

SAFEGUARDING AND PREVENT POLICY

(INTEGRATING ANTI-BULLYING AND HARASSMENT, CHILD PROTECTION AND VULNERABLE ADULTS)

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Vision, Values and Strategic Objectives

Our Vision

The College's vision is pioneering technical excellence.

Our Values

Safety - Embedding safety into everyday thinking and practices to ensure the continued health and wellbeing of our learners, staff and partners.

Pioneering - Developing new approaches to the delivery of training, innovating and challenging the norm to create long-lasting positive change.

Inclusive - Creating an inclusive and exciting environment that demonstrates what the future of rail will look like, attracting a broad and diverse audience.

Collaborate - Establishing and valuing sustained partnerships, committed to productive and progressive ways of working together to the benefit of our learners and stakeholders.

Excellence - Delivering the best in all we do, raising industry standards of technical skills training and demonstrating excellence in all that we deliver.

Our Strategic Objectives

Safety - Ensuring a zero-tolerance and effective approach to bullying, and embedding safeguarding and prevent into everyday thinking and practices to ensure the continued health and wellbeing of our learners, staff and partners.

Pioneering - Developing new approaches to the delivery of training and internal procedures reflecting up-to-date, evidence based safeguarding practices to create long-lasting positive change in order to achieve the safest possible environment for all.

Inclusive - Ensuring an environment that attracts and supports a broad and diverse audience. We will ensure individual and group needs are understood, considered and met in all safeguarding practice and teaching and learning, allowing all learners to reach their full potential.

Collaborate - Establishing links with local safeguarding partnerships, strategic safeguarding networks, Prevent leads, charities and other relevant partners to ensure our safeguarding activities and training is at the forefront of current effective practice.

Excellence - Deliver an outstanding learner experience in all aspects of safeguarding, support, advice, guidance and intervention to provide learners with a safe and nurturing learning experience leading to positive outcomes.

1. Purpose and Scope

Purpose

The College is dedicated to creating a learning environment in which all learners – including ‘adults at risk’ who may be particularly vulnerable – feel valued, respected, encouraged and supported through the curriculum, support services, reviews, work experience and training areas to raise any concerns they have about their own or others’ safety and welfare.

This policy sets out the College’s approach to providing a safe environment in which to work and study. Safeguarding is everyone’s responsibility and we are committed to creating and sustaining a culture of vigilance among our staff and learners to recognise, respond, report and record safeguarding concerns and provide a proportionate response.

The NCATI aims:

- to ensure the College takes appropriate action, in a timely manner, to safeguard and promote the welfare of all learners, including those who may be at risk of harm
- to share information appropriately and without delay where the College becomes aware of a child at risk of harm; including playing its full part in Early Help and/or multiagency support arrangements
- to ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- to ensure that the College’s practice meets local and national guidance and all statutory requirements are in place

Scope

This policy has been developed in line with relevant legislation, statutory guidance and local authority strategic priorities, working alongside Local Children and Adults Safeguarding Partnership’s policies and procedures.

The policy applies to all learners, staff, volunteers, guest lecturers, board members, contracted staff and visitors of the College across all campuses and any other designated areas, including those hiring College facilities, unless agreed otherwise with the hirer. The policy also covers learners on apprenticeships, on work experience and/or work placements, including any other organised off-site activity or activities.

This document sets out the definitions, responsibilities and procedures required to ensure the safeguarding of all College users such as our staff, learners, volunteers, board members and visitors; including children, young people and adults at risk/vulnerable adults with whom we have contact.

Terms used in this Policy:

The term '**adult at risk**' replaces '**vulnerable adult**' in this policy as that phrase is used throughout existing government guidance. This is because the term 'vulnerable adult' may wrongly imply that some of the fault for the abuse lies with the victim of abuse and acknowledges that anyone may be particularly vulnerable to risk of harm at some point(s) in their lives.

A **child** includes anyone under the age of 18.

*For the avoidance of doubt, within this document, we do not use the term '**young person**' – often used in safeguarding guidance to refer to older children under the age of 18 in order to provide clarity and reduce the potential for confusion or misunderstanding.*

The College is equipped to enrol learners who are 16+ on courses or apprenticeships and will perform its wider duties to keep children safe as part of its involvement with local authorities and families. The College acknowledges its duty to engage in multiagency responses to safeguarding concerns and/or Early Help arrangements as required and works closely to the statutory guidance, Keeping Children Safe in Education (DfE 2021). **See Appendix 2: Child Protection Plan.**

The College understands that harm can be incurred by anyone. The College has a legal responsibility to take measures to protect its learners, including adults at risk, from harm. It is committed to protecting and preventing harm to our learners, whilst observing rights to confidentiality where permitted.

Protecting learners from the risk of radicalisation is part of the College's wider safeguarding duties. This policy therefore includes our commitment to the **Prevent Duty**.

See Part 6: Prevent Duty and Implementation of the Duty

Local Multiagency Procedures

All staff should follow the relevant **local authority procedures** in all cases.

Birmingham and the West Midlands

<http://www.lscpbirmingham.org.uk/policies-and-procedures-pro>

<https://www.bsab.org/homepage/7/information-for-professionals>

<http://westmidlands.procedures.org.uk/>

https://www.safeguardingwarwickshire.co.uk/images/downloads/West-Midlands-Policy-and-Procedure/WM_Adult_Safeguarding_PP_v20_Nov_2019.pdf

Doncaster

<https://doncasterscb.proceduresonline.com/contents.html>

<https://www.doncaster.gov.uk/services/emergencies/safeguarding-adults-emergency>

<https://www.doncaster.gov.uk/services/adult-social-care/safeguarding-adults-policy-and-procedures>

Key Principles:

- All staff should be aware that any child at risk of harm should be reported immediately to the Safeguarding Team. These may include siblings, children or other relatives of our learners or any other child they become aware of in the course of their duties (see Appendix 2: Child Protection Plan)
- The learner's needs and welfare are paramount. All learners have a right to be protected from abuse and neglect and have their welfare safeguarded. The College places the needs of the learner at the heart of its strategy and ensures that learners know their concerns will be taken seriously.
- The College Board and Senior Management Team recognise the importance of a 'whole college' approach to Safeguarding and will ensure that the promotion of Safeguarding is embedded in its policies, procedures and Curricula
- Adults at risk have a right to learn ways to keep themselves safe from harm and exploitation
- The College will ensure that learners are able to keep themselves safe while online through the use of technology, advice, guidance and support
- All staff should maintain an attitude of "it could happen here" where safeguarding is concerned
- All staff are aware of mandatory reporting duties; i.e. FGM, Prevent concerns
- Learners should be listened to and their views and wishes should inform any assessment and provision for them
- Staff should always act in the interests of the learner, in order to protect them
- The College is committed to working with other agencies to provide early help for learners before they become at risk of harm
- The College will follow the local safeguarding partnership's procedures for children and adults, and will provide them with information as required
- All staff should be aware of the importance of identifying emerging problems, liaising with the Safeguarding Team, sharing information with other professionals to support early identification and assessment
- All staff have responsibility to report their concerns about a learner **without delay** to the College's Safeguarding Team
- Whilst the Safeguarding Team will normally make referrals to Adult Services or Children Services, **anyone** can refer their concerns to Social Services directly in emergencies or if they feel they need to do so
- All staff should be aware of the process for making referrals to Children's or Adult Services, where a child or adult at risk is suffering, or likely to suffer, significant harm and understand the role they might be expected to play in such assessments that may follow a referral
- Everyone has a responsibility to escalate their concerns and 'press for reconsideration' if they believe a child or adult at risk's needs remain unmet or if the child or adult at risk is failing to thrive and in need or if they are at risk of harm
- The College will work in partnership with other agencies to promote the welfare of learners and protect them from harm, including the need to share information about them in order to safeguard them, ensuring that any actions that are part of a multi-agency coordinated plan are completed in a timely way
- The College recognises that scrutiny, challenge and supervision are key to safeguarding learners

- All staff engaged in safeguarding will work to the 6 Principles of Safeguarding as defined by The Care Act 2014:
 - **Empowerment:** People being supported and encouraged to make their own decisions and informed consent.
“I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens.”
 - **Prevention:** It is better to take action before harm occurs.
“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”
 - **Proportionality:** The least intrusive response appropriate to the risk presented.
“I am sure that the professionals will work in my interest, as I see them, and they will only get involved as much as needed.”
 - **Protection:** Support and representation for those in greatest need.
“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”
 - **Partnership:** Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”
 - **Accountability:** Accountability and transparency in delivering safeguarding.
“I understand the role of everyone involved in my life and so do they.”

Source: The Care and Support Statutory Guidance (2016)

2. Key Definitions

Children and Vulnerable Adults

A **child** is classified as a person under 18 years of age.

In Working Together to Safeguard Children 2018, safeguarding and promoting the welfare of a child is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcome

A **vulnerable adult** is any person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (DoH 2000).

Within the Care Act 2014 the safeguarding duties apply to a person over the age of 18 who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- is experiencing, or is at risk of, abuse or neglect; and
- as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it

Where vulnerable adult is suffering significant harm, or is likely to do so, action should be taken to protect that adult at risk.

Abuse is defined as: 'a violation of an individual's human and civil rights by any other person or persons' Abuse may be:

Main category:

- Emotional
- Neglect
- Physical
- Sexual

Other or sub-category:

- Cyber Abuse
- Criminal Exploitation
- Discriminatory
- Domestic violence and abuse
- Female Genital Mutilation
- Financial or material
- Forced Marriage
- Hate Crime, Mate Crime
- Honour Based Violence
- Modern slavery
- Organisational
- Radicalisation
- Self-harm or self-neglect
- Sexual Exploitation

‘Abuse can be a single act or may consist of a pattern of behaviour which can continue over a long period. Whether it is unintentional, accidental or deliberate, it will result in harm, either physically, emotionally or in its effect on the person’s wellbeing or development.’ (DSAB, 2017)

Psychological/Emotional Abuse

‘Psychological abuse includes ‘emotional abuse’ and takes the form of threats of harm or abandonment, deprivation of contact, humiliation, rejection, blaming, controlling, intimidation, coercion, indifference, harassment, verbal abuse (including shouting or swearing), cyber bullying, isolation or withdrawal from services or support networks. Psychological abuse is the denial of a person’s human and civil rights including choice and opinion, privacy and dignity and being able to follow one’s own spiritual and cultural beliefs or sexual orientation.’

Neglect

‘These include ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, social care or educational services, and the withholding of the necessities of life such as medication, adequate nutrition and heating. Neglect also includes a failure to intervene in situations that are dangerous to the person concerned or to others, particularly when the person lacks the mental capacity to assess risk for themselves.’

Self-neglect

Staff need to be aware of it in the general context of risk assessment / risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Physical abuse

‘Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or adult at risk or failing to protect them from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness.’

Sexual Abuse

‘Sexual abuse 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 an adult has not consented or was pressured into consenting.’

‘Any sexual relationship that develops between adults where one is in a position of trust, power or authority in relation to the other (e.g. day centre worker/social worker/residential worker/health worker etc.) may also constitute sexual abuse’

Definitions adapted from West Midlands Adult Safeguarding Policy & Procedures V2.0 (West Midlands Adult Safeguarding Editorial Group 2019)

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3. The Prevent Duty and Implementation of the Duty

The **Counter-Terrorism and Security Act 2015** places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. ‘The fundamental aims of Prevent, as part of the revised 2018 Contest Strategy are ‘to safeguard vulnerable people to stop them becoming terrorists or supporting terrorism.’ (**Work Based Learners and the Prevent Statutory Duty 2018**). The DfE has provided Statutory guidance for colleges and childcare providers: ‘**Revised Prevent Duty Guidance: England and Wales**’ (DfE 2015). The guidance summarises the requirements of colleges in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

The College is committed to its responsibility towards protecting its learners from radicalisation, terrorism and violent extremism. It promotes an ethos designed to empower its learners to create communities that are resilient to extremism and protect the wellbeing of those who may be vulnerable to being drawn into violent extremism or crime. The College also continues to promote the development of safe spaces for free debate where shared values can be reinforced.

Extremism

The government has defined extremism in the Prevent Duty as: ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the British armed forces.’

Implementation of the Duty

The College is committed to the effective implementation of the Prevent strategy through:

- effective and regular training to ensure:
 - staff know when and how to refer learners who may be at risk of radicalisation
 - staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance
 - senior leaders and board members understand their responsibilities around Prevent
 - all staff challenge extremism with confidence and consistency
- effective delivery of Prevent information and learning to ensure learners can:
 - identify and protect against risk
 - access support
 - understand British values

- ensuring that adults at risk are safe from terrorist and extremist material when accessing the internet in College
- identification and support of vulnerable learners
- appropriate sharing of information and CHANNEL referrals
- a commitment to equality, diversity and inclusion
- partnership working with local support networks and Channel members
- exemplification of British values of ‘democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs’ into College practices
- managing and updating a current Prevent Risk Register
- risk assessing visiting speakers and guest lecturers through the External Speakers Protocol (See Appendix 7)

The Government has developed an ‘[Educate against Hate](#)’ website providing information and resources for colleges and parents to support them to recognise and address extremism and radicalisation in young and/or vulnerable people.

The Prevent Lead at the College is the Designated Safeguarding Lead (Head of Learner Experience). The role of the Prevent Lead is as follows.

- Ensuring appropriate policies and procedures are in place
- Ensuring that all new staff are trained on Prevent, including the College’s policies and procedures
- Ensuring all staff have annual refresher training
- Working with the curriculum team to ensure that the promotion of British values is embedded into the curriculum and College life
- Providing an annual Safeguarding and Prevent report to board members, including referral data
- Providing quarterly reports to the SMT
- Keeping accurate records of all referrals and concerns
- Evaluation of the safeguarding processes
- Managing referral processes, including CHANNEL referrals
- Reviewing the Prevent Risk Register monthly and reporting quarterly to the SMT
- Managing visiting speaker risk assessments and logs through the External Speakers Protocol

Staff should use their professional judgement and contact the Safeguarding Team if they have any concerns. Some possible behavioural indicators could be:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

The Channel: Vulnerability assessment framework (HMG 2012) involves three dimensions: **engagement, intent and capability**, which are considered separately.

‘It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist’ but understanding these factors may assist in identifying a person who is vulnerable to radicalisation and/or a potential risk to others.’

Engagement with a Group, Cause or Ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends’ involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

Intent to Cause Harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- ‘Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

Capability to Cause Harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Channel: Vulnerability assessment framework (HMG 2012)

If any member of College staff has any concerns about a learner beginning to support terrorism and/or violent extremism, they should discuss them with a member of the Safeguarding Team following the published safeguarding procedures so that actions to address the issues may be addressed immediately. The Prevent Lead (DSL) will coordinate the College's response.

Local Authority Contacts and Resources

Birmingham: https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

Doncaster: <https://dscp.org.uk/professionals/prevent>

4. Safeguarding Learners and Staff

All staff and learners have a responsibility for safeguarding and for reporting any safeguarding concerns to the Safeguarding Team. Staff are informed of their responsibilities in relation to safeguarding and that they must be alert to signs of abuse and safeguarding issues that may put adults or children at risk of harm.

Some behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the sharing of nude or semi-nude images (also known as youth produced sexual imagery when involving under 18s) put children and/or adults at risk in danger.

Adults at risk or children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to their disability without further exploration
- learners with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.
(DfE 2016)

The College will:

- maintain up to date knowledge of safeguarding legislation and good practice
- identify and carry out regularly updated risk assessments for the College
- ensure that staff receive regular safeguarding training
- ensure the effective sharing of this policy and training in its implementation
- ensure this policy and accompanying procedures and guidance is regularly reviewed for compliance
- provide points of contact for anyone needing to report a safeguarding concern.
- act on reported concerns as appropriate. This may include direct intervention or support, carrying out a risk assessment or making a referral to an external agency.
- monitor the effectiveness and implementation of this policy
- promote a culture which promotes safeguarding, reducing the potential for harm to be caused or threatened
- collate summaries of safeguarding concerns raised and outcomes, where known

5. Safeguarding Roles and Responsibilities

All staff

All staff (including volunteers, temporary and agency staff) are responsible for ensuring that they:

- familiarise themselves with and become aware of the importance of the College's safeguarding and associated policies and procedures
- adhere to the College's safeguarding related policies, procedures and systems
- attend and engage in safeguarding training as and when required
- are vigilant and aware of potential signs and indicators of abuse
- recognise that any learner will benefit from timely support, but should be particularly alert to the potential needs of a child or adult at risk who:
 - is disabled and has specific additional needs
 - has special educational needs
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is living in a household where they are exposed to domestic abuse, mental ill-health and/or substance misuse
- recognise the risk factors involved in the likelihood of serious violence:
 - being male
 - absence or exclusion
 - historic traumatic event
 - history of offending
- understand that any member of staff can make a referral to Adult (or Children's) Services should that be required, informing the Safeguarding Team of any action taken.
- understand their responsibility to escalate their concerns and 'press for reconsideration' if a child or adult at risk remains at risk or their needs are not met
- are aware of mandatory reporting duties (FGM, Prevent)
- report any concerns without delay about the behaviour of staff towards an adult at risk to the Chief Executive Officer, Designated Safeguarding Lead or the Chair of the Board of Governors
- are aware safeguarding issues can manifest themselves via peer on peer abuse
- know what to do if someone makes a disclosure to them
- never attempt to *investigate* concerns
- challenge inappropriate behaviours and report any concerns to a member of the College Safeguarding Team
- help to create a listening culture and help to ensure that learners know that they can come to them and be listened to
- promote a safe environment and safeguard the welfare of all learners

- promote a zero-tolerance approach to bullying at all times and challenge/report concerns to the Safeguarding Team.

Staff should be mindful that children and young people may not feel ready or be able to express that they are being abused and/or that they may not recognise their experiences as harmful. Staff should exercise professional curiosity and report any and all concerns to the DSL.

Members of the Board

Members of the Board should be given guidance to support them to ensure the College meets its statutory safeguarding requirements. The Board is accountable for ensuring the College has effective policies and procedures in place in line with local and national guidance, and for monitoring the College's compliance with them. Neither the Board nor individual Members of the Board should have a role in dealing with individual child protection cases or know the detail of cases, unless anonymised (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The DSL is responsible for ensuring that all Board members receive safeguarding and child protection training at induction. This should be regularly updated and should equip members to hold strategic oversight of the College's policy and procedures.

The Board should ensure that:

- The College meets the statutory responsibilities set out in Keeping Children Safe in Education (KCSiE 2021), Working Together to Safeguard Children (WT 2018) and Revised Prevent Duty Guidance: England and Wales' (DfE 2015)
- All staff read and understand part 1 and annex A of the guidance – Keeping Children Safe in Education (DfE 2021)
- the College has effective policies, procedures and systems in place in accordance with guidance from government bodies, local authorities, Safeguarding Partnerships and other agencies, including effective procedures for the safe recruitment of staff and dealing with allegations of abuse against members of staff
- the College follows safer recruitment procedures, including the statutory pre-employment checks on all staff. The Chair of the Board and Lead Safeguarding Board Member together with the Chief Executive Officer review the College's Single Central Record of staff as set out in Part 3: Safer Recruitment of Keeping Children Safe in Education (DfE, 2021)
- the College's practice is reviewed in line with Local Authority guidance, priorities and procedures and any actions identified in Local Authority 175 Audits are completed. The Audit will be reviewed by the Chair of Governors and Safeguarding Governor before submission.
- the Safeguarding and Prevent Policy (incorporating Child Protection and Anti-bullying and harassment) is reviewed at least annually by the full governing body and available to the public, normally via the College's website
- there is a nominated safeguarding Member of the Board responsible for scrutinising safeguarding, to liaise with the Designated Safeguarding Lead and champion adult and child protection and safeguarding on behalf of the safeguarding body who represents safeguarding during Corporation meetings
- there is a named Designated Safeguarding Lead who is a member of the College's Senior Management Team. There are colleagues trained to provide cover for the role
- all safeguarding practices are quality assured by the Designated Safeguarding Lead, including the auditing of safeguarding records and the supervision of the Safeguarding Team

- the College itself is a safe environment where the views of learners are listened to and taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice
- the College has a strategy for providing Early Help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon local authority and local Safeguarding Partnerships' strategic plans and procedures
- there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies. The systems should be reviewed regularly.
- the Designated Safeguarding Lead and Safeguarding Team undertake training in keeping with statutory training requirements
- all staff receive up to date mandatory safeguarding training, which is regularly updated. The College scrutinises the impact of its training strategy so that all staff, including temporary staff and volunteers, are aware of the College's adult safeguarding and child protection procedures.
- there is effective analysis of safeguarding data including bullying, attendance, expulsions, behaviour logs, learners excluded, the views, progress and participation of vulnerable students
- the College has procedures in keeping with the Local Safeguarding Partnerships for dealing with any allegations made against any adult working within the College
- there is a nominated Board Member, usually the chair, who is the case manager for managing any allegations against the Chief Executive Officer

The Chief Executive Officer is responsible for ensuring that:

- the College's safeguarding policies, procedures and systems are fully implemented and followed
- the Single Central Record is up to date and the safer recruitment practices are followed in line with the College's Recruitment and Selection Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training
- job descriptions and person specifications for all roles make specific reference to our commitment to safeguarding
- all staff feel able to raise concerns about the safety and know how, and whom, to contact in relation to Safeguarding. Such concerns are dealt with sensitively, effectively and in a timely manner
- there is a listening culture within the College where both staff and adults at risk can raise concerns about poor or unsafe practices. There is a published Public Interest Disclosure – Whistle Blowing Policy
- they liaise with the Local Authority Designated Officer where an allegation is made against a member of staff
- they are informed of any allegations against staff and will ensure appropriate referrals to the Disclosure and Barring Service or Teaching Regulation Agency are made
- the Designated Safeguarding Lead has a job description in keeping with safeguarding requirements and that sufficient time, training and support are allocated to this role,

including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training

- sufficient resources and time are allocated to ensure Designated Safeguarding Leads and deputies are able to carry out their roles effectively
- the curriculum provides opportunities to help students stay safe especially when online, including an awareness of online risks and dangers (gambling, phishing, fraud et al) This should include an approach which ensures learners' safety whilst learning/working remotely. Vulnerable adults should be aware of the support available to them
- in-keeping with the Prevent Duty reasonable checks are made on visiting speakers in line with the External Speakers Protocol

The Designated Safeguarding Lead

The role of Designated Safeguarding Lead (DSL) is held by The Head of Learner Experience. The DSL will quality assure the College's adult safeguarding, Prevent and child protection practices including the auditing of safeguarding records and the supervision of the Safeguarding Team to ensure that actions and decisions are reviewed appropriately, and that staff members' emotional needs are met. Keeping Children Safe in Education 2021 sets out the broad areas of responsibility for the Designated Safeguarding Lead.

The Designated Safeguarding Lead is responsible for the implementation of the safeguarding policy, including the Child Protection Plan and the Prevent Duty, and for the College's commitments to safeguarding staff and learners, through delegation where appropriate. The Safeguarding Lead will ensure that the College is kept abreast of developments in legislation and will liaise with the local safeguarding partnerships and the local authorities.

Managing Referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority adult or children's services as required
- support staff who make referrals to local authority adult or children's services
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- attend or arrange College representation at multiagency meetings; e.g. Initial Child Protection Conferences
- Take ownership for the College's Safeguarding Quality Improvement Plan and for producing an annual report for the Corporation Board

Work with Others

- Ensure that applicants and learners declaring criminal records are risk assessed under the Procedure for Learners and Applicants with Criminal Records (See Appendix 8)
- Act as a point of contact with the three safeguarding partners
- Liaise with the Principal to inform him or her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per Part Four of KCSiE 2021) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member)
- Liaise with staff (especially support staff, College nurses, IT technicians and the named person with oversight of SEN in a College) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff

- Ensure all members of the Safeguarding Team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the Safeguarding Team to monitor all decisions and action taken and the wellbeing of each team member
- Ensure arrangements are in place for inducting and training staff in safeguarding practices and procedures, and to check understanding on an annual basis

Undertake training

- The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- The Designated Safeguarding Lead acts as the College's Prevent Lead and should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the College's Safeguarding and Prevent policy and procedures (incorporating Child Protection and Anti-Bullying and Harassment), especially new and part time staff
- are alert to the specific needs of adults at risk, children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the college, and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting adults or children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at College
- can recognise the additional risks that adults or children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND adults or children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage, among all staff, a culture of listening to adults at risk (or children), and taking account of their wishes and feelings, and any measures the College may put in place to protect them

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the College's adult safeguarding, Prevent and child protection policies are known, understood and used appropriately
- ensure these policies are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- ensure these policies are available publicly and stakeholders know referrals about suspected abuse or neglect may be made and the role of the College in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

Availability

The Designated Safeguarding Lead (or a deputy) will be available (during College hours) for staff in the College to discuss any safeguarding concerns or make a formal safeguarding disclosure in line with this policy. They can be reached at safeguarding@ncati.ac.uk or on 07471 353426.

The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, the specifics of which will be communicated to those involved prior to these out of hours activities taking place

6. Providing a Safe Environment

Safer Learner Charter

The College is part of a multi-College partnership with Safer Learner Charter status. The College has entered a pledge to ensure that campuses will provide safe environments for learners. It also confirms a commitment to ensure that any threats of crime are responded to robustly and without exception as agreed by partner agencies. The College also agrees to teach learners about the impact of being involved in crime. This includes knife crime, extremism, sexual and physical health, equality, mental health, exploitation, honour-based violence and financial security.

Campus security

All learners, staff and visitors are required to wear an ID badge and lanyard. The College premises is protected with security barriers and security access cards. Public areas at the front of each campus are supervised. The College is protected by CCTV and has a robust lockdown procedure.

Learners attend e-safety tutorials and information and resources are also accessible to them on posters, information screens and the College's e-learning environment, Canvas.

Sub-Contracted Provision and Work Experience

- Subcontracted providers are required to have their own Safeguarding policy and associated procedures, and make this available, or to adopt the College Safeguarding and Prevent Policy and procedures. Providers are required to have their own Safeguarding Lead. Learners are advised through their induction about keeping themselves safe and who to raise a safeguarding concern with
- All subcontracted staff undertake Safeguarding and Prevent training. Sub-contractor staff information should be recorded on a Single Central Record maintained by the provider and available for scrutiny by the College. The identity of sub-contractors and their staff will always be checked on arrival at the College
- Employers offering Apprenticeship Placements are required to complete and provide all requested paperwork required by the College as follows:
 - *Workplace Risk Assessment*
 - *Employer H&S Assessment Form*
 - *up to date Employer Liability Insurance*
 - *their Health and Safety Policy.*
- Employers offering Work Experience are required to complete the Work Experience Health and Safety Employer Questionnaire

Visitors to campus, contractors and consultants

- On arrival Visitors are required to sign-in at Reception using a pin code, provided with a visitor ID badge and are collected by the person they are visiting
- Visiting Speakers and Guest Lecturers are risk assessed under the External Speakers Protocol prior to delivering on campus, and supervised by College staff at all times
- Safeguarding training is provided to regular contractors such as caterers and cleaners. Other 'occasional' contractors will be asked to read the Safeguarding leaflets on reception and are escorted around site to/from their area of work
- Employees and non-employees undertaking work at College campus must comply with the College's Health and Safety and safeguarding requirements
- Businesses wishing to hire the College facilities are informed of their safeguarding responsibilities and provided with the College's Safeguarding pamphlet

Recruitment and Selection

We are committed to promoting and safeguarding the welfare of children and adults at risk and this commitment is fundamental to the recruitment and selection of applicants. An enhanced or basic Disclosure and Barring Service (DBS) check, including any relevant overseas checks will be undertaken as part of the recruitment process for certain categories of staff. together with a check on the barred list for all teaching staff. An enhanced DBS check is required for staff teaching under-18s.

In order to comply with its legal obligations, the College must establish that both its current employees and its prospective employees in the UK have, and retain, the right to work in the UK. This involves carrying out document checking processes for all new employees and follow up document checks for employees who are subject to immigration control and have limited leave to remain in the UK.

Candidates attending an interview will be required to bring proof of their eligibility to work in the UK in line with the Right to Work Policy. All employees will be required to provide their 'proof of eligibility to work' to the College before commencing work. The management of information obtained through the recruitment and selection process will be undertaken in accordance with the Data Protection Policy.

Training

All staff employed at the College are required to complete online training in compulsory modules, as listed below:

- Safeguarding and Prevent
- Equality and Diversity
- GDPR
- Safer Recruitment Training (to be undertaken by managers)

A programme of regular training updates and monthly safeguarding topics are organised by the Designated Safeguarding Lead.

Online safety

The College's Online Safety Policy, ICT Acceptable Usage Policy and Social Media Policy clearly outline the way in which the College uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers which sets out the use of technology.

The DfE highlights the risks of new technologies:

'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. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm
- commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Staff should bring immediately to the attention of the Safeguarding Team any behaviours by adults or children themselves that may be risky or harmful.

Staff should also report any concerns about the sharing of nude or semi-nude images involving anyone under the age of 18 (youth produced sexual imagery) to the Safeguarding Team, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance published by the UK Council for Internet Safety (<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>), which provides clarity as to how staff should respond to these incidents.

Where appropriate, the College should communicate with parents how learners' online activities are monitored and regulated. This will reinforce the importance of children being safe online.

Staff should familiarise themselves with these related Policies:

- Online Safety Policy
- ICT Acceptable Usage Policy
- Social Media Policy
- Learner Code of Conduct

7. Raising a Safeguarding Concern

A safeguarding concern must be raised where either harm has been caused or where there is a risk of harm, including a Prevent concern. Examples of harm, or risk of harm, are often difficult to identify.

We do not expect any learner, member of staff, or visitor to decide or investigate whether a person has been harmed or is at risk of harm; however, we do expect concerns are raised using this Policy so that appropriate actions may be taken. Situations in which a concern should be raised include (but are not limited to):

- Either a child or adult at risk declares abuse, harm or other inappropriate behaviour
- Either a learner or member of staff declares information about them or a family member which suggests someone may be harming a child or adult at risk
- There is a concern that a child or adult at risk is being harmed, manipulated or radicalised, or is at risk of harm, manipulation, or radicalisation
- Changes have been noticed in an adult's or child's appearance or behaviour that may be related to harm, manipulation or radicalisation
- You become aware that a person presents a risk of harm towards a child or adult at risk in relation to their current or previous behaviour. For example, they have a criminal conviction that involves harming or threatening to harm someone else, or they are involved in the possession of inappropriate images or extremist material.

Once you suspect or know of any abuse you should immediately inform a member of the Safeguarding Team in person, by telephone (07471 353426) or email the safeguarding inbox (safeguarding@ncati.ac.uk). If using email this must be backed up with a phone call.

Please remember:

- you must not try to investigate the matter
- following your initial contact with one of the Safeguarding Team, a written report must be prepared and given to the designated member of staff as soon as possible (up to one working day)
- the report should be factual and not include opinions or personal interpretations. It should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse as accurately as you are able to record it
- the report should be signed, dated and a copy should be stored in the secure Safeguarding folder in Teams by a member of the Safeguarding Team

The records should always be treated as confidential and must never be left where they can be seen by anyone not directly involved. If a person tells you about possible abuse, please listen carefully using the following guidelines:

- Be honest. At the earliest stage let them know that you cannot keep this a secret – you will need to tell someone else; but tell them you will only tell those who need to know and say who that will be. You must not discuss the case with anyone else
- Allow the person to speak without interruption
- Try to stay calm and do not show your emotions. If you show anger, disgust or disbelief they may stop talking
- Do not put words into their mouth. Ask enough questions to clarify your understanding but do not interrogate
- Reassure them that they have done the right thing by telling you
- Note the main points carefully, include date, time, place, what they said, include your questions and their answers
- Report immediately to the Safeguarding Team
- A person must never be made to feel that they are creating a problem by reporting abuse. Likewise, they should never be made to feel ashamed by disclosing.
- Where a suspected crime has been committed, reassure that the law is there to protect, rather than criminalise, including in cases of suspected child on child abuse.

What happens next?

Considering all the information available, the designated member of the Safeguarding Team will decide on the next step, which may include taking no further action. If further action is necessary, this may be to:

- seek further advice from social services.
- make a referral to external services.
- report the matter to the police.

All safeguarding matters will be taken to weekly supervision meetings with oversight by the Designated Safeguarding Lead.

Allegations about Members of Staff

Disclosures about abuse or neglect and allegations against persons in a position of trust must always be taken seriously and reported in line with the College procedures.

The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough.

It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally. The College has a duty of care to their employees and will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are

suspended. The College will refer to effective practice detailed in Part 4 of Keeping children Safe in Education (KCSiE 2021) in handling these allegations.

Receiving an allegation about a member of staff.

Any member of staff who receives an allegation of a safeguarding nature about another member of staff should report the concern immediately to the Designated Safeguarding Lead or in their absence the Head of HR or the Principal.

Low-level concerns

KCSiE 2021 outlines the need to act on allegations against staff that do not meet the harm threshold as outlined above. In addition to the behavioural expectations outlined in the staff code of conduct, such examples might also include:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Incidents should be documented and stored securely and include details of the alleged behaviour, the name of the staff member involved and any actions taken. If the allegation involves guest lecturers, visiting speakers or contractors, their employers should also be informed. Concerns about a staff member's behaviour should be reported to a member of the Safeguarding Team who will then raise the concern with the Principal who serves as the ultimate decision maker.

Low-level concerns regarding supply or third-party staff should be forwarded to their employers.

Aftermath

Malicious allegations or those proven to be unfounded, unsubstantiated or false should be treated as cause for concerns. The Safeguarding Team should ascertain why the allegation was made and whether it was in response to a separate incident (eg a 'cry for help'). All instances should be reported so that potential patterns of behaviour can be identified.

A useful summary of this section, including contact details is available at Appendix 5: Safeguarding and Prevent Duty: Staff Guidance. This should be displayed in all staff areas.

8. Confidentiality and Information Sharing

The College will adopt the basic principles relating to confidentiality. We will:

- use the government guidance, **Information Sharing 2018** as the principal guide to making information sharing decisions
- **not** give assurances about absolute confidentiality, where there has been notification of a criminal offence
- attempt to gain consent to share information as necessary
- consider the person's mental capacity to consent to information being shared and seek guidance if we are uncertain
- share information on a 'need-to-know' basis and will not share more information than necessary
- record decisions and reasoning about information that is shared
- make sure that others are not put at risk by information being kept confidential
- consider whether the public interest served by disclosure of personal information outweighs the public interest served by protecting confidentiality
- consider whether any action of disclosure could prevent a serious crime
- not put management or organisational interests before safety
- carefully consider the risks of sharing information in relation to domestic violence or hate crime
- ensure that all learners are aware of the College's approach to compliance with the General Data Protection Regulations 2018 and the Data Protection Act 2018

Safeguarding Records

The College Safeguarding and Prevent Duty Concern Form is accessible online and available from Reception in both campuses. This should be completed by any member of staff with a safeguarding concern. This form should be passed to the Designated Safeguarding Lead, or a member of the Safeguarding Team in person or emailed to safeguarding@ncati.ac.uk.

The College keeps all safeguarding records in a confidential secure online safeguarding area, with access restricted to members of the Safeguarding team.

The . College is committed to compliance with English data protection laws. This includes ensuring that information is only accessible to those authorised to access it, safeguarding the accuracy and completeness of information and processing methods.

Complaints

If any staff member or learner is dissatisfied with the way in which a safeguarding matter has been handled, they should first raise this with the Designated Safeguarding Lead. If the complaint is against the DSL, it should be made to the Chief Executive Officer.

9. Review of Arrangements for Monitoring

The policy will be monitored through the College's Senior Management Team (SMT). The team meets fortnightly. The Safeguarding Quality Improvement Plan is reviewed at each meeting of the Quality Committee and a Safeguarding report is presented to the Governor's on an annual basis. The Policy will be reviewed at least annually following consultation with the SMT, staff and learners. The Policy is subject to sign off by the full Governing body .

10. Related NCATI Policies and Procedures

- Equality, Diversity and Inclusion Policy
- Public Interest Disclosure - Whistleblowing Policy
- Safer Recruitment Policy
- Staff Disciplinary Policy
- Learner Disciplinary Policy
- Learner Code of Conduct
- Learner Support Policy
- At Risk Learners Procedure
- Data Protection Policy
- ICT Acceptable Usage Policy
- Online Safety Policy
- Social Media Policy
- External Speakers Protocol
- Procedure for Learners and Applicants with Criminal Records
- Anti-Bullying and Harassment Procedures

Appendix 1: List of Contacts for Safeguarding

Safeguarding Team		
Name	Role	Contact Details
Sue Martin, Director of Curriculum, Quality and Learner Experience	Designated Safeguarding Lead	01302 540336
Frank Vanni Doncaster Lead	Deputy Safeguarding Lead	07517807614
Thom Loxton Learner Engagement Manager	Deputy Safeguarding Lead	0121 295 3531
Email: safeguarding@ncati.ac.uk Safeguarding Phone: 07471 353426		
Senior Staff and Key Board Members		
Name	Role	
Ian Fitzpatrick	Principal	
Stephen Jarvis	Chair of Governors	
Mick Lochran	Safeguarding Governor	

Key External Contacts

Local Safeguarding Children Partnership

Birmingham

LADO Team – 0121 675 1669
Birmingham Children and Young People
www.lscbbirmingham.org.uk/
<http://www.lscpbirmingham.org.uk/lado>
ladoteam@birminghamchildrenstrust.co.uk

Children Advisory and Support Service
(CASS) 0121 303 1888
cass@birminghamchildrenstrust.co.uk
<http://www.lscpbirmingham.org.uk/safeguarding-concerns>

Telephone: 0121 303 1888
Monday to Thursday: 8:45am to 5:15pm
Friday: 8:45am to 4:15pm
Emergency out-of-hours: 0121 675 4806

Adults: www.bsab.org/how-to-report-abuse/

Doncaster

LADO

Doncaster Children and Young People
01302 737748 or 01302 737332
LADO@dcstrust.co.uk
www.dscp.org.uk/report-concern

Children's Services Referral and Response Team
Office hours: 01302 737777
Out of hours: 01302 796000
<https://www.doncaster.gov.uk/doitonline/safeguarding-concern-child-at-risk-report-form>

Adults

01302 737063
Emergency out of hours: 01302 7960
<https://www.doncaster.gov.uk/doitonline/reporting-a-safeguarding-concern>

Local Prevent Partnerships

Birmingham

Waqar Ahmed – Prevent Manager
0121 303 7682 / 07557 203290
waqar.ahmed@birmingham.gov.uk
Colvin White, Early Help - Prevent Lead
0121 303 9905 / 07920 088 512
colvin.white@birminghamchildrenstrust.co.uk
Stuart Lowe, Head of Service – ASTI , Operational Lead for
Extremism
stuart.lowe@birminghamchildrenstrust.co.uk

Doncaster

Rachael Long, Crime and Community Safety Theme Manager
01302 737469
Rachael.Long@doncaster.gcsx.gov.uk

Appendix 2: Child Protection Plan

Child Protection Statement:

NCATI is committed to safeguarding children and promoting children's welfare and expects all staff, board members, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.

The College will abide by, and refer to, the statutory guidance, *Keeping Children Safe in Education* (DfE 2021) and other legal duties and guidance relevant to child protection in educational settings and by local published procedures in place in the relevant local authority; e.g. Doncaster <https://dscp.org.uk/> and Birmingham: <http://www.lscpbirmingham.org.uk/>

The College acknowledges its duty to engage in multiagency responses to safeguarding concerns and/or Early Help arrangements as required.

Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The College seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'

Keeping Children Safe in Education (DfE 2021)

Definitions:

A child includes anyone under the age of 18.

Child protection: . For colleges, non-maintained special schools and independent schools: the definition of 'children' applies to the statutory responsibilities for safeguarding and promoting the welfare of children i.e. those under 18. Working Together to Safeguard Children 2020)

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes. (KCSiE 2021)

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in [Part One of the DFE guidance, Keeping Children Safe in Education 2021](#)

Aims:

- To ensure the College takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children who they may become aware of in the course of its work.
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the College's practice meets local and national guidance and all statutory requirements are in place.

Key Principles:

- **The child's needs and welfare are paramount.** All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE, 2021) reminds us that all staff should maintain an attitude of 'it could happen here' where safeguarding is concerned and must be aware that children at risk may be siblings, children or relatives of learners.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the best interests of the child, in order to protect them.
- The College recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The College is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' Statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life.' (KCSiE 2021)
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Safeguarding Team, sharing information with other professionals to support early identification and assessment and contribute to Early Help assessment when required to do so.
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.' (KCSiE 2021)
- All staff have responsibility to report their concerns about a child **without delay** to the College's Safeguarding Team. Whilst the Safeguarding Team will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The College will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to

safeguard them. '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.' (KCSiE 2021)

- The College will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The College will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed. The College recognises family members, especially siblings, of victims of abuse may also have support needs.

Legislation and Guidance:

The **Children Act 2004** requires each person or organisation to which the duties apply to have regard to any guidance given to them by the Secretary of State; specifically:

- Section 10: Co-operation to improve well-being
- Section 11: Arrangements to safeguard and promote welfare
- Section 16k: Guidance by Secretary of State relating to sections 16E-16J

Section 175 (3) of the **Education Act 2002** places a duty on the governing body of an institution within the further education sector to 'make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.'

Colleges must have regard for DfE Statutory guidance. This child protection policy should be read alongside Working Together to Safeguard Children (2018) and 'Keeping Children Safe in Education (2021) and all staff must read and understand Part 1 and Annex A of KCSiE (2021).

Working Together to Safeguard Children (DfE, 2018) makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

'Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'

In addition, **Working Together to Safeguard Children** also reinforces the need to take action to provide early help before statutory services are required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (WT 2018)

The College therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs, according to the relevant Local Safeguarding Children Partnership's threshold document, sit below the requirement for a statutory assessment.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a Statutory duty upon **Lecturers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Lecturers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the lecturer has a good reason not to, they should also still consider and discuss any such case with the College's Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the lecturer does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, Lecturers should follow local safeguarding procedures.' (DFE, 2018)

The College will also take account of additional guidance relating to Child Protection and Child Safeguarding, including:

- The Education Inspection Framework (*Ofsted, 2019*)
- Further Education and Skills Inspection Handbook (*Ofsted, 2019*)
- Inspecting safeguarding in early years, education and skills settings (*Ofsted, 2019*)
- Revised *Prevent Duty Guidance: for England and Wales (DfE, 2015)*
- Guidance for safer working practice for those working with children and young people in education settings (*Safer Recruitment Consortium, 2019*)
- What to do if you are worried a child is being abused: Advice for practitioners (*DFE, 2015*)
- Criminal Exploitation of children and vulnerable adults: County Lines (*DFE, 2017*)
- Child Sexual Exploitation: definition and guide for practitioners (*DFE, 2017*)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (*HMG, 2018*)
- The Right to Choose: Multi-agency Statutory guidance for dealing with forced marriage (*HMG, 2010*)
- Disqualification under the Childcare Act (*DfE, 2006*)

Communicating with Parents and Carers:

The College is committed to the principles of Working Together to Safeguard Children which states that a 'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.' (WT2018)

The College also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies, particularly the police, health and children's services. Colleges are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the College will seek consent or inform the parents/carers of its need to make a referral; however, sometimes the College can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst the matter is investigated or they make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The College follows legislation that aims to act in the interests of the child.

The College will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.

Additional Duties of the Designated Safeguarding Lead: Child Protection

In addition to the DSL's responsibilities outlined in the NCATI Safeguarding and Prevent Policy and the role outlined in Keeping Children Safe in Education 2021, the Designated Safeguarding Lead is also expected to ensure that:

- a training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates
- Child protection records are kept securely. Records will be transferred and/or retained in keeping with the relevant local authority's and NSPCC's guidance
- the College attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The College will complete the LSCP agency report ahead of each child protection conference
- the College escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Partnership escalation and resolution policy

Child Protection File

- As a College receiving a Child Protection file, the DSL should ensure key staff including the named person with oversight for SEN is aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with any new educational establishment in advance of a learner leaving. For example, information that would allow the new setting to continue supporting victims of abuse and have that support in place for when the learner arrives. This will be done in collaboration with the learner.

In order to reinforce and add to the responsibilities outlined in the NCATI Safeguarding and Prevent Policy, all staff (and volunteers) should:

- contribute to ensuring students learn in a safe environment.
- read and understand as a minimum Part 1 and Annex A of Keeping Children Safe in Education 2021 and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in Part 1; e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and the sharing of nude or semi-nude images can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- recognise that any child may benefit from early help, but all College staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has Learning Support needs or special educational needs
 - has special educational needs (whether or not they have a Statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care or is in care
 - is showing early signs of abuse and/or neglect
 - is a privately fostered child
 - is experiencing housing issues
 - are young parents (or about to become young parents)
 - has been excluded from school
- report any concerns about a child's welfare without delay
- understand that any member of staff can make a referral to children's services should that be required, informing the Safeguarding Team of any action taken
- understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do so.
- follow the College's policies including this child protection policy and the College's code of conduct for adults and the 'Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium, 2019)

- understand that some children, including those with Special Educational Needs or those Looked After, may be more vulnerable to abuse. The DfE has recommended additional practice guidance: ‘Safeguarding Disabled Children’ (The Children’s Society, 2009)
- understand that adults and children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
 - being more prone to peer group isolation than other children
 - the potential for adults and children with SEN and disabilities being disproportionately impacted by behaviours such as bullying – without outwardly showing any signs
 - ‘communication barriers and difficulties in overcoming these barriers.’ (KCSiE 2021)
- have access to the College’s Disciplinary Policy and whistleblowing policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285
- have access to ‘What to do if you are worried a child is being abused 2015 – Advice for practitioners’ (DfE, 2015)

Lecturers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out on someone under 18.

Procedures for reporting child protection or child welfare concerns:

- All concerns should be reported without delay following the procedures in the Safeguarding and Prevent Policy
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured or at risk of immediate harm
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads will take immediate action and will make a referral to children’s services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead will follow the LSCP and Local Authority multi-agency procedures and consider the child’s needs alongside the LSCP’s Continuum of Need (threshold document) and consider whether an Early Help assessment (level 2 and 3) or referral to children’s services is needed (level 4).

Area Children Services Contact Details

Birmingham

Phone numbers to be checked prior to publication
 Monday to Thursday: 08:45 to 17:15 / Friday: 08:45 to 16:15
 Telephone: **0121 303 1888**
 Emergency out-of-hours telephone: 0121 675 4806

Early Help Support Team 0121 303 1888
ehst@birminghamchildrenstrust.co.uk

Doncaster

Phone numbers to be checked prior to publication

Level of Need/Local Authority	Birmingham	Doncaster
1	Universal Needs	Universal Services
2	Universal Plus Needs	Universal Plus
3	Additional Needs	Partnership Response
4	Complex/Significant Needs	Safeguarding

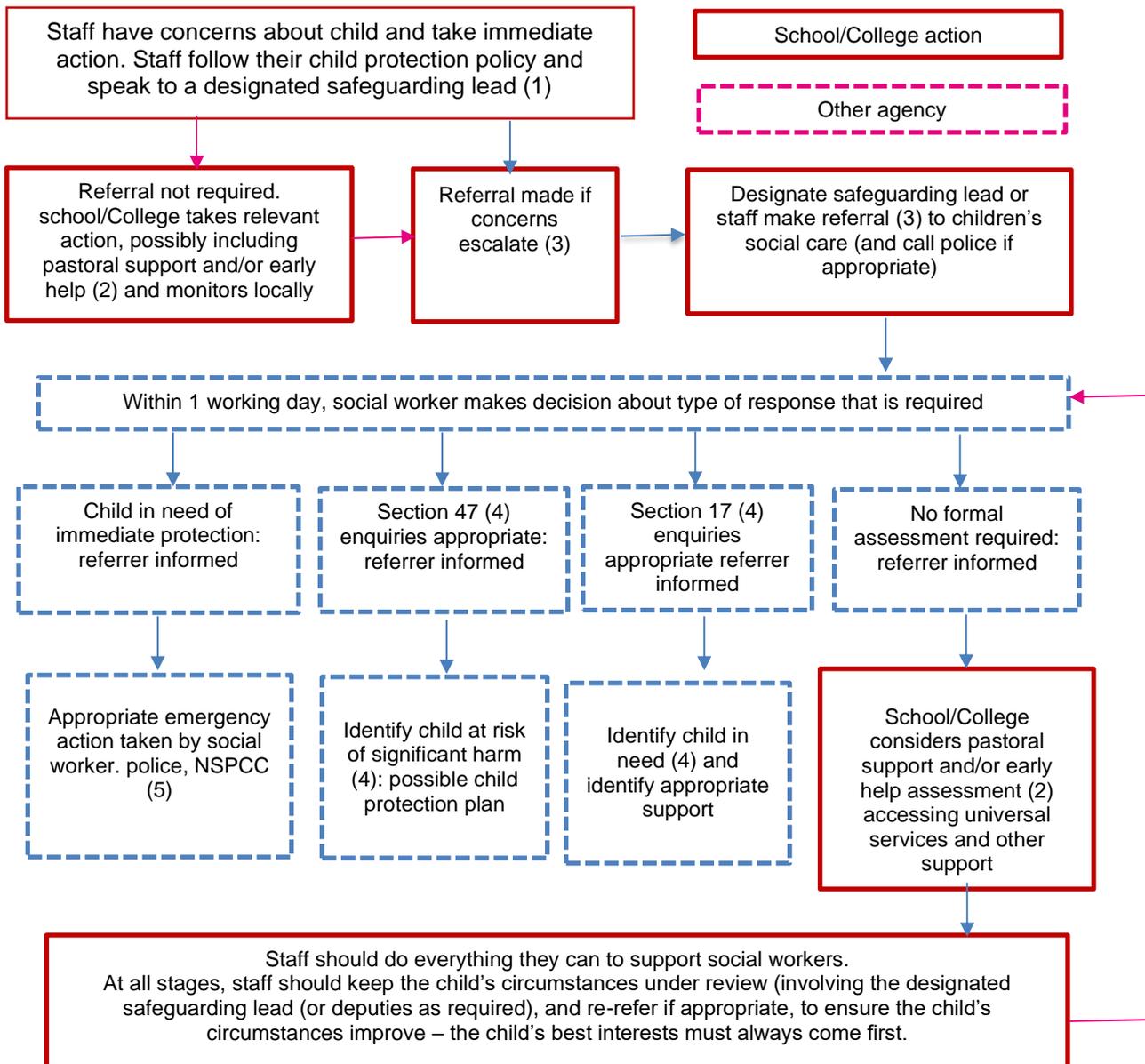
- Concerns about a child should always lead to help for a child. The College may need to escalate its concerns with Children’s Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The College will follow the Local Safeguarding Children Partnership and Local Authority procedures

Part 1 of Keeping Children Safe in Education (DFE 2021) provides key flowcharts and guidance to support staff and volunteers’ understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Safeguarding Team should be informed, as soon as possible, following the need for another member of staff to make a referral. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority’s Prevent/Channel team.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT or perceived to be, may also be targeted by their peers and harassed or assaulted. The Safeguarding team should provide a safe space for learners to discuss such concerns openly.

Appendix 3: Actions where there are Concerns about a Child



- (1) In cases which also involve a concern or allegation of abuse against a staff member, see part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children.
- (3) Referrals should follow the process set out in the local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in chapter one of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 4: Definitions, Specific Forms of Abuse and Safeguarding Issues

For definitions on broad categories of abuse all staff should refer to **Keeping Children Safe in Education: Part One (Sept 2021)**.

Child or 'young person'

A child includes anyone under the age of 18.

For the avoidance of doubt, within this document, we do not use the term 'young person' – often used in safeguarding guidance to refer to older children under the age of 18.

Adult at Risk (Vulnerable adult)

An adult “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation”.

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. (KCSiE 2021). Staff should be aware of the specific guidance: Criminal exploitation of children and vulnerable adults: county lines (Home Office, 2020)

Channel

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

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity; (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact: it can also occur through the use of technology.

(KCSiE 2021)

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.’ Children may also see, hear, or experience the effects of abuse at home and may suffer domestic abuse themselves (teenage relationship abuse). This may result in a detrimental and long-term impact to their health, well-being, development, and ability to learn.

Extremism

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. ‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence. (HMG, 2019)

HBV: So-called ‘honour-based’ violence (including Female Genital Mutilation and Forced Marriage)

The term “honour crime” or “honour-based violence” embraces a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing against this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. (HMG, 2018)

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015. (Home Office, 2020)

Forced Marriage

A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. ‘A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of

some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.’ (HMG, 2014)

Staff should refer to *The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HMG, 2014)* alongside *Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG, 2014)* in cases of disclosure or suspected forced marriage.

Radicalisation

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (HMG, 2019)

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 (Colleges 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
- 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
- sexual exploitation; coercion and threats; and upskirting
- initiation/hazing rituals and violence (eg initiation rites when joining a group or club).

Source: *Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)*

Sexual violence or harassment between adults will be handled using the principles of adult safeguarding and involve the relevant authorities where a crime may have been committed.

Terrorism

‘The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people;

causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.’ (HMG, 2019)

Appendix 5: Safeguarding and Prevent Duty: Staff Guidance



Safeguarding and Prevent Duty Guidance

Safeguarding means:

- protecting an adult’s right to live in safety, free from abuse and neglect
- people and organisations working together to prevent and stop both the risks and experience of abuse or neglect
- making sure that the adult’s wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action
- recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances

General advice

- Engage your ‘**professional curiosity**.’ If a situation doesn’t feel right, it often isn’t.
- Practice the ‘**one-chance rule**.’ A learner may choose to disclose something once only.
- **Be prepared to listen** and give them that opportunity as they may never do this again.

I have a concern. What should I do?

- Do not hold onto information. **Act immediately** and contact the Safeguarding Team
- **Never assume** someone else is doing something or has passed information on already
- Consider if the concern also relates to someone else; e.g. **a child**/family member
- When speaking to learners, do not promise or indicate **confidentiality**. It is good practice to remind learners early on in any disclosure that you may need to share information if you are worried about their safety or that of someone else
- Be **person-led** and **outcome-focused**. Be **prepared to talk**, within the limits of your own confidence. **Engage the person** in a conversation about how best to respond to their safeguarding situation that:
 - enhances involvement, choice and control
 - improves their quality of life, wellbeing and safety
- **Practise self-care**. Be careful not to:
 - share personal details with a learner; e.g. a personal phone number or social media profile
 - give lifts or take a learner home with you
 - provide support beyond professional boundaries or your level of confidence
 - make any judgments or promisesThe Safeguarding Team are there as a support to you as well as our learners.

Where a learner (or another adult or child) is **at risk, or experiencing, harm** this should always be reported to the Safeguarding Team who will respond with advice and guidance and act appropriately. All incidents of bullying should be reported to the team.

How do I contact the team?

1. If it is an emergency, contact a first aider and/or emergency services first
2. Call us on **07471 353426** between 9.00 a.m. – 5.00 p.m. Outside of these times, contact the Senior Responsible Person on site
3. Complete the **Safeguarding Report** form and **email** the completed form to safeguarding@ncati.ac.uk
4. Continue to update the Team and to safeguard the learner(s)

NCATI Safeguarding Team



3 Sue Martin



1 Frank Vanni



2 Thom Loxton



4 Amanda Pearson



5 Emma Nettleship

Completing the form

Make a note of the full name/s of the person you are concerned about; include all the dates, times, locations and full details of anyone who has provided information or may be at risk.

Consider whether the disclosure places anyone else at risk of harm (e.g. a child) and include details where possible.

Describe your concerns clearly. Try to keep the record factual and free from judgments.

Record any actions you have taken already to protect the person.

What we will do with the information?

We will follow the principles outlined in [Information Sharing 2018](#). Information shared will be:

- **relevant** to the purposes of those taking action to support and protect
- **necessary** and **proportionate** to the need and level of risk
- **adequate** - the right quality to ensure that it can be understood and relied upon
- **accurate** and up to date, clearly distinguishing between fact and opinion
- shared in a **timely** fashion to reduce the risk of missed opportunities to offer support and protection
- **secure**, following NCATI's policies for handling personal information
- **recorded** in line with NCATI's Safeguarding and Prevent Policy, whether the decision is taken to share or not

Will I receive updates?

Yes. We will update you with an appropriate amount of information, following the principles above. You should receive enough information to allow you to support and protect the learner concerned.

This document is designed as a practical guide to help you to keep our learners safe and to understand the role of the Safeguarding Team. Refer to the NCATI Safeguarding and Prevent Policy for more detailed guidance. Please contact the Designated Safeguarding Lead if you have any ideas about how to improve this advice or the full policy.

Appendix 6: The NCATI Safeguarding and Prevent Concern Form



Safeguarding and Prevent Duty Concern Form

Section A: Safeguarding Report:

Learner Name:	ID number:
Course:	DOB:
Mobile:	Email:

Referrer Name:	Contact Details:
----------------	------------------

Date Concerned raised:

Details of concern raised:

Consider if a child under 18 may be affected.
State exactly what was told/observed and what was said. Include exact dates and times. Use the person's own words as much as possible:

Name of safeguarding team member referred to:	Date:
Signature of staff reporting concern:	Date:

Section B: Safeguarding Record:

Safeguarding Team member's name:	Date of disclosure:
----------------------------------	---------------------

Consider if a child under 18 may be affected. Record consent to share information. State exactly what was told/observed and what was said. Include exact dates and times. Use the person's own words as much as possible. Record all actions and justifications.

Provide appropriate feedback to referrer.

Type of concern:			
<input type="checkbox"/> Neglect (including self-neglect)	<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Sexual abuse/exploitation	<input type="checkbox"/> Emotional abuse
<input type="checkbox"/> Bullying (including online)	<input type="checkbox"/> Domestic Violence or relationship abuse	<input type="checkbox"/> FGM/Forced Marriage or Honour Based Violence	<input type="checkbox"/> Radicalisation and/or extremist behaviour
<input type="checkbox"/> Criminal Exploitation / Modern day slavery	<input type="checkbox"/> Hate crime / mate crime (+ protected characteristics)	<input type="checkbox"/> Self-harm/ risk taking behaviour	<input type="checkbox"/> Risk of suicide
<input type="checkbox"/> Discriminatory / Organisational Abuse	<input type="checkbox"/> Financial / material abuse	Any other – please state:	

Action to be taken	By who	By When

Date Case Closed	
Safeguarding Officer Signature	

Appendix 7: The External Speakers Protocol

1. External Speakers and Guest Lecturers

The College recognises the need to invite external speakers and guest lecturers into the College to expand students' knowledge and understanding of issues affecting them in and out of the College and to broaden their learning and experience.

The College is committed to protecting and safeguarding its students from potential harm, abuse or threats of radicalisation. In pursuance of this aim, this protocol sets out the procedures for inviting external speakers and guest lecturers to events and sessions within the College. Though relatively few, external speakers can create a disproportionately negative reaction from the media and other sectors where they are seen to contravene aspects of, for example; the Equality Act or where they 'impose' prior conditions to their talk such as a requirement for segregated audiences. These arrangements should not affect the College's need to bring in external trainers to deliver improvement in teaching and learning and other professional activities.

Any invitation to an external organisation or a speaker to come and deliver a session to College students needs to be approved by the relevant Head of Department. The following procedures should be adhered to when inviting a speaker to deliver sessions on current political and international issues, faith and belief, terrorism etc., or where the nature of the topics could reasonably be believed to constitute a potential risk.

i. Essential considerations

- All speakers are vetted to ensure it is appropriate they engage with students; this should include online checks/searches where appropriate
- Speakers/Lecturers should be notified that official photographic ID (e.g. driving licence or passport) and organisation ID (where applicable) should be presented on the day of delivery
- Those considered low risk by the Head of Department do not require further checks
- Medium or high-risk speakers should be fully assessed and recorded on the External Speakers Form, referring to the Checklist for guidance
- Some speakers, deemed too high risk will be automatically prohibited.
- Assessments may include: identity checks with the provider organisation; website content; online social media footprints; discussion with the DSL; internal checks with College staff; any other checks deemed reasonable and proportionate
- Aims and objectives of the sessions should be discussed and agreed with the speaker prior to the event. Where appropriate, ask for content of the session in advance
- The Industry Support Coordinator will maintain a list of External Speakers/Guest Lecturers accessible to staff online in 'Teams'
- If there are concerns, seek advice from the Safeguarding Team about the appropriateness of a speaker or event at least 5 working days in advance of the scheduled session
- Members of staff must always be present when external speakers/guest lecturers are with students.

2. Checklist for risk assessing External Speakers or Guest Lecturers

This checklist is not comprehensive but is designed for Heads of Department to use as a guide to the level of checks required to apply 'due regard' to the risks posed by external speakers/guest lecturers.

Low Risk Factors

- Speaker/guest already well known to staff with a history of delivery at the College
- Speaker/guest from a reputable organisation; e.g. a national charity such as Barnardo's/the Samaritans (ID still required)
- Speaker/guest from an authority/acting in an official capacity; e.g. local authority/Ofsted
- Speaker/guest is employed in an educational establishment; e.g. university, school, college
- Topics to be covered are not likely to be contentious; e.g. industry talks, education and technology

Medium Risk Factors

- Subject matter to be covered is sensitive; e.g. current political and international issues, faith and belief, terrorism etc.
- Speaker/guest from a local or low-profile organisation; e.g. a local charity (ID still required)
- Speaker/guest has not delivered sessions or talks before

High Risk Factors

- Speaker/guest holds existing controversial views that have been publicised
- There have been previous known problems with the speaker/guest in College or externally
- Speaker/guest holds existing views that are contrary to British Values
- Speaker/guest has a known conviction for drug related, sexual or violent offences

Medium/High Risk speakers/lecturers should be referred to the Safeguarding Team for risk assessment and an External Speakers/Guest Lecturers Form completed.

Automatically Prohibited

Speaker/guest has a conviction for terrorist related offences in the UK. This should be reported to the Safeguarding Team who will contact the local Prevent Team for advice.

Speaker/guest is a known member of a proscribed organisation or an alias; e.g. National Action. This should be reported to the Safeguarding Team and the Police.

Speaker/guest has previously been refused access to the College and prohibition remains in place. Prohibited speakers/lecturers should be reported to the Safeguarding Team who will manage this list.

External Speakers/Guest Lecturers Form

Name of organiser	Head of Department	
Course or Group Name		Date:
Session Title	Location	Date of Session
Aim of the session	Guest Speaker	
Name and Address of organisation		
Resources to be used		
Resources received in advance of event		
Content checked and suitable: Yes/No		
Checks completed/actions taken		
If no actions taken, why not?		
Name of lecturer/college staff present during session		

Approval of speaker/guest lecturer to be signed off by Head of Department:

Name: _____

Signed: _____ Date: _____

Please send a copy to the Safeguarding Team who will advise and risk assess as required.
safeguarding@ncati.ac.uk

Appendix 8: Procedure for Learners and Applicants with Criminal Records

1. Purpose and Scope

- To ensure that all students and potential students are screened for criminal convictions and that any disclosures are dealt with securely, consistently, and fairly
- This procedure applies to all applicants and enrolled learners

2. Information for Learners and Applicants

i. Our commitments

The National College for Advanced Transport and Infrastructure will:

- ask you about your criminal record for the purposes of keeping you and others safe
- ensure that the information you provide is kept securely and is not used or shared for any other purpose unless we are required to do so by law or to comply with a statutory duty
- address your disclosure fairly in order to give you the best chance of accessing your course or apprenticeship
- not consider any disclosures of criminal records that you tell us about that are spent or not relevant
- conduct an objective risk assessment based on the information you provide us and that provided by other agencies that we have your permission to contact
- make a decision about your application or continuing enrolment at the College and communicate this to you in writing
- give you the option to appeal any decision if you wish to do so

ii. Relevant convictions

All applicants to courses are asked to declare **unspent** convictions or upcoming prosecutions for sexual, violent, drug-related or terrorism related offences at the application stage, or the acceptance stage in the case of higher education courses. Relevant criminal offences include admonitions, cautions, convictions, reprimands, final warnings, bind over orders or similar involving one or more of the following:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm
- Offences listed in the Sexual Offences Act 2003
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking
- Offences involving firearms
- Offences involving arson
- Offences listed in the Terrorism Act 2006

Where a criminal prosecution or conviction occurs during the period from course application to the end of the course, learners are required to inform the College.

If your conviction involved an offence similar to those set out above, but was made by a court outside of Great Britain, and that conviction would not be considered as spent under the Rehabilitation of Offenders Act 1974, you should declare it as you would any other unspent conviction.

Warnings, penalty notices for disorder (PNDs), anti-social behaviour orders (ASBOs) or violent offender orders (VOOs) are not classed as convictions for the purpose of this section, unless you have contested a PND or breached the terms of an ASBO or VOO and this has resulted in a criminal conviction.

3. Procedures

i. Applicants

- All applicants are asked on the application form, or at the acceptance stage in the case of higher education courses, if they have any relevant criminal convictions or pending court cases.
- Those answering 'yes' are asked to complete a supplementary form giving details of all convictions in relations to the following offences: sexual, violent, drug-related or terrorism-related
- The completed Criminal Record Information Form should be screened by the Safeguarding Team who will make an initial assessment of whether the record is relevant or not. If deemed not relevant the application will be released for further processing
- Where the criminal record is considered relevant the applicant should be referred to the Designated Safeguarding Lead who may need to gather information and seek advice from other agencies involved with the applicant, before arranging for the learner to be interviewed and risk assessed
- If an application is approved subject to certain conditions, the decision should be agreed by the Head of Education Training Performance.
- The risk assessment will be recorded, and the applicant informed of the College's decision in writing
- The Head of Education Training Performance will hold a copy of the risk assessment and will inform any staff if a student is admitted to the course with conditions for managing risks or support needs on a need to know basis
- If an applicant declares a criminal record which is likely to cause the applicant to be unable to complete some mandatory element of the course, a place will not be offered. The student should be directed to the Careers Team for advice on other options
- If the outcome is that the learner is unsuitable for the College at this time, the Admissions Team will be informed of the decision and the application will be withdrawn
- All completed forms and risk assessments (signed) are scanned and stored in the secure Safeguarding Folder in Teams

ii. Enrolled learners:

- Where it is revealed during a course that a learner has not disclosed a relevant criminal record, the DSL and Head of Department will consider appropriate disciplinary action, dependent on the severity and impact of the disclosure
- Where a criminal prosecution or conviction occurs during the course, learners are required to inform the College. The DSL will conduct a risk assessment in order to make a judgment on appropriate action
- Support needs of learners connected to a prosecution or criminal record will be monitored through **at-risk procedures**

-

4. Right of appeal

An applicant who is unhappy with the outcome of this procedure may appeal to the Principal. The appeal must be in writing and must be made within two weeks of the original decision. The appeal will be responded to within a further two weeks. The decision of the Principal will be final.

5. Key stakeholders

- College learners
- Potential learners
- College staff
- Governors
- Funding and inspection bodies
- Criminal justice professionals

CRIMINAL RECORD INFORMATION FORM

Name: _____ DoB: _____

Course(s) applied for or enrolled on: _____

Do you hold a relevant, unspent criminal conviction covered by NCATI's 'Procedure for Learners and Applicants with Criminal Records'? <i>(please circle)</i>	YES	<i>Please enter details and sign below.</i>
	NO	<i>Please sign below.</i>

For a list of relevant offences see Part 2 ii) Relevant convictions

We wish to provide every opportunity for you to access an appropriate course at the College, but we have to balance this with our legal duty to provide a safe, secure environment for all staff, learners and visitors, which is why we are required to make this assessment.

This information will be looked at by the Safeguarding Team in the first instance to decide if your criminal record is relevant to your course and to you being at the College. If it is not considered relevant, then there will be no further action and you will be informed of this. If it is considered relevant, you will be contacted for risk assessment, which will result in one of the following outcomes:

- Your application or enrolment is unaffected
- You are able to continue with your studies or application providing you agree to certain conditions and/or support
- We are unable to offer you a place or allow you to continue studying with us at this time

Please note that the details requested are necessary for us to complete a mandatory risk assessment. Information provided will be treated as strictly confidential. The risk assessment process is mandatory.

Please give us details of the offence/s for which you were convicted, including approximate dates, sentences and when these convictions will be deemed spent, and any prosecution you are currently facing. Please provide information on any unspent convictions, cautions, reprimands etc.

Use additional sheets if necessary.

If you have a Probation Officer (or relevant key worker), please provide the following details:

Name Phone number

Email

By signing this form, you agree to the College contacting any relevant person or organisation to confirm any details you have provided.

Signed Date

CRIMINAL RECORD ASSESSMENT FORM

Applicant/Learner Name _____ DoB _____

Course(s) applied for/enrolled on _____

Assessment undertaken by _____ Date _____

Issues to be Considered	Comments
The nature of the crime/s	
Who might be at risk? e.g. learner themselves, other learners, staff, public	
When the crime was committed e.g. the length of time since the offence was committed	
The circumstances involved e.g. the involvement of drugs or alcohol	
The sentence - the length of sentence is usually dependent on the seriousness of the crime	
Patterns of offending - was the offence a one off or is there a history of offending?	
Efforts to avoid re-offending e.g. involvement of Probation Service or other agencies, family support, acceptance of responsibility/remorse	
Requirements of the course e.g. working with children, young people or vulnerable adults, access to IT	
Safeguards available to guard against offending whilst at College e.g. supervision, reviews, partnerships	
Will the nature of the course present any temptations for the student to re-offend?	
Conditions e.g. limited time of access, searches, supervision, IT access etc.	

Assessment outcome

Application/enrolment status unaffected Unable to continue at this time

Continue with application/enrolment with conditions/support agreed

Signature of Assessor Date

Appendix 9: Anti-bullying and Harassment Policy and Procedures

Scope

This document is applicable to all learners studying at the College, including those on commercial training courses and learning that the College subcontracts to other providers. Organisations that contract learners to the College have their own policies and procedures which will also need to be considered.

Purpose

The National College for Advanced Transport and Infrastructure is committed to providing a safe and welcoming environment that is free from bullying and discrimination. These procedures outline the College's position with regards to the protection of its learners from bullying as well as its strategy to both prevent and address instances of bullying.

General Principles

The College operates under the principle that bullying is completely unacceptable.

- The College will challenge bullying in all its forms and take quick clear and decisive action to address incidents and allegations in order to protect learners
- The College is committed to creating an environment which supports staff and learners to report and challenge bullying and which encourages positive intervention to prevent the occurrence of bullying
- Bullying can take many forms and can cause stress and have an emotional impact. Signs and effects of bullying are taken seriously and acted upon without delay
- The College aims to promote a common understanding of what constitutes bullying and harassment through the Learner Handbook, posters, tutorial framework and via the College's web site

Bullying and Harassment

Bullying can be defined as offensive, intimidating, malicious or insulting behaviour that undermines, humiliates, denigrates or injures the recipient (emotionally or physically). Bullying does not have a definition under the Equality Act. Instances of bullying may or may not relate to the nine protected characteristics.

Harassment may include bullying behaviour, and it refers to unwelcome treatment that is related to a protected characteristic:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Harassment may be 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.' It may also be sexual in nature. It can include behaviour that an individual finds offensive even if it is not directed at them, and even if they do not have the relevant protected characteristics themselves.

Forms of Bullying and Harassment

Bullying can range from extremes, such as violence, to less obvious forms; for example, ignoring someone. Whatever the form, it will be unwanted behaviour which is unwelcome and unpleasant and results in pain and distress to the victim.

Bullying and harassment can be:

- Physical – hitting, pushing and shoving, tripping up, kicking, spitting or any other use of physical contact
- Emotional/Verbal – humiliating someone, name calling, using insulting names or comments, making derogatory remarks, intrusive questioning or goading, mimicking or deliberately attempting to deceive
- Sexual – unwanted physical contact or inappropriate sexual comments
- Indirect – e.g. spreading rumours whether true or not
- Cyber-bullying – any form of bullying using a mobile phone, the internet or other electronic device, including chat rooms, social networking sites, instant messaging, camera/video facilities or email. For further information on cyberbullying see the Online Safety Policy.
- Driven by prejudice – bullying behaviour because of, or focusing on, diversity issues, particularly the nine protected characteristics: race, sexuality, disability, age, transgender identity, religion, gender, marital status and pregnancy/maternity. This may include inappropriate language or taunts, gestures, graffiti etc

It may also be bullying when:

- The same person or group always leaves someone out or shuns them
- Someone makes threats of violence against someone else
- Someone damages someone else's possessions or clothing deliberately
- Someone takes someone else's belongings deliberately
- Someone tries to force someone else to do something they do not want to do
- Someone tries to force another to do something sexual they do not want to do

In all cases, the College will focus on the *impact* of bullying behaviour, rather than the *intention* of the perpetrator (whether malicious or not) to ensure no learner continues to be exposed to further incidences of bullying.

Prevention of Bullying and Harassment

The College recognises its responsibility to educate its learners to counter bullying. This is achieved through a variety of means, including as appropriate:

- Delivering anti-bullying, harassment and e-safety sessions as part of the tutorial and/or Learner Experience framework

- The promotion of anti-bullying messages during the College's monthly themes.
- Ensuring that learners and staff are aware of what constitutes bullying and the consequences for those involved
- Raising awareness of cyber bullying and e-safety through inductions and other sources.
- Ensuring, through induction processes, learner handbooks and the virtual learning environment, that learners are aware of who to approach with a concern and their rights to confidentiality in this context
- Ensuring that staff understand who learners should approach with a concern and their rights to confidentiality in this context
- Displaying printed and digital literature promoting anti-bullying and giving advice on what constitutes bullying and harassment and the support the College offers
- Fostering an inclusive classroom culture, which promotes the view that bullying and harassment is unacceptable and will not be tolerated

Reporting Bullying

Staff at the College should:

- *Stage 1: day of incident, report or disclosure*
 - Report bullying and harassment incidents to a member of the Curriculum Team (preferably the learner's personal tutor) who will try to deal with the case in the first instance
 - The Curriculum Team should take immediate action (where appropriate) and report it to the Safeguarding Team for support with formulating an appropriate response.
 - The Safeguarding Team will record and keep a central record of the situation, will take supportive actions and monitor the situation until fully resolved
 - Where there is the possibility of serious harm, matters will be referred to the College's Safeguarding Team and dealt with using the College's *Safeguarding and Prevent Policy*
- *Stage 2: follow up actions*
 - In cases of serious bullying or harassment, or instances in which Stage 1 actions have not resolved the issue, the Head of Learner Experience will be notified. For urgent cases or periods where the Head of Learner Experience is unavailable, the issue will be passed to a member of the Senior Management Team (SMT) who will direct the Safeguarding Team
 - If necessary and appropriate, the Police or other appropriate organisations will be consulted for advice
 - Bullying, harassment or threats of bullying must be investigated, and the bullying stopped quickly
 - In all cases an attempt will be made to help the alleged perpetrator address their behaviour. A referral should be made to the Learner Engagement team in these cases
 - In cases involving apprentices, learners' employers may need to be informed

- **Stage 3**
 - In cases where issues cannot be resolved, staff should escalate through the *Learner Disciplinary Policy*
 - Learners should be informed that actions taken may include removal from the course under this policy
 - Support for the person at risk should always be prioritised in any response

Curriculum staff should deal with allegations of bullying and harassment as soon as possible. Cases referred to Safeguarding Team/SMT will be dealt with as soon as possible (within one working day).

Staff members involved must adhere to the College's *Safeguarding and Prevent Policy* with regards to confidentiality and information sharing. In instances where there is no obligation to take matters further under the College's safeguarding duties or disciplinary procedures, a strategy should be formulated with the learner(s) in order to resolve the issues.

Recording Incidents

When the learner reports the bullying, the following information should be gathered:

- Statements from those involved:
 - Date(s), times(s) and place(s) of incident(s)
 - Name(s) of any witnesses
 - What actually happened
 - How it made them feel
 - Previous requests for these behaviours to stop
- Any action already taken; e.g. reported to a member of staff
- Original copies of any correspondence or written material connected with the issue
- Where cyber bullying has taken place, printouts should be obtained wherever possible, or the member of staff taking the statement should sign it to say they have seen any text messages/call records on the student's mobile phone.
Note that staff should not view or ask to view content of a sexual nature or take copies of this material; e.g. where images of a learner have been shared without consent.

All incidents of bullying and harassment and the outcomes are recorded centrally and securely by the Safeguarding Team. Where the matter has been referred to a designated safeguarding staff member it will be recorded and retained in accordance with Safeguarding procedures.

Supporting Individuals Involved

There is often an underlying reason for bullying behaviour. Perpetrators can be very insecure and may:

- have been bullied themselves
- be afraid of becoming a victim to someone else
- want to be accepted into a certain group
- want to be well-known for their physical status
- have low levels of self-esteem and self-confidence
- have experienced recent or historical physical or emotional trauma or have been the victims of abuse

Support may be required to enable individuals to change their behaviour. Individuals will be referred to the Learner Engagement team in order to offer further support and education as appropriate. Alleged perpetrators of bullying should be encouraged to change their behaviour and should not be intimidated, humiliated or made to feel uncomfortable when seeking support.

Associated Documents

- Safeguarding and Prevent Policy
- Learner Disciplinary Policy
- Complaints, Compliments and Comments Procedure
- Learner Handbook
- Staff Handbook

Safeguarding Team

Designated Safeguarding Lead: Sue Martin, Director of Curriculum, Quality and Learner Experience

Deputy Safeguarding Leads : Frank Vanni, SCL for Power and Doncaster Lead
Thom Loxton, Learner Engagement Manager
Amanda Pearson, Apprenticeship Manager

Safeguarding contacts: 07471 353426
safeguarding@ncati.ac.uk

Appendix 10: Challenging Covid-19 Inspired Extremism and Misinformation

During the COVID-19 pandemic there has been an increased visibility of conspiracy theories ranging from anti vaccine, anti-establishment to anti-minority and antisemitic. These are not specific to any one ideology, but are used by the Far Right, Far Left and Islamists to further their own ideological aims. The College recognises its duty to challenge and report such attitudes and behaviours in-line with the procedures described in its Prevent strategy.

Definitions

- Disinformation – This describes fake or misleading stories created and shared deliberately, for reasons which may include the intention to promote a political or extremist agenda.
- Misinformation – This also describes fake or misleading stories, but in this case, may not have been deliberately created or shared with the intention to mislead. This generally stems from a position of ignorance, rather than malice.
- Conspiracy theories – These offer a simplifying model for events that cannot be explained or easily understood. They may involve an ‘alternative’ explanation for an event or situation to those provided by governments and official international bodies, sometimes suggesting a particular group, individual or organisation is responsible for pursuing a course of action that is harmful to - or is deliberately hiding information from - the public.

Increased Risks of Radicalisation Posed by the Covid-19 Pandemic

- Children and Young People may encounter content which promotes misinformation relating to Covid-19, including those which blame minority groups.
- The isolation of Children and Young People during the pandemic may increase the risk of them encountering extremist material, particularly online. The College recognises that this breakdown of social support leaves Children and Young people particularly vulnerable.
- The impact on Children and Young’s People’s mental health caused by the pandemic may increase their susceptibility to extremist ideology, particularly those who are experiencing feelings of isolation, anxiety, depression or anger.

If any member of College staff has any concerns about a learner expressing these views, they should discuss them with a member of the Safeguarding Team following the published safeguarding procedures so that actions to address the issues may be addressed immediately. The Prevent Lead (DSL) will coordinate the College’s response.

Appendix 11: Legislation and Statutory Guidance

Legislation

- The Counter-Terrorism and Border Security Act 2019
- Data Protection Act 2018 and GDPR 2018
- The Care Act 2014
- The Equality Act 2010
- Children and Families Act 2014
- The Safeguarding Vulnerable Groups Act 2006
- The Children Act 2004

Guidance

- Criminal exploitation of children and vulnerable adults: county lines (Home Office, 2020)
- Departmental advice COVID-19: safeguarding in schools, colleges and other providers (DfE, 2020)
- Keeping Children Safe in Education (DfE, 2021)
- CONTEST Counter Terrorism Strategy (HMG, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)
- The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HMG 2014)
- Mandatory Reporting of Female Genital Mutilation – procedural information (Home Office, 2020)
- The Education Inspection Framework (Ofsted, 2019)

Prevent Duty Guidance

- Prevent Duty Guidance: for Further Education Institutions in England and Wales (DfE, updated 2019)
- Revised Prevent Duty Guidance: for England and Wales (DfE, updated 2019)
- Work Based Learners and the Prevent Statutory Duty (DfE, 2018)
- Channel: Vulnerability Assessment Framework (HMG 2012)

The Teaching Standards (DfE 2013) also requires all Lecturers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour’, within and outside College, including:

- treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a lecturer’s professional position
- having regard for the need to safeguard students’ wellbeing, in accordance with Statutory provisions
- showing tolerance of and respect for the rights of others

The College will also take account of additional guidance and legislation, including:

- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (DfE 2015)
- Human Rights Act 1998
- Mental Capacity Act (Including DoLS) 2005
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DFE, 2017)
- Information sharing: Advice for practitioners providing safeguarding services (HMG, 2018)
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for colleges)
- Birmingham Safeguarding Children Partnership’s Business Improvement Plan 2019-21
- Right Help, Right Time – Delivering Effective Support for Children and Families in Birmingham. (BSCP Version 4 - February 2020)
- West Midlands Adult Safeguarding Policy & Procedures V2.0 (West Midlands Adult Safeguarding Editorial Group 2019)
- DSCB/DSAB Safeguarding Strategic Plan 2019-21
- Doncaster Safeguarding Adults Board: Guidance Template V3.0 (DSAB 2017)
- Domestic Abuse Act 2021.