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Safeguarding Policy and Prevent Policy

Policy Statement

Northumberland College recognises that it has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children/young people and vulnerable adults receiving education and training at the College. This includes ensuring they have support in situations where they could come into harm, be abused, be radicalised or drawn into extremism.

Throughout these policies and procedures, reference is made to “children and young people”. This term is used to mean “those under the age of 18”.

Northumberland College also recognises that some adults are vulnerable and subject to the same risks as children and young people. Accordingly, these procedures are also applied in the protection of vulnerable adults. Guidance on who is a “vulnerable adult” is taken from ‘No Secrets’ (Department of Health 2000), which defines vulnerable adults as ‘those adults who are or maybe in need of community care services by reason of mental or other disability, age or illness’.

The definition of vulnerable adults includes, but is not exclusive to, individuals with any of the following:

- Learning Difficulties
- Physical Impairments
- Sensory Impairments
- Mental Health Needs
- Aged Related Frailty
- Dementia
- Brain Injuries
- Drug or Alcohol Problems

In regards to Prevent, this policy relates to all learners not only those identified as children or vulnerable adults.

Northumberland College will do this by:

- Providing a safe learning environment in which all students can learn and achieve without threat of harm;
- Practising safe recruitment procedures that centre around the Disclosing and Barring Service (DBS) checks and the guidelines produced by the Independent Safeguarding Authority (ISA) and ensures that all appropriate checks are carried out on staff and volunteers who work with vulnerable adults;

- Assigning the role of Designated Person to a member of the College's Senior Leadership Team with responsibility for dealing with issues related to the safeguarding of students;
- Ensuring that there is always a member of the Safeguarding Team in College to provide advice and guidance to staff.
- Delivering curriculum which builds student resilience by strengthening critical thinking skills so they will be less likely to accept information without question which will help keep them physically safe from harm and risk of radicalisation, both inside and outside of the College premises;
- Providing a safe environment with dedicated support for students who have been abused, could come to harm or be a victim of radicalisation;
- The designated manager will work with the HR Director to ensure that appropriate training is identified for staff who work with children, young people and vulnerable adults.
- Staff working with vulnerable adults are required to undertake regular training to equip them to carry out their responsibilities for safeguarding vulnerable adults effectively.
- The Directors of Student Services and Human Resources ensure that permanent staff, temporary staff and volunteers, who work within the College, are made aware of Northumberland College's safeguarding policy the procedures for safeguarding students and their responsibilities;
- Governors remedy, without delay, any deficiencies or weaknesses in regard to arrangements for the safeguarding of students that are brought to its attention.
- The Vice principal responsible for Safeguarding, or in their absence, a member of the Executive Team is nominated to be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's DSP.
- The Chair of the Governors, or in their absence, the Vice Chair is nominated to be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's Chief Executive and Principal;

- Policies and procedures are reviewed annually by Northumberland College's designated manager and information is provided to Governors about how the above duties have been discharged;
- All complaints, allegations or suspicions are taken seriously and discussed with the Director of Student Services and/or Northumberland College's designated manager before any steps are taken. Where action is necessary, this will be undertaken with due regard to the Safeguarding Procedures.

Safeguarding Guidelines and Procedures

Context

Northumberland College has a statutory duty under the Children Act 1989 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its students. In addition, The Prevent Duty, became law on 1st July 2015 which specified certain bodies, including FE Colleges, must pay 'due regard' or place an appropriate weight on preventing people from being drawn into terrorism.

The following documents have been used to inform this policy and associated procedures:

- Child Sex Exploitation: Definition and Guide for Practitioners
- Working Together to Safeguard Children 2017
- Keeping Children Safe in Education (2016)
- Working Together to Safeguard Children 2015
- The Counter-Terrorism and Security Act 2015
- The Prevent Duty 2015
- The Children and Families Act 2014
- Safeguarding Children in Education DfES 2004
- Working Together to Safeguard Children DfES 2006
- Safeguarding Vulnerable Groups Act 2006
- Vetting and Barring Scheme Guidance 2010
- Independent Safeguarding Authority (ISA) Regulations
- Independent Safeguarding Guidelines 2010
- Working Together to Safeguard Children DCSF 2010
- Safeguarding Children and Safer Recruitment in Education DCSF 2010
- Every Child Matters
- The Care Act 2014 **(8A.2 (g))**

General Principles

- Under the legislation a child is classed as a person under the age of 18.
- Young Person

Section 83 of the Act defines a "young person" as a person over compulsory school age but under 25.

The glossary to the SEND Code of Practice states that a child is of compulsory school age until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

The distinction between a child and young person is important, as the Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age. The SEND Code of Practice states that when a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

Chapter 8 of the Code of Practice sets out in detail how some decisionmaking rights transfer from parents to young people at this stage and the role families will continue in supporting a young person with SEN. Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future.

Under section 80 of the Children and Families Act and Regulations 64 and 65 of the SEN and Disability Regulations, the parent of a young person who lacks capacity (or their formal representative, if one has been appointed by the court) will be able to take decisions for that young person

- The full definition in the guidance is:

(8A.b) Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The United Nations Convention on the Rights of the Child defines child as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier". This is ratified by 192 of 194 member countries.

The age of criminal responsibility in England, Wales and Northern Ireland is 10 years old.

Criminal responsibility is based on when a child is considered capable of committing a crime and old enough to stand trial and be convicted of a criminal offence.

- The College has included vulnerable adults in the scope of this policy.
- Mandatory for staff and any volunteers or agency workers.

- This includes those who meet the criteria for the safeguarding duty to apply as defined in The Care Act 2014: **(8A.2 (h))**
Adults at Risk (Vulnerable Adults)
(14.2) The safeguarding duties apply to an adult who:
Has needs for care and support (whether or not the local authority is meeting any of those needs)
and;
Is experiencing, or at risk of, abuse or neglect;
and;
As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.
Care Act 2014
- **(8A.2e)** This policy covers all staff, volunteers and agency staff.
- All staff, volunteers and agency staff are aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18 in a position of trust to enter into a sexual relationship with any students under 18 years old, even if the relationship is consensual.
- The College is clear that it is not the responsibility of any member of staff to investigate any suspected cases of abuses; all cases must be referred to the Designated Senior Person (DSP).
- This policy should be read in conjunction with the College's Health & Safety, ICT and Safer Recruitment policies

Northumberland Local Safeguarding Children Board:

The Children Act 2004 requires every local authority to establish a local safeguarding children board (LSCB).

[Chapter three of Working Together 2015](#) sets out the arrangements for each local safeguarding children board.

To understand what the Northumberland Safeguarding Children Board (NSCB) does and how you practitioners can be involved in our work please [read our guide practitioners guide to NSCB](#).

Role and function of LSCB

The LSCB's role is to coordinate local work to safeguard and promote the welfare of children and ensure the effectiveness of the member organisations' work, individually and together.

The objectives of the LSCB are to:

- Develop and agree policies and procedures for safeguarding and promoting children's welfare, consistent with Working Together To Safeguard Children (2015), including:
 1. action to be taken where there are concerns about a child's welfare, including thresholds for intervention
 2. training of those working with children or in services affecting the children's welfare
 3. recruitment and supervision of people working with children

4. investigating allegations
 5. welfare of privately fostered children
 6. co-operation with neighbouring children's social care services
- participate in planning services for children in the area
 - communicate the need to safeguard and promote children's welfare
 - develop procedures to ensure a co-ordinated response to unexpected child deaths
 - monitor the effectiveness of procedures to safeguard and promote children's welfare
 - undertake appropriate serious case reviews and ensure lessons are acted upon
 - collect and analyse information about child deaths

There is a requirement for the LSCB to ensure appropriate links exist with secure settings and to be able to scrutinise the use of restraint, incidences and injuries.

Scope of the role

Working Together to Safeguard Children (2015) states the LSCB's role includes the safeguarding and promoting the welfare of children in three broad areas:

1. Activities affecting all children - aiming to identify and prevent maltreatment or impairment and ensuring children grow up in with safe and effective care.
2. Work targeting particular groups - developing thresholds for working with families where the child comes within the definition of '[children in need](#)' but isn't suffering or likely to suffer [significant harm](#). They safeguard the welfare of children potentially more vulnerable than others, perhaps because they are disabled, living away from home or in custody.
3. Work to protect children who are suffering or likely to suffer significant harm, including children who are:
 - abused and neglected within families, including those affected by domestic violence, substance misuse or mental ill health
 - abused outside of the family by adults
 - abused or neglected by professional carers where children are cared for away from home
 - abused by other children
 - sexually exploited
 - committing abuse
 - victims of crime

Any interventions should aim to help children to achieve all five Department for Education outcomes to have optimum life chances. The LSCB should check if this is the case in their evaluations.

Accountability

The LSCB is not accountable for the work of individuals and organisations safeguarding children.

Each board partner retains its own existing accountability guidelines for

safeguarding and promoting the welfare of children.

The LSCB does not have the power to direct other organisations.

Integration with other forums

Safeguarding and promoting the welfare of children should be seen in a wider context and the LSCB's work should reflect and contribute to the wider goals of improving the wellbeing of all children. The LSCB complements and is represented on the children's trust board, although the two bodies should be chaired by different people.

Membership

Organisations designate named people as their LSCB member so there is a consistency and continuity in membership.

Members will be those with a strategic role in relation to safeguarding and promoting the welfare of children.

They should be able to:

- speak for their organisation with authority
- commit their organisation on policy and practice matters
- hold their organisation to account

Members of the LSCB must include:

- children's social care services
- adult social care services
- strategic health authority and primary care trusts
- NHS trusts and NHS foundation trusts
- police
- probation
- youth offending team
- connections
- CAFCASS
- any secure training centre
- any prison which ordinarily detains children
- two representatives of the local community (their role is described in [3.75 of WT 2010](#))

Schools should also be represented, which means taking steps to ensure the following are represented:

- the maintained school's governing body
- the proprietor of a non-maintained special school
- the proprietor of a city technology college, a city college for the technology of the arts or an academy
- the governing body of a further education institution

Independent schools should also be included as appropriate ([paragraph 3.78 of WT 2010](#))

Other members may include:

- NSPCC
- ***faith groups***

- state and independent schools
- further education colleges
- children's centres
- GPs
- independent healthcare organisations
- voluntary and community sector organisations
- armed forces
- immigration services

The LSCB chair should be independent of local agencies.

The LSCB will make strategic links with other organisations and individuals, inviting them to join the board or contribute in some other way. These include:

- substance misuse services
- local MAPPA
- dental health services
- Crown Prosecution Service
- coroner

The LSCB need to draw on the work of key national organisations and liaise with them where necessary.

Prevent Duty (September 2015)

As an additional responsibility under Safeguarding, the Prevent Duty for FE Colleges brings in additional:

- Reporting mechanisms
- Risk assessments
- Action plans
- Physical management of visitors to the College Estates
- Staff training

These are discussed in **Appendix 1 (Prevent)** and **Appendix 11 (Safeguarding)**

Procedures

These procedures have been designed to ensure the welfare and protection of any child or vulnerable student who accesses the services provided by Northumberland College. The procedures recognise that child protection can be very difficult for staff to deal with to the extent that it is sometimes easier to close your eyes to what is happening or believe that it is somebody else's problem to deal with. Northumberland College is committed to the belief that protecting children and young people is everybody's responsibility and therefore the aim within these guidelines and procedures is to provide clear

instructions that will enable all staff and volunteers have the confidence to act appropriately to any concerns that arise.

Northumberland College believes all students should be able to study in an environment where they are safe and supported which is free from bias, so that they can reach their academic potential.

Recognising the Signs and Symptoms of Abuse and Radicalisation

Northumberland College will ensure that all staff members whether paid or unpaid, undertake training to gain a basic awareness of the signs and symptoms of child abuse and radicalisation. Training is available to all staff and students online via the Safeguarding Area on Blackboard in collaboration with Northumberland County Council.

There are many ways concerns about a child or vulnerable adult come to light, although not exhaustive these include:

- A child or vulnerable adult alleges that abuse has taken place or that they feel unsafe;
- A third party or anonymous allegation is received;
- A child or vulnerable adult's appearance, behaviour, play, drawing or statements cause suspicion of abuse or neglect;
- A child or vulnerable adult reports an incident(s) of alleged abuse which occurred some time ago;
- A report is made regarding the serious misconduct of a worker towards a child or vulnerable adult.
- A child or vulnerable adult changes their behaviour or appearance
- A child or vulnerable adult adopts styles of cloths associated with groups with whom they have had no previous links – this could be religious or political based.
- A child or vulnerable adult attempts to recruit others to an extremist ideology or cause.

Full definition of the types of abuse is included as Appendix 2

Named Person(s) for Child and Vulnerable Adults Protection

Northumberland College has an appointed individual who is responsible for dealing with any child protection concerns. In their absence, a deputy will always be available for staff to consult with. In addition, each Academy will have a Safeguarding Champion who will be responsible for providing advice and guidance to staff within the team. The named persons for Child Protection within the Organisation are:

Named Person for Child Protection: Jen Bell
Telephone Number: 01670 841200 ext 2256
Mobile Number: 07852666457

Safeguarding Team

Ashington: Jen Bell, Martin Sexton, Sara Morgan-Evans
Kirkley Hall: Alison Gracey, Sara Morgan-Evans, Martin Sexton

The role and responsibilities of the named person(s) are:

- To ensure that all staff are aware of what they should do and who they should go to if they are concerned that a child/vulnerable adult may be subject to abuse or neglect.
- Ensure that any concerns about a child or vulnerable adult are acted on, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed.
- The Named Person(s) will manage MyConcern and work with staff and the concerns they raise.

Stages to Follow if you are Worried about a Child or Vulnerable Adult

Northumberland College recognises that it has a duty to act on reports of suspicions of abuse. It also acknowledges that taking action in cases of child abuse is never easy. However Northumberland College believes that the safety of the child or vulnerable adult should override any doubts or hesitations. When worrying changes are observed in a child's or young person's behaviour, physical condition or appearance staff will:

Stage 1

- Initially talk to a child or vulnerable adult about what you are observing. It is OK to ask questions, for example: "I've noticed that you don't appear yourself today, is everything OK? But never use leading questions;
- Keep an open mind at all times;
- Treat the matter seriously and listen carefully to what the child or vulnerable adult has to say;
- Never investigate or take sole responsibility for a situation where a child or vulnerable adult makes a disclosure;
- Promises of confidentiality should not be given and always explain to children, young people and vulnerable adults that any information they have given will have to be shared with others;
- Notify the College's Designated Person
- Record what was said as soon as possible after any disclosure. All details should be recorded on MyConcern. If no access is available to the following details should be noted at the time of the disclosure and later transferred to the MyConcern:
 - The name of the complainant and, where different, the name of child or vulnerable adult who has been abused
 - When and where the alleged incident took place, including date and time
 - Who was present
- Respect confidentiality and do not keep any notes except what is reported on MyConcern

Stage 2

- The Named Person(s) will take immediate action if there is a suspicion that a child or vulnerable adult has been abused or likely to be abused. In this situation the Named Person(s) will contact the police and/or relevant Children's Services/Adult Social Care Team. Reports made to Children's Services will be followed up on their referral form.

- The Named Person(s) can also seek advice and clarity about a situation that is beginning to raise concern through the NSPCC National Child Protection Helpline on 08088005000 or by contacting the relevant Adult Social Care Team depending upon the vulnerable adult's place of residence .

If any member of staff receives an allegation of abuse and needs further advice or guidance they should:

- Contact the Designated Person or Deputy immediately to report that an allegation has been made.
- This should then be reported to the Designated Person(s) as soon as possible, but always within 2 hours
- If none of the above managers are available within two hours of the initial concern arising, the member of staff making the report should contact the relevant Children's Social Care Services social worker (Appendix 4) or by contacting the relevant Adult Social Care Team depending upon the vulnerable adult's place of residence and notify the Designated Person(s) as soon as possible.

A flowchart describing this process is attached at Appendix 5.

Abuse Suspected but not disclosed by Student

- Where abuse is suspected but not disclosed by the student, the member of staff with the concern should discuss their concerns with their Academy Head. They will then confer with the Director of Student Services with responsibility for child and vulnerable adult protection. If they consider that the information given indicates that the student or another minor or vulnerable adult may be at risk of significant harm they will make a referral to the local Children's Social Care Services or by contacting the relevant Adult Social Care Team depending upon the vulnerable adult's place of residence . **To refer without the victims' knowledge, there must be evidence that they or someone else is at risk of immediate harm.**

Action to be taken by the Designated Person

- The referral will be recorded on MyConcern the record must include the name and position of the person to whom the matter is reported. A telephone report must be confirmed in writing to the local Children's Social Care Service or to the relevant Adult Social Care Team depending upon the vulnerable adult's place of residence within 24 hours.
- The Director of Student Services should discuss with the local Children's Social Care Service or the Police what action will be taken to inform the parents of the student and a note of that conversation should be made, together with confirmation of any steps agreed with the local Children's Social Care Service, relevant Adult Social Care Team depending upon the vulnerable adult's place of residence or the Police to safeguard the student and/or other students in the interim or with regard to retaining control until the appropriate person arrives. **At no point should college staff undertake any investigatory interviews.**
- If the suspected or reported abuse concerns a school child attending the College as part of their KS 4 curriculum, the Academy Head should make contact with the relevant teacher/manager in the pupil's School and inform them that an allegation has been made. Relevant names and contact details can be obtained from the manager responsible for 14-16 provision (see Appendix 2)
- The Academy Head must notify the Designated Senior Person, in their absence, the Chief Executive and Principal as soon as practicable and in any event within 24 hours of the initial concern arising. Details should be added to MyConcern within the same period.

- MyConcern Reports – These should be accurate and should include all details. These will be held on MyConcern for a period of 7 years.

Students Aged 18 Years or Over

- There is no need to report the abuse to any outside agency unless there is risk to others aged under 18 years or a vulnerable adult, in which case the procedure for students aged under 18 years should be followed. The student may wish to involve the police. The Director of Student Services' role is to support them through this process. Alternatively, the abuse may be in the past and student may require directing towards a counselling agency such as counselling support, Well Woman Clinic, survivors' support group, or the NSPCC which also works with adult survivors of abuse.

Confidentiality

- The issue of confidentiality in the context of child and vulnerable adult protection is quite complex. How a member of staff handles the situation if a student does not initially want to be identified as being in need of child or vulnerable adult protection is crucial in making them feel safe enough to disclose their identity. There are several things to consider including the possible risk posed to other children, young people or vulnerable adults and NC's legal responsibility to notify Children's Social Care Services or relevant Adult Social Care Team depending upon the vulnerable adult's place of residence of confidential information, when justified in the interests of a young person's safety.
- If a young person or vulnerable adult does not wish to be named and staff are in any doubt about how to proceed, advice can be sought from the local Children's Social Care Service, Duty Social Worker or relevant Adult Social Care Team depending upon the vulnerable adult's place of residence. This should preferably be done via the Director of Student Services. If s/he is unavailable, however, contact should be made via one of the Academy Heads listed in Appendix 2. In any event, the Director Student Services should always be informed if contact has been made with the local Children's Social Care Service or relevant Adult Social Care Team depending upon the vulnerable adult's place of residence with regard to a child or vulnerable adult protection report/issue. The Director of Student Services will also inform the Principal of any such contact.

Managing Allegations made against a member of Staff or Volunteer

Introduction

In order to safeguard children, all staff appointments are made subject to:

- Satisfactory references
- Enhanced DBS clearance
- ISA Registration (wef July 2010)

Until these references and reports have been received new staff are not allowed to work alone and without supervision with students aged under 18 years or vulnerable adults. From July 2010 no member of staff will be able to commence work until the ISA registration number has been confirmed.

Recognising and responding to an allegation

The following procedures must be applied where allegations relating to a member of staff are received.

There are a number of sources from which a complaint or an allegation might arise, including from:

- A child or (vulnerable) adult
- A parent
- A member of the public
- A disciplinary investigation

The person to whom an allegation or concern is reported **must not question the child or vulnerable adult or investigate the matter further**; they must:

- Treat the matter seriously;
- Avoid asking leading questions and keep an open mind;
- Make a written record of the information as soon as possible (where possible in the child's own words), which should include:
 - The name of the complainant and, where different, the name of the child or vulnerable adult who has allegedly been abused
 - When and where the alleged incident took place, including date and time
 - Who was present
 - The account of what is alleged to have happened
 - Description of any injuries observed
 - Your name, signature and date

- If the complainant is the student themselves, questions should be kept to the minimum necessary to understand what is being alleged. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are subsequent legal proceedings.

If an allegation or suspicion of abuse by a member of staff is received:

- Contact the Academy Head in your area immediately to report that an allegation has been made.
- The Academy Head will contact the Director of Student Services as soon as possible but, in any event, within two hours.
- If the Academy Head is unavailable, you should report directly to the Director of Student Services.
- If neither the Academy Head nor the Director of Student Services are unavailable, contact the HR Director or Principal.

Initial action by the Director of Student Services

The Director of Student Services must not investigate the matter by interviewing the accused person, the child or potential witnesses, they must:

- Obtain written details of the allegation, signed and dated by the person receiving the allegation.
- Record any other information in relation to time, dates and location of incident(s) and names of any potential witnesses on MyConcern.
- Record discussions about the child or vulnerable adult and/or member of staff, any decisions made, and the reasons for those decisions.
- Add the principal and HR Director to the Team on MyConcern

The Director of Student Services must report an allegation to the Local Authority Designated Officer (LADO) or Adult Social Care Manager within 1 working day if the allegation suggests a person who works with children/vulnerable adults has:

- Behaved in a way that has harmed a child or vulnerable adult, or may have harmed a child/ vulnerable adult.
- Possibly committed a criminal offence against or involving a child or vulnerable adult.
- Behaved towards a child or vulnerable adult in a way that indicates s/he is unsuitable to work with children or vulnerable adults in connection with his/her employment or voluntary activity.

The Director of Student Services will also contact the HR Director to agree how to inform the member of staff against whom the allegation has been made and to agree appropriate action pending any investigation initiated by the LADO or Adult Social Care Manager.

If a concern or an allegation requiring immediate attention is received outside normal office hours the Director of Student Services must consult immediately with the Children's or Adult Social Care emergency duty team or local police and also ensure that the LADO is informed the next working day.

Each local authority, through their Local Safeguarding Children Board and Local Safeguarding Adults Board, has agreed procedures for managing allegations of abuse against people working with children. All designated managers and HR Director will adhere to agreed local procedures.

A copy of the local procedures and/or flowchart describing these procedures is attached at Appendix 5.

Malicious Allegations

Where it is subsequently found that an allegation was made with malice aforethought, the College will determine an appropriate course of action. This may include disciplinary action against the accuser, acceptance of a written apology (subject to agreement about future behaviour) or other such sanctions as are deemed appropriate.

Disseminating/ Reviewing Policies and Procedures

Northumberland College reviews its Policies and Procedures on an annual basis which is agreed with the Governing Body.

Appendix 1 – Prevent Duty for FE Colleges

The outcomes of the Prevent Duty for FE are expected to be:

- Develop an effective partnership approach to combat vulnerable people being subject to radicalisation and combat extremism.
- Preparation for future terrorism and counter-terrorism activity in light of extremist activities in Iraq, Syria and Nigeria as well as right wing extremism in the UK to ensure the safety and wellbeing of the Northumberland College Community.
- To have staff fully trained who recognise individuals at risk and take positive action.
- Prevent the radicalisation of young people and vulnerable adults through engagement with them and develop a counter narrative to extremist views.

Key Expectations of FE Colleges are:

- To have a Single Point of Contact (SPoC) for Prevent related activity
- Build on partnerships with LSCB, Local County Council Channel Panel and Prevent Team, Students, Police, Governors and Families
- Conduct a Risk Assessment which:
 - Assess risks of students or staff being drawn into terrorism
 - Physical management of the estate; visitors/events/sub-letting
 - Ensure sub-contractors are aware of their responsibilities regarding the Prevent Duty
 - Demonstrates a general understanding of the risks affecting children, young people and vulnerable adults in the College Community
- Develop an Action Plan to mitigate against all risks identified
- Provide training for staff which:
 - Equips staff with the knowledge of how to identify those at risk of radicalisation.
 - Ensures staff are confident in challenging extremist ideas.
 - Ensures staff are confident to exemplify British Values in their management, teaching and through their general behaviour.
 - Provides governors, senior managers and all staff with appropriate training.
 - Ensures designated leads receive update training for referral and Channel processes.
- Welfare and pastoral care/chaplaincy support is in place through:
 - Policies being in place for use of prayer and faith related activities.
 - Access to pastoral support for all students.
- IT Policies include:
 - Appropriate levels of filtering.
 - Policies refer to the compliance of the Prevent Duty..
 - *Acceptable use policies for staff and students.*
 - Awareness of the use of social media in the recruitment to terrorism.

Prevent Duty within Safeguarding

In 2010 the Government published the Prevent Strategy, a national programme to stop people becoming terrorists or supporting terrorism. In 2012 Channel, a key element of Prevent, produced a guide for Local Partnerships protecting vulnerable people from being drawn into terrorism. In recent years there has been an awareness of the specific need to safeguard children, young people, vulnerable adults and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our aim

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

Risk

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

Definitions

Northumberland College seeks to protect children, young people and vulnerable adults against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to

- Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The Senior Management Team and the Lead Designated Safeguarding Officer will assess the level of risk within the Service and put actions in place to reduce that risk. Risk assessment may include, consideration of the use of our premises by external agencies, curriculum offer, provision specifically targeting vulnerable groups, disclosed safeguarding cases, anti-bullying policy, equal society statement and other issues specific to the Service's profile, community and philosophy.

Designated Lead and Contacts

When a member of staff has any concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Senior Person for Safeguarding, who is also the Single Point of Contact, the Director of Student Services

Additional contact for misuse of the internet:

- To report illegal information, pictures or videos found on the internet log on to www.gov.uk/report-terrorism.

Interventions

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people and vulnerable adults do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Indicators of vulnerability to radicalisation

(Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;

- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Learning Support Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- Views become increasingly extreme regarding another section of society or government policy.
- They become withdrawn and focussed on ideology.

This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

11. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2

Definitions of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

It may also be caused when a parent or carer fabricates symptoms of, or induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to a child that s/he is worthless, unloved, inadequate, or valued only insofar as s/he meets the needs of another person
- Imposing developmentally inappropriate expectations e.g. interactions beyond the child's developmental capability, overprotection, limitation of exploration and learning, preventing the child from participation in normal social interaction
- Causing a child to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another
- Exploitation or corruption of a child
- Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not s/he is aware of what is happening.

Activities may involve physical contact, including penetrative and non-penetrative acts. 'Penetrative acts' include 'rape' (forced penetration of vagina, anus or mouth with a penis) and 'assault by penetration' (sexual penetration of vagina or anus of a child with a part of the body or an object).

Sexual activities may also include non-contact activities, e.g. involving a child in looking at / production of abusive images, watching sexual activities or encouraging her/him to behave in sexually inappropriate ways. It may include use of photos, pictures, cartoons, literature or sound recordings via internet, books, magazines, audio cassettes, tapes or CDs.

Children under sixteen years of age cannot lawfully consent to sexual intercourse, although in practice may be involved in sexual contact to which, as individuals, they have agreed. A child of under thirteen is considered in law incapable of providing consent.

(8A2.b) The age of consent (the legal age to have sex) in the UK is 16 years old.

The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved.

To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003.

The law also gives extra protection to young people who are 16 to 17 years old. It is illegal to:

take, show or distribute indecent photographs

pay for or arrange sexual services

for a person in a position of trust (for example, teachers, care workers) to engage in sexual activity with anyone under the age of 18.

Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once the child is born, neglect may involve failure to:

- Provide adequate food, clothing or shelter (including exclusion from home or abandonment)
- Protect from physical and emotional harm or danger
- Meet or respond to basic emotional needs
- Ensure adequate supervision including the use of adequate care-takers
- Ensure access to appropriate medical care or treatment
- Ensure that her/his educational needs are met
- Ensure her / his opportunities for intellectual stimulation are met

Additional Definitions of Abuse from Working Together to Safeguard Children 2015

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Child Sex Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

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

Bullying & Cyberbullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Child Trafficking/Modern Slavery

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

Children are trafficked for:

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

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

Harmful Sexual Behaviour

- Harmful sexual behaviour includes:
- using sexually explicit words and phrases
- inappropriate touching

- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others.

Age differences and harmful sexual behaviour

Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012).

However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

The Care Act 2014

Northumberland College recognises its duty to protect vulnerable adults as defined in the Care Act 2014.

Categories of abuse with definitions (8A.2. (i))

1. Physical Abuse – This relates to any form of malpractice involving an individual's physical wellbeing. More commonly known examples include hitting or kicking a patient or adult in a care setting, but can also extend to misuse of medication and inappropriate use of restraint.

2. Emotional/ Psychological Abuse – Usually a repeated form of verbal abuse, where an individual is subjected to threats of harm, isolation or seclusion from services, harassment or intimidation, as well as anything that alters the person's behaviour from the way they'd like to live.

3. Financial Abuse – Where someone in a caring role misuses the finances of the individual they care for. This could be for personal gain or in a way originally intended to help the adult receiving care, but using someone's money without their consent is a crime.

4. Sexual Abuse – If the adult in need of social care is subjected to sexual activity that they did not or could not consent to, including anything from inappropriate touching to rape, the perpetrator is guilty of sexual abuse.

5. Organisational Abuse – This is defined as a service, agency or care home putting its own needs before those of the service users. From imposing inflexible daily routine to reorganising a staff rota to suit its own costs, organisational abuse can damage the service users' lives.

6. Neglect – Instances of a care worker ignoring the care needs of an individual and failing to provide the care services they require is neglect. Extreme cases can lead to irreparable psychological damage and even death.

7. Discriminatory Abuse – Refusing to acknowledge the different care needed for each individual. This could mean purposefully ignoring someone's religion, personal beliefs, dietary views or any number of personal preferences.

8. Domestic Violence – Domestic violence is now recognised as the jurisdiction of the Safeguarding Adults Boards across the country when it is committed against an adult in need of care services. Domestic violence and abuse includes any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality. It also includes so called 'honour' -based violence, female genital mutilation and forced marriage.

9. Modern Slavery – The use of individuals working for little or no wages. This could be perpetrated by care service employers, the adult in need to care themselves, or someone connected to that person.

10. Self-Neglect – Self-neglect is a condition affecting behaviour, where the individual refuses to attend to their personal care and hygiene, their environment or even refusal of care services offered to them. Care workers should be educated on this condition and prepared to work with the individual to improve their situation.

Indicators, signs and symptoms of abuse that staff should be aware of (8A.2. (j))

Physical abuse

Types of physical abuse

- Assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing
- Rough handling
- Scalding and burning
- Physical punishments
- Inappropriate or unlawful use of restraint
- Making someone purposefully uncomfortable (e.g. opening a window and removing blankets)
- Involuntary isolation or confinement
- Misuse of medication (e.g. over-sedation)
- Forcible feeding or withholding food
- Unauthorised restraint, restricting movement (e.g. tying someone to a chair)

Possible indicators of physical abuse

- No explanation for injuries or inconsistency with the account of what happened
- Injuries are inconsistent with the person's lifestyle
- Bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps
- Frequent injuries

- Unexplained falls
- Subdued or changed behaviour in the presence of a particular person
- Signs of malnutrition
- Failure to seek medical treatment or frequent changes of GP

Psychological or emotional abuse

Types of psychological or emotional abuse:

- Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends
- Removing mobility or communication aids or intentionally leaving someone unattended when they need assistance
- Preventing someone from meeting their religious and cultural needs
- Preventing the expression of choice and opinion
- Failure to respect privacy
- Preventing stimulation, meaningful occupation or activities
- Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse
- Addressing a person in a patronising or infantilising way
- Threats of harm or abandonment
- Cyber bullying

Possible indicators of psychological or emotional abuse:

- An air of silence when a particular person is present
- Withdrawal or change in the psychological state of the person
- Insomnia
- Low self-esteem
- Uncooperative and aggressive behaviour
- A change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger
- Apparent false claims, by someone involved with the person, to attract unnecessary treatment

Financial abuse

Types of financial abuse:

- Theft of money or possessions
- Fraud, scamming
- Preventing a person from accessing their own money, benefits or assets
- Employees taking a loan from a person using the service
- Undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions
- Arranging less care than is needed to save money to maximise inheritance
- Denying assistance to manage/monitor financial affairs
- Denying assistance to access benefits
- Misuse of personal allowance in a care home
- Misuse of benefits or direct payments in a family home

- Someone moving into a person's home and living rent free without agreement or under duress
- False representation, using another person's bank account, cards or documents
- Exploitation of a person's money or assets, e.g. unauthorised use of a car
- Misuse of a power of attorney, deputy, appointeeship or other legal authority
- Rogue trading – eg. Unnecessary or overpriced property repairs and failure to carry out agreed repairs or poor workmanship

Possible indicators of financial abuse:

- Missing personal possessions
- Unexplained lack of money or inability to maintain lifestyle
- Unexplained withdrawal of funds from accounts
- Power of attorney or lasting power of attorney (LPA) being obtained after the person has ceased to have mental capacity
- Failure to register an LPA after the person has ceased to have mental capacity to manage their finances, so that it appears that they are continuing to do so
- The person allocated to manage financial affairs is evasive or uncooperative
- The family or others show unusual interest in the assets of the person
- Signs of financial hardship in cases where the person's financial affairs are being managed by a court appointed deputy, attorney or LPA
- Recent changes in deeds or title to property
- Rent arrears and eviction notices
- A lack of clear financial accounts held by a care home or service
- Failure to provide receipts for shopping or other financial transactions carried out on behalf of the person
- Disparity between the person's living conditions and their financial resources, e.g. insufficient food in the house
- Unnecessary property repairs

Sexual abuse

Types of sexual abuse:

- Rape, attempted rape or sexual assault
- Inappropriate touch anywhere
- Non- consensual masturbation of either or both persons
- Non- consensual sexual penetration or attempted penetration of the vagina, anus or mouth
- Any sexual activity that the person lacks the capacity to consent to
- Inappropriate looking, sexual teasing or innuendo or sexual harassment
- Sexual photography or forced use of pornography or witnessing of sexual acts
- Indecent exposure

Possible indicators of sexual abuse:

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Torn, stained or bloody underclothing
- Bleeding, pain or itching in the genital area
- Unusual difficulty in walking or sitting
- Foreign bodies in genital or rectal openings
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Pregnancy in a woman who is unable to consent to sexual intercourse
- The uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude
- Incontinence not related to any medical diagnosis
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Excessive fear/apprehension of, or withdrawal from, relationships
- Fear of receiving help with personal care
- Reluctance to be alone with a particular person

Organisational abuse**Types of organisational abuse:**

- Discouraging visits or the involvement of relatives or friends
- Run-down or overcrowded establishment
- Authoritarian management or rigid regimes
- Lack of leadership and supervision
- Insufficient staff or high turnover resulting in poor quality care
- Abusive and disrespectful attitudes towards people using the service
- Inappropriate use of restraints
- Lack of respect for dignity and privacy
- Failure to manage residents with abusive behaviour
- Not providing adequate food and drink, or assistance with eating
- Not offering choice or promoting independence
- Misuse of medication
- Failure to provide care with dentures, spectacles or hearing aids
- Not taking account of individuals' cultural, religious or ethnic needs
- Failure to respond to abuse appropriately
- Interference with personal correspondence or communication
- Failure to respond to complaints

Possible indicators of organisational abuse

- Lack of flexibility and choice for people using the service
- Inadequate staffing levels
- People being hungry or dehydrated
- Poor standards of care
- Lack of personal clothing and possessions and communal use of personal items
- Lack of adequate procedures
- Poor record-keeping and missing documents
- Absence of visitors

- Few social, recreational and educational activities
- Public discussion of personal matters
- Unnecessary exposure during bathing or using the toilet
- Absence of individual care plans
- Lack of management overview and support

Neglect

Types of neglect:

- Failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care
- Providing care in a way that the person dislikes
- Failure to administer medication as prescribed
- Refusal of access to visitors
- Not taking account of individuals' cultural, religious or ethnic needs
- Not taking account of educational, social and recreational needs
- Ignoring or isolating the person
- Preventing the person from making their own decisions
- Preventing access to glasses, hearing aids, dentures, etc.
- Failure to ensure privacy and dignity

Possible indicators of neglect:

- Poor environment – dirty or unhygienic
- Poor physical condition and/or personal hygiene
- Pressure sores or ulcers
- Malnutrition or unexplained weight loss
- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organisations
- Accumulation of untaken medication
- Uncharacteristic failure to engage in social interaction
- Inappropriate or inadequate clothing

Discriminatory abuse

Types of discriminatory abuse:

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as 'protected characteristics' under the Equality Act 2010)
- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic
- Denying access to communication aids, not allowing access to an interpreter, signer or lip-reader
- Harassment or deliberate exclusion on the grounds of a protected characteristic
- Denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic
- Substandard service provision relating to a protected characteristic

Possible indicators of discriminatory abuse

- The person appears withdrawn and isolated
- Expressions of anger, frustration, fear or anxiety
- The support on offer does not take account of the person's individual needs in terms of a protected characteristic

Domestic violence or abuse

Types of domestic violence or abuse

Domestic violence or abuse can be characterised by any of the indicators of abuse outlined in this briefing relating to:

- psychological
- physical
- sexual
- financial
- emotional.

Coercive or controlling behaviour is a core part of domestic violence.

Coercive behaviour can include:

- acts of assault, threats, humiliation and intimidation
- harming, punishing, or frightening the person
- isolating the person from sources of support
- exploitation of resources or money
- preventing the person from escaping abuse
- regulating everyday behaviour.

Possible indicators of domestic violence or abuse

- Low self-esteem
- Feeling that the abuse is their fault when it is not
- Physical evidence of violence such as bruising, cuts, broken bones
- Verbal abuse and humiliation in front of others
- Fear of outside intervention
- Damage to home or property
- Isolation – not seeing friends and family
- Limited access to money

Modern slavery

Types of modern slavery:

- Human trafficking
- Forced labour
- Domestic servitude
- Sexual exploitation, such as escort work, prostitution and pornography
- Debt bondage – being forced to work to pay off debts that realistically they never will be able to

Possible indicators of modern slavery:

- Signs of physical or emotional abuse
- Appearing to be malnourished, unkempt or withdrawn

- Isolation from the community, seeming under the control or influence of others
- Living in dirty, cramped or overcrowded accommodation and or living and working at the same address
- Lack of personal effects or identification documents
- Always wearing the same clothes
- Avoidance of eye contact, appearing frightened or hesitant to talk to strangers
- Fear of law enforcers

Self-neglect

Types of self-neglect:

- Lack of self-care to an extent that it threatens personal health and safety
- Neglecting to care for one's personal hygiene, health or surroundings
- Inability to avoid self-harm
- Failure to seek help or access services to meet health and social care needs
- Inability or unwillingness to manage one's personal affairs

Indicators of self-neglect:

- Very poor personal hygiene
- Unkempt appearance
- Lack of essential food, clothing or shelter
- Malnutrition and/or dehydration
- Living in squalid or unsanitary conditions
- Neglecting household maintenance
- Hoarding
- Collecting a large number of animals in inappropriate conditions
- Non-compliance with health or care services
- Inability or unwillingness to take medication or treat illness or injury

Appendix 3 - Reporting a Concern via MyConcern

Report a Concern

Name(s)/Incident

Class/Year Group


Concern Date/Time

Details of Concern

Is this urgent? If YES, please check this box.

Action taken

Attachments

 Please attach any relevant documents, images or other media.

Please give the full name(s) of the pupil(s) you are concerned about. If you do not know their name(s) or no pupils are involved please give the incident a title and explain under 'Details of Concern' below.

Appendix 4 - Child and Vulnerable Adult (A.2 (p) Protection Procedures - List of Useful Names and Contact Details

Internal Contacts

Name	Title	Organisation	Tel. Number
Louise Kinghorn (Strategic Lead)	Vice Principal Quality and Student Services	Northumberland College	01670 841200 Ext: 2313
Jen Bell	Assistant Principal Student Services	Northumberland College	01670 841200 Ext: 2256
Sara Morgan-Evans	Head of Learning, Careers and Pastoral Support	Northumberland College	01670 841200 Ext: 2406/3535
Martin Sexton	Pastoral and tutorial Team Leader	Northumberland College	01670 841200 Ext: 2267/3535
Alison Gracey	Pastoral Lead (Kirkley Hall and Halls of Residence)	Northumberland College	01670 841200 Ext: 3565
HUMAN RESOURCES DIRECTOR			01670 841200
Michelle Dalby	Director of Human Resources	Northumberland College	01670 841200 Ext 226

Other useful contact details

Advice Area	Contact(s)
Discussion about a CP or child welfare referral	Through to children's social care teams: Alnwick- 01665 626830 Ashington- 01670 815060 Bedlington- 01670 822423 Berwick – 01289 334000 Blyth – 01670 354316 Cramlington 01670 712925 Hexham – 01434 603582 Disabled Children's team – 01670-516131
Discussion regarding a vulnerable adult requiring a referral or allegation against a member of staff regarding a vulnerable adult	This would be referred to the Adult Social Care Team depending on the place of residence of the vulnerable adult e.g. for Northumberland: Adult Social Care Team contact either: 01670 536 400 or nhc-tr.Safeguardingadults@nhs.net If the concern was raised after 5:00pm or at the weekend contact would be to the Adult Social Care Emergency Duty Team 0345 600 5252 The Senior Manager for Specialist Services in Adult Social Care is Anna English: 01670 622672 or Anna.English01@northumberland.gcsx.gov.uk

Lead roles in relation to responding to allegations against staff (including those not employed by school)	LADO for all allegations against professionals who work with children 01670 533503
If you have information about possible terrorist activity, call the Anti-Terrorist Hotline	Anti-Terrorist Hotline: 0800 789 321.

Support Organisations

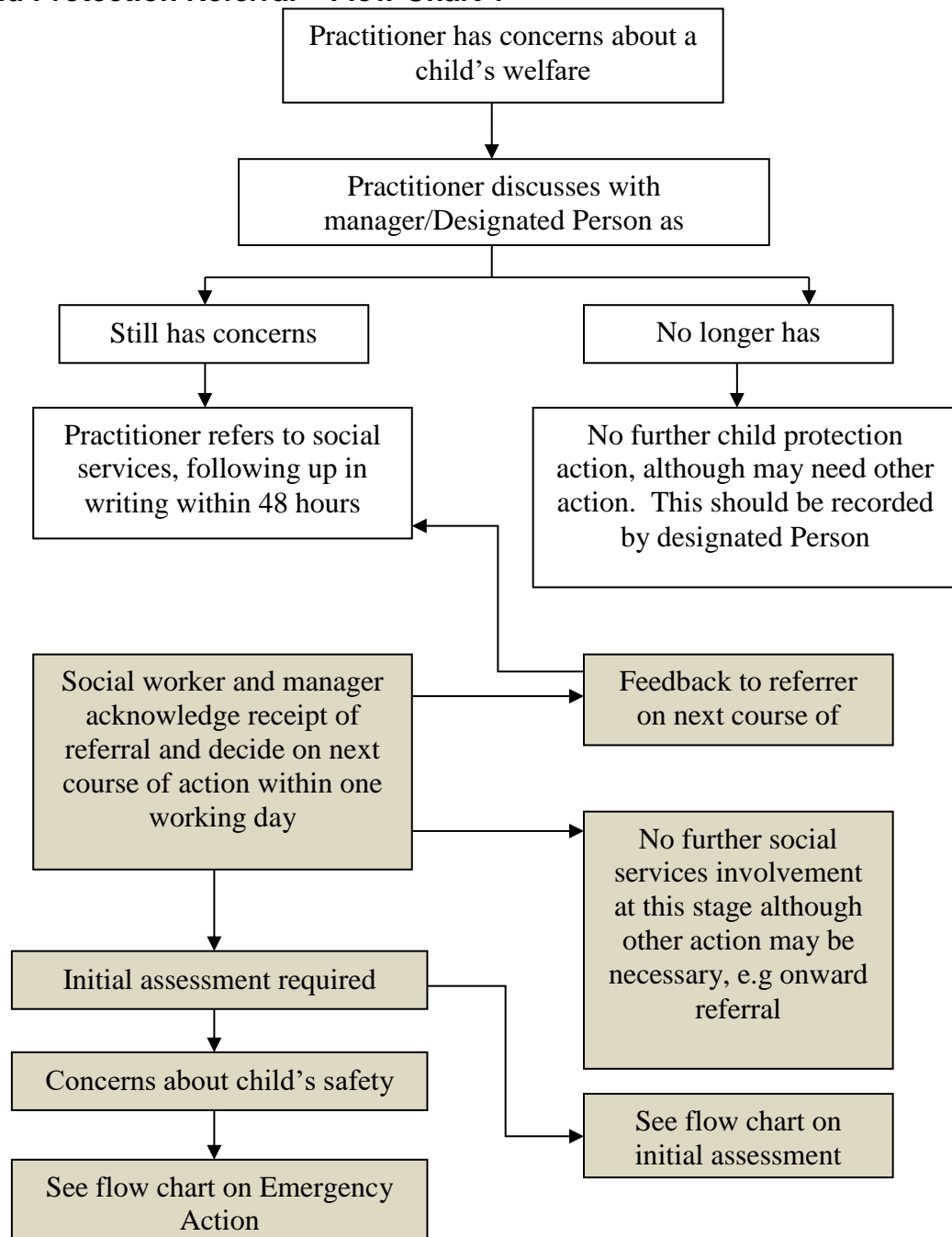
Childline – free National helpline for children and young people Tel: 0800 1111, www.childline.org.uk

The National Association for People Abused in Childhood – provides support no matter how long ago the abuse took place, pointing people in the right direction to take control of their own recovery. Tel: 0800 085 3330, www.napac.org.uk

NSPCC – for advice and guidance on all aspects of Child Abuse - <https://www.nspcc.org.uk/>

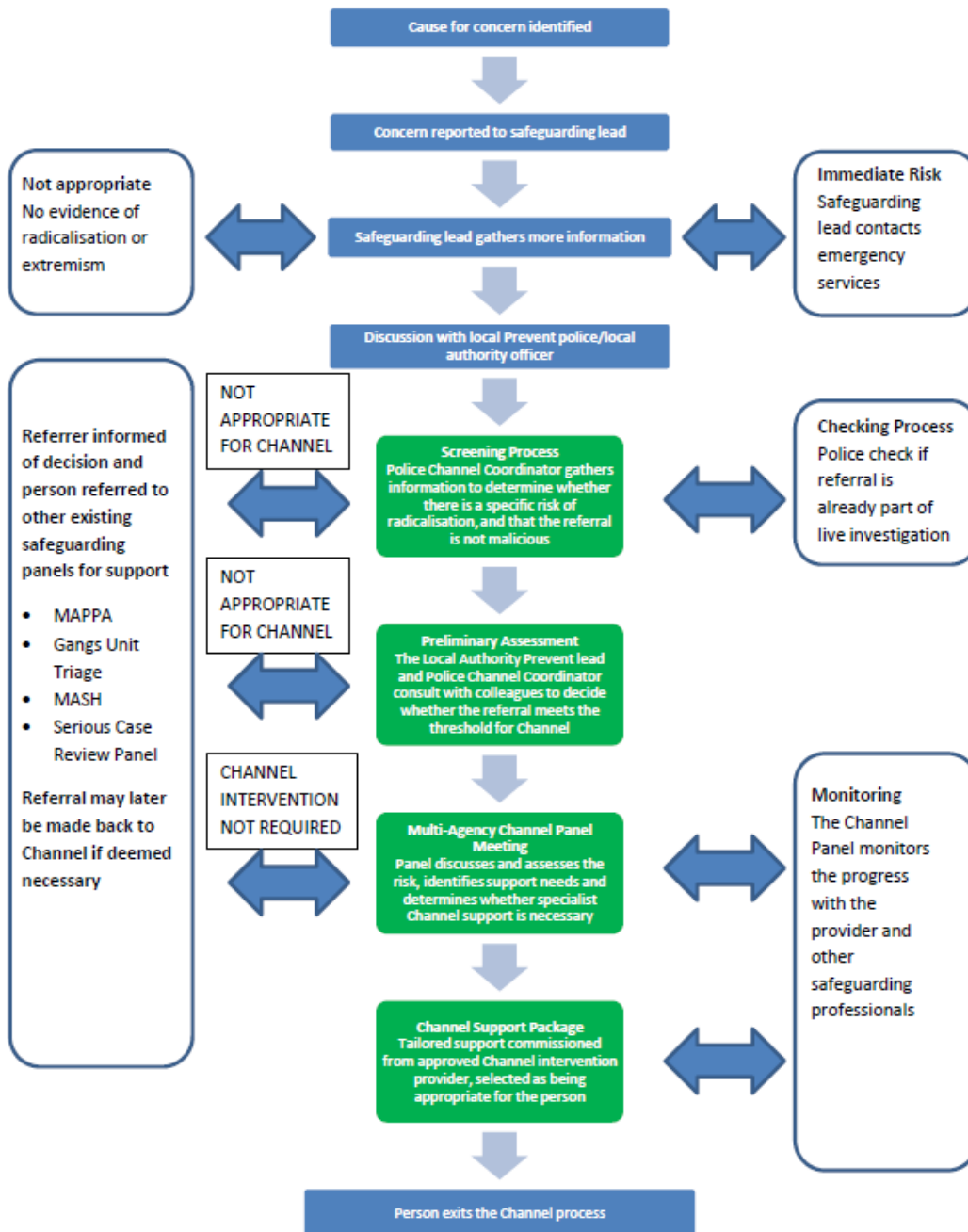
Appendix 5

Child Protection Referral – Flow Chart 1



Shaded areas illustrate responsibilities of external agencies

The Channel Process within FE Colleges



Appendix 6

Dissemination of information and training

Information

- Review of Policies and Procedures (Annually - June)
- Dissemination of updated Guidance Pamphlets to all staff (Annually)
- All new staff to receive Induction & Guidance Pamphlet
- Guidance and Procedure document available on Staff-Net
- Online training provided by Northumberland County Council available for Staff and Students via Safeguarding Section on Blackboard
- Nominated Person details to be on all centrally controlled notice boards and in reception area in all campuses and outreach centres
- Important contact numbers on Safeguarding Section on Blackboard, Staff-Net and Student-Net

Training for staff, volunteers and agency workers:

- Named Person to have Level 3 Certification renewable bi-annually
- All staff to complete Northumberland County Council Safeguarding Training to be updated tri-annually
- HR to report termly to Academy Heads status of training
- Since October 2015 all new recruits are required to complete Safeguarding and prevent training before they commence employment
- Annual cycle of CPD includes Safeguarding and Prevent updates tri annually

(A.2 (I))

All staff undertake an induction programme managed by the HR team within the College. This induction programme provides access to the safeguarding and prevent policies of the College and requires them to sign to say that they have read and understood them. In addition, as included in the terms and conditions of employment, all staff must undergo mandatory eLearning covering safeguarding and prevent. This is monitored via completion of the eLearning module and failure to comply will result in the termination of employment. All training is refreshed on an annual basis.

(8A2.e) Agency staff are DBS checked by the agency that they work for. All agency staff complete the same safeguarding training, provided by the HR Department, as employed staff.

The College has volunteers who work at the Kirkley Hall Zoological Gardens. All volunteers are DBS cleared and supervised by members of staff on the zoo. They will undertake either web or paper based training on Safeguarding and Prevent including safeguarding for adults.

Appendix 7 - Procedure for dealing with an Incident that arises during an Educational visit

When the alleged abuser and person abused are both members of an educational visit away from the college, the primary consideration is the initial protection of the child or vulnerable adult. Action to ensure this should be taken by the member of staff in charge of the visit. Once there is no immediate risk of further abuse then a more considered approach can be taken.

It is also important to note that all offences against children up to the age of 18 years need to be reported. If an offence is thought to have been committed, staff should contact local police in the first instance, especially when the alleged abuser is a member of the local population.

Careful consideration should be given to how best to inform the student's parents/carer and whether any or all of the students should be returned home. This will depend on the seriousness of the incident, the effect on the students and the risk present. The Designated Person or one of his deputies should be consulted for advice.

When the allegation disclosed on the educational visit away from the college relates to abuse of the student at their home, the standard procedure should be followed. Staff should discuss the situation with the Designated Person at the earliest opportunity.

Appendix 8 - Dealing with cases of Forced Marriage

What is the difference between an “arranged” and “forced” marriage?

“The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. 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. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure”.

Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry.

This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Breaching a Forced Marriage Protection Order is also a criminal offence.

The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

The Unit carries out **three main strands** of work designed to tackle forced marriage.

Casework - The FMU provides confidential information and assistance to potential victims and concerned professionals. It works with partners both in the UK and overseas to ensure that all appropriate action is taken to prevent a forced marriage taking place. Safeguarding Students Policy & Procedures 2014 & 2015 (Final) - 14 July 2014 Page 16 of 20

The staff can offer **advice and assistance to individuals** who:

- Fear that they are going to be forced into marriage (in the UK or overseas).
- Fear for a friend or relative who may be forced into a marriage (in the UK or overseas).
- Have been forced into a marriage and do not want to support their spouse's visa application.

The staff can also **assist education professionals** by:

- Providing information about existing networks within the UK, including social services, police and non-governmental organisations.
- Providing advice about legal remedies in the UK and overseas.

How to contact the Forced Marriage Unit
(Monday - Friday 09:00 to 17:00)

The Forced Marriage Unit
Room G/55
Old Admiralty Building
Whitehall SW1A 2PA
Telephone: 020 7008 0135/0230/8706
Email: fmf@fco.gov.uk

For out of hours emergencies telephone 020 7008 1500 and ask to speak to the Foreign & Commonwealth Office Response Centre.

What do I do if I am concerned that a student is being forced into a marriage?

As an educational professional you may be concerned about a student because they are exhibiting unusual behaviour e.g. poor performance, poor attendance, limited career choices, not allowed to work, unable to attend college trips, unreasonable financial control e.g. confiscation of wages / income

Alternatively, a student may approach you, as an education professional, because they are going on a family holiday overseas and they are concerned about this. They may have been told that the purpose is to visit relatives, attend a wedding or because of the illness of a grandparent or close family relative. The student may suspect that this is a ploy and that there is an ulterior motive, which is to force them to marry.

Do not assume that a student is at risk of being forced into marriage simply on the basis that they are being taken on an extended family holiday. These assumptions and stereotyping can cause considerable distress to families. All effort should be made to establish the full facts from the student at the earliest

Once the full facts have been established, you should seek advice from the college Designated Senior Person, they will help decide on the level of response required.

This could be to offer the advice or to provide them with information about specialist advice and information services. However, there may be occasions when the level of concern is such that it becomes a child protection issue; in these cases the appropriate child protection procedures will need to be followed.

If the student fears they may be forced to marry, they have limited choices:
To remain with the family and try and resolve the situation.

- To accede to the family's wishes.
- To flee the family.
- To seek legal protection.

Remember:

Remaining with the family and trying to resolve the situation can place the student in danger.

Acceding to the family's wishes may mean the student is returning to an abusive situation.

Students fleeing a forced marriage that has not yet taken place may be reported as missing by their families. The forced marriage aspect of the case may not be apparent when the report is made.

If the student has dual nationality, they may have two passports, one British and one from the other country of their residence.

What to do if a student requests direct help:

- See the student immediately in a private place, where the conversation cannot be overheard.
- See the student on their own - even if they attend with others.
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.
- Immediately seek advice from the College Designated Senior Person.

They will:

- Explain all options to the student; recognise and respect their wishes.
- Consider whether the student's wishes not to have a referral made, should be respected or whether the student's safety requires that further action be taken.
- Inform the student, if action is taken against their wishes.
- Establish if there is a family history of forced marriage i.e. siblings forced to marry. Other indicators may include domestic violence, self-harm, family disputes, unreasonable restrictions (e.g. withdrawal from education or "house arrest") or missing persons within the family.
- Advise the student not to travel overseas and discuss the difficulties they may face.
- Consider seeking advice from the Forced Marriage Unit.
- Liaise with the local police and social services to establish if any incidents concerning the family have been reported (e.g. missing persons or domestic violence etc.)

If the Designated Senior Person has concerns for the safety of a student under 18 years old, they will:

- Activate local child protection procedures and use existing national and local protocols for multi-agency liaison with police and social services.
- Refer to the local police Child Protection Unit if there is any suspicion that a crime has been, or may be, committed.
- Liaise with police if there are concerns about the safety of the student or the student's siblings.
- Refer the student, with their consent, to appropriate local and national support groups and counselling services with a history of dealing with cases of forced marriage.

There are legal remedies that social services can take to prevent young people being taken overseas. These include making the student a ward of court or surrendering their passport or passports.

Whilst the above measures are not exhaustive, they do offer some immediate actions that can be taken in the event of the imminent departure of a student. The Designated Senior Person must be informed at all times, although it is recognised that a student may build up their trust in another member of staff. In such a case the designated staff will be there to provide advice and support at all times

If a student is going overseas imminently:

Try to gather as much of the following information as possible, as there may not be another opportunity if the student goes overseas. This may help the Forced Marriage Unit to locate the student and assist in repatriating them.

Photocopy the student's passport and encourage them to keep details of their passport number and the place and date of issue.

Take as much information (discreetly) as possible about the family including:

- Full name and date of birth of the student under threat.
- Their father's name.
- Any addresses where the student may be staying overseas.
- Potential spouse's name.
- Date of the proposed wedding.
- The name of the potential spouse's father (if known).
- Addresses of any family in UK or overseas.
- Information that only the student would be aware of (this may assist any subsequent interview at an Embassy/British High Commission) (in case another person of the same sex/age is produced pretending to be the student).
- Details of any travel plans and people likely to accompany the student.
- Names and addresses of any close relatives remaining in the UK.
- If possible establish a safe means by which contact may be made with the student e.g., a secret mobile telephone that will function overseas.

Whilst the above measures are not exhaustive, they do offer some immediate actions that can be taken in the event of the imminent departure of a student. The Designated Person must be informed at all times, although it is recognised that a student may build up their trust in another member of staff. In such a case the designated staff will be there to provide advice and support at all times

Appendix 9

Partnership Working

The success of the Prevent Duty placed on the College depends on effective partnerships. The College ensures it has productive cooperation with the police, local authorities and multi-agency partnerships through involvement on forums including:

- LSCB
- LSCB Sub Group – Policies, Procedures and Training
- LSCB Sub Group – Vulnerable Adults
- Prevent Thematic Group
- Channel Panel
- Community Police

These partnerships ensure the College is able draw on a multidisciplinary network to help ensure the College is able to contribute effectively towards the prevention of learners being drawn into extremism.

Appendix 10 Protocol for Staff: Responding to Distressed/ Suicidal Students

If a student says to you that s/he is distressed, very depressed, or indicates that s/he is having suicidal thoughts and feelings, the following is a recommended action plan for you.

Starting step:

Be kind and empathetic. Ask who else knows about her or his feelings (i.e. friends, family, GP, counsellor).

1. If s/he tells you that s/he is attending a GP or counsellor:

- Ask if the GP or counsellor is aware of the extent of her/his distress. Also ask when the next appointment is booked.
- See if s/he will make an earlier appointment (i.e. immediately).
- Ask if s/he would like you to help organise the appointment. (People experiencing depression often find it difficult to energise themselves to do this on their own).

2. If the student tells you that s/he is not seeing a GP or counsellor and that nobody else knows about her/his feelings.

- Ask if s/he will go and see a GP or counsellor. If the student agrees, organise this with her/him — help make the appointment.
- Inform the GP or counsellor of your specific concerns.
- If the student does not wish to speak with a professional and you continue to be concerned about her/his safety, tell the student you will have to speak to someone on her/his behalf. Tell the student that you will contact the Director of Student Services or the family if the student prefers. If the student does not make a decision about it, contact the Director of Student Services and decide together the next steps. Where a student is considered to be at risk a case conference will be convened by the Head of Student Services to plan the best way to assist the student concerned.

If you have any concerns about what is best to do, consult with the Director of Student Services or the Counselling Service. They will support you and help clarify the best course of action. Please remember that you should not hold serious anxieties about someone else on your own. You need to feel confident that you have done all you can to make sure that the distressed person is safe. Consult the Counselling Service Guide for places to get support in an emergency and use this protocol in conjunction with the Samaritan's Step by Step Guide (<http://www.samaritans.org/your-community/supporting-schools/step-step/step-step-resources>).

Appendix 11 – Visiting Speakers

1. Ethos

Northumberland College values the opportunities presented by external speakers for students to experience diverse opinion and to enter into debate. This is seen as an essential part of both personal and academic development.

Northumberland College values the tradition of academic freedom and holds that no subject or belief should be excluded from reasonable, constructive discussion and debate.

The College values freedom of opinion and speech but recognises that, in the interests of the whole learning community, this must exist within formal guidelines.

The College recognises and supports the moral and legal frameworks of the society and community within which it works.

The College will not accept the use of language by external speakers that offends and is considered to be intolerant. Specifically, this means offensive “street”, misogynistic, misanthropic, sexual or racist language irrespective of context. Direct attacks on any religions or beliefs are not permitted.

The College will not tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which give rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence.

2. Aims

This policy aims to ensure that any events where external speakers are invited to address students and other members of the college community:

- are lawful
- ensure the health and safety of all members of the college community, buildings and equipment
- support equality and diversity
- support good community relations (internally and externally)
- do not significantly constrain the work of the College
- safeguard the College’s good reputation

3. Operational Arrangements

The following provisions apply:

All requests for an external speaker are to be submitted by the individual making the request using the appropriate form to the Principal at least ten working days before the planned event. The request must be accompanied by a transcript of the intended talk and a written undertaking to abide by the provisions of this policy and to uphold the College policies on equality and diversity. Requests that do not comply with this provision will be refused.

The Principal and Senior Leadership Team (SLT) reserve the right to require references for the proposed speaker and also to refuse permission for the speaker to visit the College. A refusal is final.

A member of the CLT will be present at all talks and will intervene if the speaker significantly deviates from the transcript or causes offence. This will be made known to the speaker.

Speakers must be informed that all talks may be recorded / filmed by the College. These recordings are for future reference and to prevent the abuse of trust. They will not be made public.

4. Monitoring

There will be a report termly to SLT on requests and events held with recommendations for improving policy and procedure as appropriate.

External Speaker Risk Assessment

It is the responsibility of the Head of Academy or the Department Manager to ensure that a safe learning environment is provided for students by implementation of the following

Activity	Y/N	Date	Signature	Comments
Are all staff familiar with the Colleges Safeguarding procedures and Executive Summary				
All staff understand what is meant by the terms radicalisation and extremism				
All speakers screened and vetted by staff				
Members of staff are present at all time when guest speaker are with students				

Checklist External speaker /guest

Name of Tutor		Line Manager					
Partner		Course					
Session Title		Date of Session					
Aim of the session		Guest Speaker					
Name and Address of organisation		Name and Address of Organisation Confirmed	Yes	No	Location of information		
Resources to be used		Resources received in advance of event	Date:		Contents checked and suitable	Yes	No
If no actions taken:							
Approval of speaker to be signed off by the Executive Team							
Name & Signature of Staff in attendance							

- Appendix 12 – Additional information relating to the additional terms of abuse added from Working Together to Safeguard Children 2015

12 A – Types of domestic abuse

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.

Children and young people witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

12 B - Online Abuse

Grooming - Signs of grooming

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified.

If a child is being groomed they may:

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

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

Cyberbullying

The impact of cyberbullying

Cyberbullying can have devastating effects which can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

All children who are affected by Cyberbullying can suffer harm – whether they are bullied, they bully others or they witness bullying.

Mental health problems

Children and young people who are bullied are more at risk of developing mental health problems, including depression and anxiety. Children at the highest risk are those who are both bullied, and who bully others (Victoria Department of Education and Early Childhood Development, 2013; NICHD, 2012).

Children who are bullied also:

- have fewer friendships
- aren't accepted by their peers
- are wary and suspicious of others
- have problems adjusting to school, and don't do as well.

Child Sex Exploitation Online

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

12 C – Child Sex Exploitation – Refer to appendices 13 and 14

12 D – Female Genital Mutilation – Refer to appendix 15

12 E – Bullying and Cyberbullying

Why children bully others

There are many reasons why children bully others and it's not always straightforward. They might not even realise that what they're doing is bullying.

Peer pressure plays an important part in bullying among children and young people. Children may bully because they want the approval of others.

Children aren't always older or bigger than the child they're bullying - they might have some other advantage which makes them feel powerful. On the other hand, they might bully others because they feel powerless - perhaps because they've been a victim of bullying (Pepler et al, 2008).

If a child has problems communicating, or difficulty with their behaviour, then they may lack social skills or find it hard to understand how others feel.

Sometimes children become aggressive or impulsive because they suffered harsh or inconsistent discipline, or lacked warmth and care, from their parents or carers (James, 2010; Pepler et al, 2008).

Signs the may indicate a child is being bullied

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault.

You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

12 F – Child Trafficking

Abuse and neglect of trafficked children

Trafficked children experience multiple forms of abuse and neglect.

Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

How child trafficking and modern slavery happens

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of a child, family or community.

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

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

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

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

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

Who trafficks children?

Child trafficking requires a network of people who recruit, transport and exploit children and young people. Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011).

Traffickers may be:

- **individuals or small groups**
who recruit a small number of children - often from areas they know and live in
- **medium-sized groups**
who recruit, move and exploit, often on a small scale
- **large criminal networks**
that operate internationally, can deal with high-level corruption, money laundering and large numbers of victims (McRedmond, 2010).

12 G – Harmful Sexual Behaviour

Why children develop harmful sexual behaviour

Children and young people who develop harmful sexual behaviour have usually experienced abuse and neglect themselves (Hackett et al, 2013; [Hawkes 2009](#); [McCartan et al, 2011](#)).

A study by [Hackett et al \(2013\)](#) of children and young people with harmful sexual behaviour suggests that two-thirds had experienced some kind of abuse or trauma such as

- physical abuse
- emotional abuse
- sexual abuse
- severe neglect
- parental rejection
- family breakdown
- domestic violence
- parental drug and alcohol abuse.

Around half of them had experienced sexual abuse.

Family histories and backgrounds can have an impact on the sexual behaviour of children:

"Children had grown up in an environment where their physical or verbal expressions of distress or arousal were not understood, but rather met with angry or fearful responses from their caregivers. Willful or unconscious ignoring, misunderstanding or repressing of the children's needs were also recurring themes. Even developmentally normal sexual behaviour by the boys was not understood by caregivers, who tended to react as though the child was a sexual threat or in some other way a sexual peer. The child's sexual needs were not recognised and in the most extreme cases they appeared to create a pseudo-adult sexual persona to meet the expectations of caregivers." (Hawkes, 2009)

"Girls and female adolescents with abusive sexual behaviours come from particularly chaotic and dysfunctional family backgrounds, with higher levels of sexual victimisation than males, higher levels of other forms of abuse, frequent exposure to family violence and often very problematic relationships with parents. Compared to the males in our sample, the young females were likely to be referred at a younger age, they were much less likely to have any criminal convictions at the point of referral, they had higher rates of sexual victimisation in their histories and they tended to have fewer victims drawn from a more narrow age range." (Masson et al, 2015)

Children who have been sexually abused may not know that what has happened to them is wrong. This can lead to normalisation of harmful sexual behaviours towards others (Ringrose et al, 2012).

In the vast majority of cases, children abuse someone they know (Hackett et al, 2013). Children and young people who abuse their brothers or sisters may be motivated by jealousy or anger (Yates et al, 2012).

Power is an important factor in sexual abuse. Erooga and Masson (2006) built on the work of Finkelhor and Browne (1985) to explain how a child's early powerlessness during their own abuse can lead to them needing to dominate others.

Links between criminal and harmful sexual behaviour

Teenagers who sexually abuse others may also be involved in other crimes (Seto and Lalumière, 2010).

They may have some similarities with non-sexual young offenders such as behavioural problems or developmental experiences but they are also likely to have a history of sexual abuse or exposure to pornography at a young age (Seto and Lalumière, 2010).

Children's development and experiences

Children who sexually abuse others are likely to:

- have poor self-regulation and coping skills
- experience social anxiety and a sense of social inadequacy
- have poorly internalised rules for social behaviour
- possess a poorly developed or primitive sense of morality
- lack secure and confident attachments to others
- exercise limited self-control, and act out their emotional experiences through negative or otherwise inappropriate behaviour
- have little insight into the feelings and needs of others and, indeed, their own mental states
- place their own needs and feelings ahead of the needs and feelings of others

- exhibit a poorly defined sense of personal boundaries
- have developed strong and not easily corrected cognitive distortions about others, themselves, and the world they share
- have deficits in social skills and in social competence overall (Rich, 2011).

The role of gender and sexuality

Society and culture have a big impact on what children think about sex and sexuality. What they see and read on television, the internet and in other media can reinforce these ideas.

Children using mobile phones and social networking sites may also come across sexually explicit or pornographic images and video.