merseyside.police.uk/.../t/prevent/prevent>

You can also contact the Prevent Team on 0151 777 8506.

You can also call the national police Prevent advice line 0800 011 3764, in confidence.



APPENDIX 1

Categories of learners/situations where the potential for vulnerability may be increased

Child Looked After

On the identification of a CLA the DSL's will seek to obtain, and record, further information in relation to the young person's looked after legal status, with due regard to KCSiE guidance (page 25). The DSL's will liaise with the LA to check what additional financial arrangements may be available. In discussion, and agreement, with the young person and appropriate parties, an appropriate level of additional support will be considered.

Pregnancy

A student who is pregnant should be referred to the DSL to discuss any additional support requirements and for a risk assessment to be arranged with the employer (Health and Safety).

Children with family members in prison

These learners are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Where the college is aware of this situation, we will consider appropriate additional support and refer to NICCO (<https://www.nicco.org.uk/>) which provides information designed to support professionals working with offenders and their children.

Gender Identity / Transgender Learners

Support will be provided for individual learners on a case-by-case basis as we recognise the uniqueness of each situation and aim to provide bespoke support based on individual needs. In the first instance, a meeting with a DSL or employer will be held following disclosure to establish key information and agree an individual support package to support the learners' academic progress and emotional wellbeing.

Special Educational Need and Disability (SEND)

Young people with special educational needs (SEN) and disabilities can face additional challenges and NWEAT is aware that additional barriers can exist when recognising abuse and neglect. Staff should ensure that indicators of possible abuse, such as behaviour, mood and injury do not automatically relate to the young person's disability and be conscious, where appropriate, to consider further exploration. Staff should be vigilant that young people with SEN/disabilities may be disproportionately impacted by things, such as bullying and that communication barriers may exist that make it more difficult to recognise this.

Domestic Violence/ Abuse:

Where a member of staff is aware of incidents of violence between adults in households where there are young person's attending college, they will share these concerns with the DSL. The DSL will consider the need for a formal referral to the Social Services Department / Police based on professional judgement and the level of any potential/actual risk to the individual or their siblings.

In addition, the young person should be offered access to a mentor. Further information can be found on the NSPCC website (www.nspcc.org.uk/preventingabuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/)

Information will be shared proportionately with relevant college personnel (in particular the young person's teachers, tutor and senior tutor).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare.

The DSL should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. The department and the Ministry of Housing, Communities and



Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

Factsheets are available at www.gov.uk

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

APPENDIX 2

Identifying Abuse, Neglect and Safeguarding concerns:

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

Below is not a definitive list but some of the signs that may become apparent to staff and should be read alongside KCSIE.

<p>Some Signs of Abuse:</p> <ul style="list-style-type: none"> • Unexplained bites, burns injuries or bruises • Admission of punishments to self or siblings which is excessive • Shrinking from physical contact • Fear of returning home or of parents being contacted • Fear of medical help • Aggression or bullying • Unexplained patterns of absences which may serve to hide injuries • Poor / sporadic attendance 	<p>Some signs of Abuse:</p> <ul style="list-style-type: none"> • Continual self-deprecation • Fear of new situations/persons • Inappropriate emotional responses • Self-harm • Compulsive stealing or scrounging • Drug or solvent abuse • Air of detachment and 'don't care' attitude • Social isolation – few friends, does not join-in • Eating disorders • Attention-seeking behaviour
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Any noticeable change in behaviour, appearance, attendance, etc. is possible cause for concern.

The NSPCC website is a good source of advice: nspcc.org.uk - on line help and advice

Do:	Do Not:
<ul style="list-style-type: none"> • Be observant • Be aware of your position of trust / duty of care • Stop, listen and keep calm • Use open questions • Report promptly to the DSL1 	<ul style="list-style-type: none"> • Delay • Make assumptions or judgements • Panic • Make a promise • Ask leading questions



<ul style="list-style-type: none">• Record accurately• Keep the student informed• Act promptly for concerns at any 'level'• Remember that the learner's welfare is the paramount consideration• Utilise available help, support and expertise; ask if you're not sure!	<ul style="list-style-type: none">• Criticise• Carry out an investigation• Try to prove or disprove anything• Keep sensitive information to yourself• Keep concerns to yourself
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Forms of Abuse and Neglect and Safeguarding Issues

Abuse is defined as 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. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or by another young person or young people.

- **Physical Abuse:** Physical abuse may involve hitting, shaking, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. It may be done deliberately or recklessly or be the result of a failure to prevent injury occurring.

Physical harm may also be abused when a parent or carer fabricate the symptoms of, or deliberately induces, illness in a young person.
- **Neglect:** Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs likely to result in the serious impairment of the young person's health or development.
- **Emotional Abuse:** The persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the child's emotional development. It causes adverse effects on the young person's behaviour and emotional development and can result in feelings of low self-worth. A level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.
- **Sexual Abuse:** This involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. Perpetrators of sexual abuse can be adult males, women or other young people.
- **Domestic Abuse:** This can be psychological, physical, sexual, financial or emotional. This can also impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

When a young person makes a disclosure, or any form of abuse is suspected or identified a member of staff should:

- Listen to and take seriously any disclosure or information that a learner may be at risk of harm.
- Clarify the information.
- Try to keep questions to a minimum and avoid leading questions
- Do not make judgements or express feelings regarding any person alleged to have harmed the child.
- Explain sensitively to the person that there is a responsibility to refer the information to a Designated Lead, what will happen next and provide reassurance that the issue will be taken seriously.



- Record your conversation as soon as possible. Notes should be, as far as possible verbatim rather than summarised and should be factual based on what has been reported.
- Typed information should be recorded on Cedar and should include details of nature of the alleged abuse, when and where it occurred, names of anyone who was present, any injuries observed and any other relevant information.
- Records should be maintained of how a safeguarding issue has been followed up, actions taken, decision reached and the outcome.

A DSL should be informed immediately, and they will make a decision on actions to be put in place.

The DSL will make a referral to young people's social care and/or the police if they believe a child is suffering or likely to suffer from harm or is in immediate danger.

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.

Examples of safeguarding issues that might arise:

Child-on-Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender based violence/sexual harassment.

NWEAT appreciates that children are capable of abusing their peers; this may take the form of physical, emotional, sexual or verbal abuse. Under no circumstances will NWEAT tolerate behaviour that is damaging to others. Staff will challenge any inappropriate behaviour. Without stereotyping it is important to be aware of the different gender issues that can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. In any case, NWEAT will ensure abuse will not be tolerated or passed off as 'banter' or 'part of growing up'.

Guidance for Sexual Violence and Sexual Harassment Between Children in College can be found at:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This guidance includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for colleges.

NWEAT recognises its duty of care to all learners and will handle any allegation of child- on- child abuse with sensitivity and always consider the wellbeing and needs of the student(s) involved. Staff members should refer any concern, or disclosure, of child- on- child abuse to a DSL and follow the procedures set out on page 20.

To minimise the risk of child-on-child abuse NWEAT:

- Provides sessions, within tutorials, which develop learners understanding of acceptable behaviour and keeping themselves safe.
- Performs a risk assessment where a student is identified as being a potential risk to other learners.
- Challenges any inappropriate behaviour or use of sexualised language.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to. This is communicated via induction sessions and regular reminders are posted in OneFile and social media.



Sexual Harassment

This includes unwanted conduct of a sexual nature, off and online. Examples include:

- sexual comments, remarks, jokes and unwanted on / offline sexual commentary (such as rumours) designed to cause humiliation, distress or alarm.
- unwanted physical contact such as deliberately brushing up against someone,
- non-consensual sharing of semi-nude, nude and sexual images or videos
- 'up skirting' which typically involves taking a picture under a person's clothing without them knowing.

When dealing with incidents of sexting the DSLs¹ will make use of the UK Council for Child Internet Safety UKCCIS (Link). This document will be used by a DSL1 when considering whether the incident requires referral to the Police and/or children's social care.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. CSE does not always involve physical contact and may occur online.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also, important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Further information can be found in KCSiE2, page 77 and the Child Exploitation and Online Protection website

[CEOP Safety Centre](#) and The DfES [Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](#)

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.



Further advice for practitioners can be found here:

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Honour Based Violence (HBV), including Female Genital Mutilation (FGM) and Forced Marriage

- So-called; honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM and forced marriage. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.
- 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. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers must personally report to the police cases where they discover that act of FGM appears to have been carried out; although they should still involve the Designated Safeguarding Leads and, where appropriate, Children's Social Care.
- In suspected cases of FGM, where a teacher suspects a girl may be at risk, and in cases relating to girls aged 18 or over teachers should discuss their concerns with a DSL. The DS1 will follow the normal safeguarding procedures and involve children's social care as appropriate. Reference can be made to a FAQ Factsheet prepared by the Home Office.
- Forced Marriage: Forcing a person into a marriage is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.

Preventing Radicalisation

The Counterterrorism and Security Act places a duty on specified authorities, including education providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Training Providers which are required to have regard to KCSiE2 are listed in the Act as partners of the panel.

Prevent awareness training is provided to equip staff to identify learners at risk of being drawn into terrorism and to challenge extremist ideas. Staff are informed to be alert to the possible signs of radicalisation and are informed to pass any such concerns to the College DSL. The Prevent Duty is explicit within induction training for new staff. Staff should understand their role with regard to 'the Prevent Duty'. Where there is concern for a student(s) we will refer to the local 'Channel Referral Process'.

As per KCSiE2 any concerns in relation to possible radicalisation may be discussed with parents and employers unless there is a specific reason to believe that to do so would put the student at risk.

Copies of 'the Prevent Duty' and 'Prevent Duty Guidance for Further Education institutions in England' is available on Staff SharePoint.

NWEATs IT policy is reviewed and updated to conform with our approach to preventing radicalisation.

Mental Health

Staff should be aware of the mental health issues that may impact on young people including, but not exclusive to, anxiety, depression, self-harm and threatened suicide. Where a mental health issue is suspected or disclosed it should be reported to the Designated Safeguarding Leads.

NWEAT recognises the growing need for addressing student's mental health in today's culture and seeks to be proactive in supporting learners to maintain academic progress. Learners who disclose mental health concerns will be offered a health & wellbeing referral where appropriate will be advised to speak to the GP.



All staff should have an awareness of safeguarding issues in addition to those above; examples (but not exhaustive) are available in KCSiE2 office posters.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues and links to relevant organisation can be found in the safeguarding area of SharePoint. Advice and guidance can, and should, be sought from the Designated Safeguarding Leads.

Appendix 3

Link below to take to procedure for managing allegations:

<https://liverpool.gov.uk/referrals/childrens-social-care-referrals/make-an-urgent-marf-referral/#:~:text=Our%20Local%20Authority%20Designated%20Officer%20%28LADO%29%20is%20responsible,us%20and%20tell%20us%20you%20require%20LADO%20advice.>



Appendix 4

Addendum to NWEAT Safeguarding, Child Protection and Prevent Policy in response to COVID-19

The above-named policy remains in place and reflects the usual safeguarding arrangements.

This addendum is to reflect the arrangements in place to respond to the COVID-19 pandemic. The content of this addendum will remain under review as circumstances continue to evolve and will be supported by regular procedural updates.

This addendum has been produced with reference to the DfE guidance Coronavirus (COVID-19):

safeguarding in schools, colleges and other providers (Published 27 March 2020) ([Link here](#)). This guidance is explicit in stating the following fundamental safeguarding principals remain in place:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or provider has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Advice from safeguarding partners

NWEAT will take into account and review policies and procedures in light of any updated advice from safeguarding partners, e.g., the local Safeguarding Children Partnership which includes local authorities, the police and NHS clinical commissioning groups. Liverpool City Council provide regular bulletins which are being circulated to the DSL.

Action to take if you have concerns about a young person

During closure: If there are immediate concerns for the safety of a young person emergency services (999) can be contacted directly. The DSLs remain active during closure and can be contacted via mobile phone (provided on internal email) or the usual internal communication methods. Staff should continue to use internal procedures to record concerns and information.

Continued safeguarding priorities and practices

The usual principals and expectations for safeguarding continue to be in place, in particular relation to:

- the importance of all staff taking action if they have any safeguarding concerns
- the importance of all staff acting immediately
- the DSLs remain active in their duties and available for advice, guidance and referrals.
- DSLs continue to liaise and support external safeguarding partners, such as local authority virtual schools, police, social workers and children and family wellbeing service case workers
- in situations where you are unable to make contact with a DSL and require urgent action the MD should be contacted.



Arrangements for Vulnerable Young People

Guidance from the DfE: During the coronavirus (COVID-19) outbreak, vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child?
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (Including children's social care services), and who are therefore in need of continued education provision
- This might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion.

In order to maintain acting in the best interests of the individual:

- DSL's will continue to support social workers working with learners receiving support from social care services.

What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children.

In these circumstances staff should continue to report this concern to the MD.

Child-on-child abuse

Where staff are aware of allegations of child-on-child abuse this should be reported to the DSLs, or a member of SMT.



Mental health

Where a mental health issue is suspected, or disclosed the following actions should be taken:

- If there is an immediate threat of harm for a student emergency services (999) should be contacted and then direct, and immediate, contact with a DSL or the Principal
- Non-urgent concerns should be reported to the DSLs, and CEDAR can be used in this instance
- During college closure the counselling team and health & wellbeing co-coordinator are offering a remote service and referrals can continue to be made in the usual manner.

Learners, and parents, should also be signposted to contact their GP and the following online services:

- NHS – Every mind matters – General wellbeing advice & COVID-19 specific ([Link](#))
- Young Minds – A charity offering advice for young people, professionals and parents ([Link](#))
- NSPCC ([Link](#))

Online Safety

All members of staff should continue to look out for signs that a young person may be at risk. Any such concerns, or direct disclosures, should be directly and immediately referred to the college DSL's.

Subsequent actions will take account of the safeguarding policy including, where appropriate, referrals made to children's social care and/or the police.

The DfE has encouraged colleges to share the following support for young people, parents and carers:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse
- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Think know - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

Sources of guidance:

DfE Supporting vulnerable children and young people during the Corona (COVID-19) Outbreak

DfE Corona Virus (COVID-19) - Safeguarding in schools, colleges and other providers

DfE Keeping children safe in education – Statutory guidance for schools and college



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