

# Norton Webb Safeguarding

## Our commitment

Norton Webb Ltd is committed to providing a secure environment for learners in which they feel safe and are kept safe. All staff at Norton Webb Ltd recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact with learners.

## Objectives

The aim of the policy is to ensure that all staff at Norton Webb Ltd are aware of, and understand their safeguarding responsibilities and those of others; signs that there might be a safeguarding concern; and the reporting procedures for all safeguarding issues.

The policy will enable Norton Webb Ltd to deliver actions and services with procedures which are in accordance with:

- 'No Secrets', the Children Act (1989 and 2004).
- Education Act (2002).
- Safeguarding Vulnerable Adults Act (2006).
- Protection of Freedoms Act (2012).
- Working Together to Safeguard Children (2015).
- Keeping Children Safe in Education (2019).
- Section 26 (1) of the Counter Terrorism and Security Act (2015).
- Prevent Duty Guidance for Further Education Institutions (2015).
- Mandatory Reporting of Female Genital Mutilation (2015).
- Controlling or Coercive Behaviour Statutory Guidance Framework (2015).
- Inspecting Safeguarding in Early Years, Education and Skills Settings (2016).
- West Yorkshire Consortium Safeguarding Children Procedures.

## Scope

This policy covers safeguarding of children and adults at risk, both our learners and those persons in settings where we practise, which fall into the category of child or adult at risk. It is inclusive of specific highlighted safeguarding agenda areas - as defined by law and in the wider context all our stakeholders.

## Values and Behaviours

British Values are of significant importance to everyone involved in any learning activity. Norton Webb Ltd's own company values and British Values form the basis of citizenship within our learning community and across modern Britain. We promote these values to our students and staff as they are embedded across all our areas of activity,

and are at the heart of everything we do. British Values are defined as “democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”.

Our values of integrity, empowerment, inclusion, safeguarding, innovation and communication are apparent in all that we do, promotion of our Equality and Diversity policy; respectful and supportive behaviour towards each other, our learners and our community. Playing our part in creating a caring environment that is safe, healthy, supportive and learner-responsive; promoting an environment in which innovation and creativity are encouraged.

## Key Contacts

### Designated Safeguarding Lead

**Alison Walsh** - Managing Director

- [safeguarding@nortonwebb.com](mailto:safeguarding@nortonwebb.com)
- 07931656003

### Additional Designated Officers

**Jill Hyde** - HR Manager

- [safeguarding@nortonwebb.com](mailto:safeguarding@nortonwebb.com)

## Definitions

**Safeguarding** is the protection of children and adults at risk from abuse and neglect; promoting health and development; ensuring safety and care; and ensuring optimum life chances. The Safeguarding Agenda includes a wide range of potential risks (see appendix 5 for full definitions and indicators of a safeguarding concern).

- Abuse (physical, emotional, financial, institutional, sexual, organisational).
- Discrimination.
- Child sexual exploitation.
- Bullying and cyberbullying.
- Domestic abuse.
- Substance misuse.
- Fabricated or induced illness.
- Forced marriage.
- Gang and youth violence.
- Private fostering.
- Female genital mutilation (FGM).
- Gender based violence.
- Radicalisation.
- Sexting.

- Teenage relationship abuse.
- Trafficking and modern slavery.
- Mental health concerns.

A **child** is defined as anyone under the age of 18. An adult at risk (previously referred to as a vulnerable adult) is defined as any person over the age of 18 who is at risk of abuse or neglect because of their need for support or personal circumstance. Alongside the Safeguarding Agenda above, this could be due to and not limited to any of the following:

- Living in sheltered housing.
- Receiving any form of health care.
- Receiving a welfare service in order to support their need to live independently.
- Receiving a service due to their age or disability.
- Living in residential accommodation such as a care home.
- Receiving domiciliary care in their own home.
- Expectant or nursing mother living in residential care.
- Person under supervision of probation service.

While the definitions of a child and adult at risk give the rationale for legislative intervention, it is important to note that a person may be deemed at higher risk of being affected by a safeguarding issue due to other factors, such as:

- Possessing poor numeracy and literacy skills, or having a specific learning need.
- Having an unsupportive home environment.
- English is not their first language.
- Having an unsupportive employer.
- Being a part of an under represented group in society (e.g. ethnic minority).
- Acting as a carer for another family member.
- Have a background in offending.
- Being a Care Leaver.
- Were previously looked after.
- Having a disability or social need.

## **Our responsibility**

We all have a responsibility to ensure that children, young people and adults at risk are protected from harm, informed about potential risks to their welfare and that they understand how to seek help. We ensure all concerns are dealt with appropriately and in a timely fashion.

At Norton Webb Ltd, all staff are expected to comply with any DBS check request and to have a good understanding of what constitutes a safeguarding or welfare concern and how to provide support, guidance in such instances and the channels for escalating a concern. To assist in this, on-going training and awareness (as well as continuous information, advice and guidance) in order to help them feel confident in proactively promoting safeguarding and understanding their individual responsibilities.

The responsibilities of particular individuals at Norton Webb Ltd are detailed below:

**Our Governing Body** - will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of Norton Webb Ltd and will support the company in ensuring that our learning community is safe. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' (2019), the governing body will challenge the senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend it outside of this timeframe in accordance with any new legislation or guidance, or in response to any quality assurance recommendations.

**Our Designated Safeguarding Lead** - will maintain links with Local Safeguarding Children's Boards and Prevent Coordinators and plan and implement training for all employees. They will carry out investigations into reporting welfare concerns and liaise with external bodies such as safeguarding boards where appropriate. The DSL will also be responsible for the overall recording and management of safeguarding issues and report to the board of governors on any issues that arise. They will review procedures and policies on a timely basis, while also maintaining their own CPD to ensure their role can be fulfilled competently.

**Our Designated Safeguarding Officers** - are responsible for dealing with employee concerns over learners' welfare, signpost and offer guidance to lower level concerns and liaise with the designated Safeguarding Lead for concerns requiring referral to external agencies. They may carry out investigations into welfare concerns reported and liaise with external bodies such as safeguarding board where appropriate. Officers will also continue to maintain their own CPD to ensure their role can be fulfilled competently.

**Our Tutors** - are responsible for checking the safety and welfare of all learners at each visit/point of communication, ensuring that learners complete all safety related learning activities within their programme. They will be mindful of indicators that may suggest that there is a safeguarding issue - (see Appendix 5) and, if required, are expected to follow the 5 R's procedure (Appendix 4)- and our flow chart for reporting issues that concern them or are reported to them (Appendix 2 and 3). To carry out training as directed by the safeguarding team in a timely manner.

**Support Teams** - must be mindful of indicators that may suggest the presence of a safeguarding issue should they come into contact with a learner or potential learner (Appendix 5) and, if required, to follow the 5 R's procedure (Appendix 4) and our flow chart for reporting issues that concern them or are reported to them (Appendix 1, 2 and 3). To carry out training as directed by the safeguarding team in a timely manner.

The topic of safeguarding can be very sensitive due to the content and it may be difficult to discuss. If any members of staff have any concerns over issues raised, they should contact a Designated Officer as quickly as possible.

## Safer Recruitment

Norton Webb Ltd carries out a safer recruitment process and ensures that all appropriate checks are in line with the Disclosure and Barring Service requirements carried out on new staff who will work or come into contact with learners. Please see our Safer Recruitment policy for further detail on our recruitment procedures.

## Reporting a Concern

See Appendix 1, 2 and 3 for Process Charts

- 1. If a learner raises a concern/allegation with you:** If the learner has a concern over their own personal welfare and wellbeing, you are to listen to them and record all information given, while making no judgement or assumptions. Action must be taken to secure the immediate safety of the child or adult at risk (if deemed appropriate), this may involve staying with them until a responsible adult can be located. This will only be recorded on the TAPR and raised with the manager if the learner agrees. However, you must report the issue to the Designated Officer, regardless of whether the learner agrees. The Designated Officer will then decide the appropriate course of action, and whether a referral outside the organisation is appropriate. (Appendix 1)
- 2. If a tutor has concerns over a learner:** This might be through observation, discussion, or alleged by others. The tutor should then follow the procedure set out in point (1) - Please see above.
- 3. If a learner/ parent has a concern or allegation about a member of Norton Webb Ltd staff:** All learners are to be informed that if they have a concern about their own personal welfare and wellbeing which they do not feel comfortable talking to their tutor about, they can complete a Cause for Concern form or contact Norton Webb Ltd's Designated Officer in confidence. Contact details for the designated person are available in this policy, as well as in the information, advice and guidance section in the learner's work book and on Norton Webb Ltd's website. (Appendix 2)
- 4. If a parent contacts you to report a concern about their child:** Ensure you listen and record the details as per a learner reporting a concern to you. Ensure you have contact details for the parent. You must report the issue to a Designated Officer. The designated officer will then decide the appropriate course of action and, if a referral outside the organisation is appropriate, will liaise with the parent as appropriate. Be mindful of confidentiality as all learners aged 16 and above and of employed status are deemed to be adults, and therefore no information should be passed to parents or carers without prior consent to do so from the learner. (Appendix 1)
- 5. If you observe a safeguarding issue taking place within the working practices of an employer's setting:** Take action to stop the activity immediately, and inform the individual of your concerns, ask them to remove themselves from the area and advise them you will inform their senior manager. Take any actions to secure the safety of the child or adult at risk, this may involve staying with them until a responsible adult can be located. Inform your Designated Safeguarding Officer. Be mindful of differences between poor practice and a safeguarding issue and apply your action appropriately. (Appendix 3)
- 6. If a learner reports unsafe practices or safeguarding issues to you within their working environment:** Advise the learner to follow in house reporting or whistle blowing procedures. You may support the learner in speaking to the appropriate senior team members. Report the incident to your designated safeguarding officer who will offer additional guidance and signposting for the learner, and will monitor the situation. (Appendix 3)

It is important that you do not pass any information to other parties, or try to investigate the concern yourself. All concerns should be reported to [safeguarding@nortonwebb.com](mailto:safeguarding@nortonwebb.com) in the first instance:

- If you require an immediate response, call your Designated Safeguarding Officer immediately. It is noted that the designated officer may not be available out of normal working hours; therefore in circumstances where the individual is in immediate danger report the incident to the police on 999.
- The designated officer will endeavour to make initial contact within 24 hours.
- The designated officer will assess if the individual is at risk of significant harm and decide upon the next course of action - this can range from offering signposting to support agencies, to referral to the police and local safeguarding authorities. This may also involve passing information to the DBS.

(see Appendices on process of reporting for further information)

## **Training and Educating Employees**

Each member of the safeguarding team holds a formal safeguarding qualification and will undertake regular CPD events in order to keep updated with legislation and refresh their knowledge.

All employees undertake a Safeguarding and Prevent Induction and complete online courses specifically for Safeguarding and Prevent. The training received is continually reviewed to ensure that the most appropriate and up-to-date training is given. Aligning with the mandatory duty surrounding the government's Counter Terrorism and Security Act (2015), all staff undertake Prevent training aligning with their role within Norton Webb Ltd.

Periodic updates surrounding key safeguarding concepts are communicated monthly via internal communication channels. Monthly focus topics are also distributed via these internal communication channels to raise awareness and promote discussion in all areas under the wider safeguarding agenda including areas such as radicalisation, mental health issues, positive relationships, and staying safe on the internet, which will educate while enabling them to pass on greater knowledge to learners.

There is reference to safeguarding in all team meetings which are carried out on a quarterly basis.

Additional training programmes to support dealing with unpredictable behaviour and behavioural learning difficulties are also available.

Individuals who are involved in staff recruitment must also complete safer recruitment training.

## Safe Practice- Keeping Yourself Safe

To maintain yours and the learners' safety, the following are strictly prohibited:

- Befriending learners on personal social media sites.
- Distributing personal telephone numbers.
- Visiting learners at home or transporting learners to and from locations (this includes travelling in a car with the learner driving).
- Do not use sarcasm, insults or belittling comments towards learners.
- Personal relationships with learners.

It also important to be mindful of the following when conducting yourself:

- You will naturally build a rapport with learners through the training contact, and the learners may see you as a confidante and support, but be sure to maintain professional boundaries whenever carrying out work on Norton Webb Ltd's behalf.
- Be respectful of all people, and appreciate that you are in a position of trust. We have the opportunity to listen to their concerns and support them.
- Uphold confidentiality within certain remits when required by the situation, but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable, for example during a formal assessment/examination, ensure that a member of the site staff is aware where you are and monitors this.
- Be careful when giving learners advice - as this is based on your opinion, focus support around information (facts) and guidance (signposting).
- If at any point you feel unsafe in a learner's company inform the site manager, your line manager, the Designated Safeguarding Officer and leave the premises.

## Safe Practice-Keeping Learners Safe

Health and safety vetting and monitoring is carried out during learner induction. This involves a discussion between the enrolment officer, employer and learner and allows for the tutor to be confident in the employer's ability to keep the learner safe during their employment and also helping to educate the learner in looking after their own welfare and that of others. This includes checking that the learner is aware of the employer's evacuation procedure and lockdown policy if appropriate to the setting.

Learners are made aware of all of Norton Webb Ltd's relevant policies, who the designated persons are and how to report a concern during their induction to the programme. There is also a dedicated email address to allow the learners to access support from the designated safeguarding officer confidentially.

As part of our robust IAG process, we carry out enrolment across two sessions. This gives the enrolment officer opportunities to build rapport with the learner and enables them to identify potentially vulnerable learners at the earliest stage possible.

There is a form within the enrolment process, which learners complete confidentially, on which they can indicate any circumstances which may qualify for ALS (additional learning support), however we also take into account information gained during face-to-face conversation with and observation by our enrolment staff who are trained in IAG and active listening skills.

Online learner activities to develop their knowledge and understanding of basic safeguarding, equality and diversity and health and safety legislation are in place as a compulsory part of each apprenticeship. Progress is discussed at each tri-party review. Learners are asked questions relating to health and safety, safeguarding and equality and diversity at each monthly meeting with their tutor to check their developing knowledge and understanding. All safeguarding concerns are recorded by the safeguarding team, appropriate action and information, advice and guidance given.

All learners who are identified as potentially vulnerable are regularly monitored (bi-monthly) by the safeguarding team. The team will check learner attendance and progress with the tutor so that any issues are identified early and the appropriate support can be put in place. The issues which have identified them as potentially vulnerable are not normally identified to the tutor, unless this is unavoidable.

Where Norton Webb Ltd acts as a subcontractor to other companies, Norton Webb Ltd will commit to upholding the policies and procedures of the training provider/college which holds the funding. Norton Webb Ltd will also attend any relevant training/ updates, adhere to monitoring requirements, and be aware of and adhere to funding regulations as set out by the different funding authorities.

## **Learners going missing from the workplace**

A learner going missing from the workplace and training is a potential indicator of abuse or neglect. Members of staff who become aware of a learner missing from a workplace without explanation should refer the matter to the Designated Safeguarding Team.

Attendance at training appointments is monitored regularly on our internal metrics reports and learners are contacted directly by support staff in the event that the tutor has been unable to contact them or they have been tricky to make appointments with.

Employers are asked upon learner induction to contact us in the event that a learner is missing from work without explanation so that we can contact the learner and check that there is not a safeguarding issue. This is a particular concern where learners are under 18.

## **Confidentiality**

Confidentiality is an important principle that enables people to feel safe in sharing their concerns and to ask for help. However, the right to confidentiality is not absolute. Sharing relevant information with the right people at the right time is vital to good safeguarding practice.

All records of safeguarding concerns will be kept securely and only accessed by members of the safeguarding team.

## Associated Policies

The safeguarding policy has obvious links with the wider Safeguarding Agenda and staff and governors should always be aware of the impact that this policy has on other related issues. For example, when agreeing or reviewing this policy, links should be made with a range of other guidelines and procedures:

- Equality and Diversity Policy.
- Safer Recruitment policy.
- Disclosure and Barring Service (DBS) and Handling Policy.
- Disciplinary Policy and procedure.
- Prevent Policy.
- Social Media Policy.
- Whistleblowing policy.

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# Safeguarding Appendices

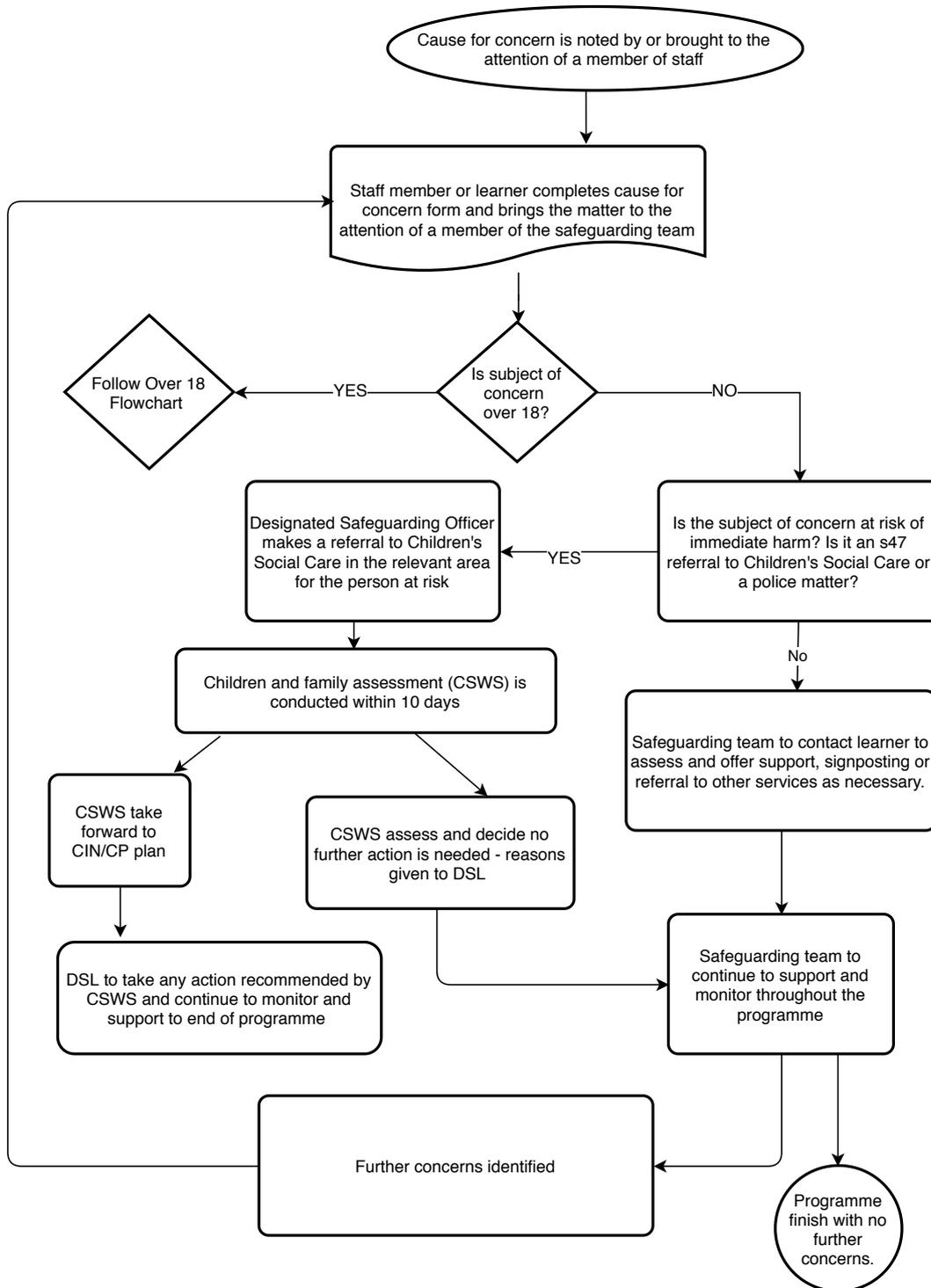
## Contents

2	Appendix 1 - Learner Safeguarding Concerns
4	Appendix 2 - Parent, Employer or Learner Raises a Concern Over Norton Webb Team Member
5	Appendix 3 - Safeguarding Concern Witnessed or Reported Relating to Activity in Learner Setting
6	Appendix 4 - Detailed Procedure for dealing with Safeguarding Concerns
7	Appendix 5 - Indicators of Abuse
11	Appendix 6 - Support and guidance
12	Appendix 7 - Dealing with a disclosure
13	Cause for Concern Form
15	Referral Form

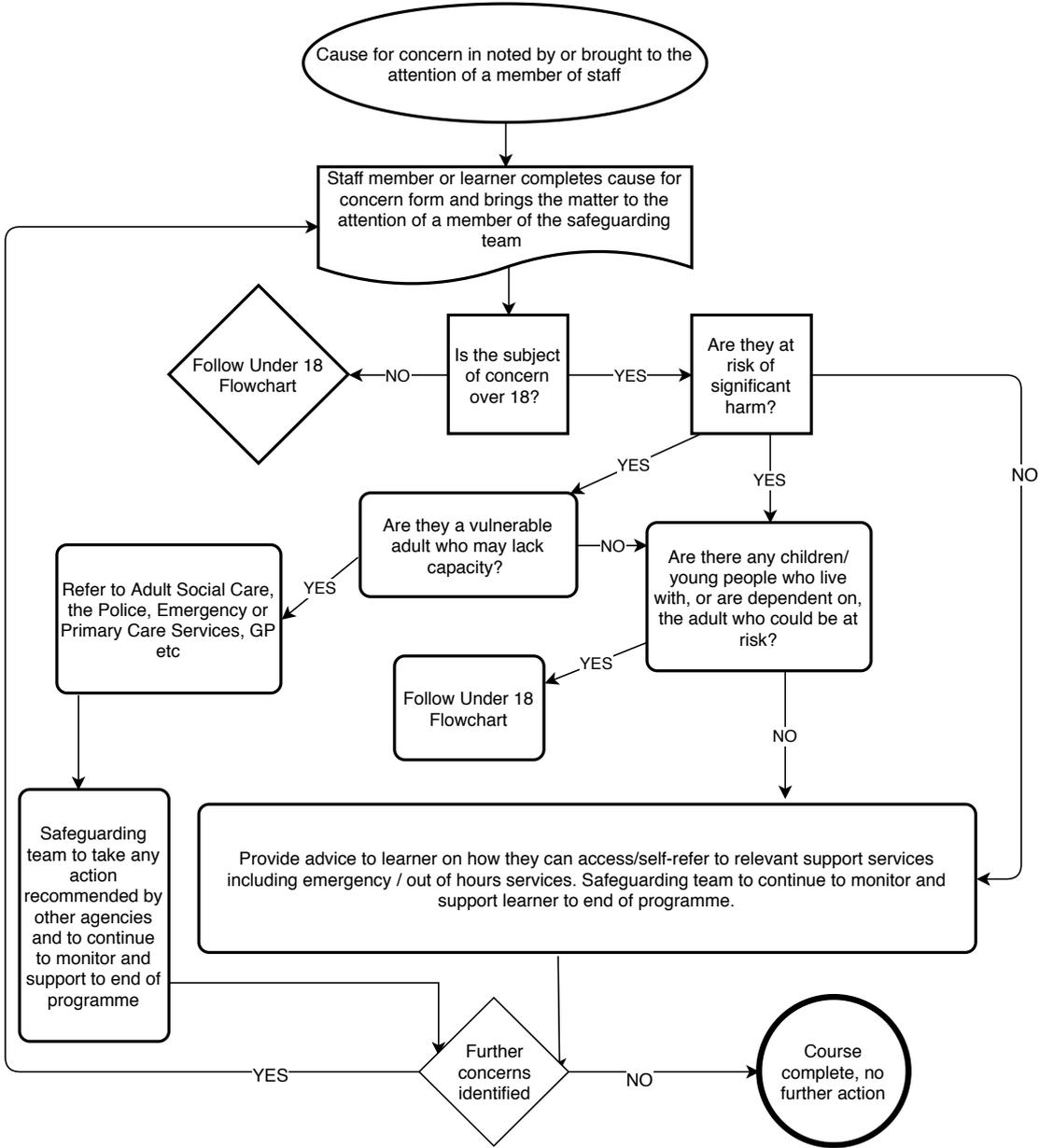
# Safeguarding Appendices

## Appendix 1 - Learner Safeguarding Concerns

### 1.1 Learner is younger than 18



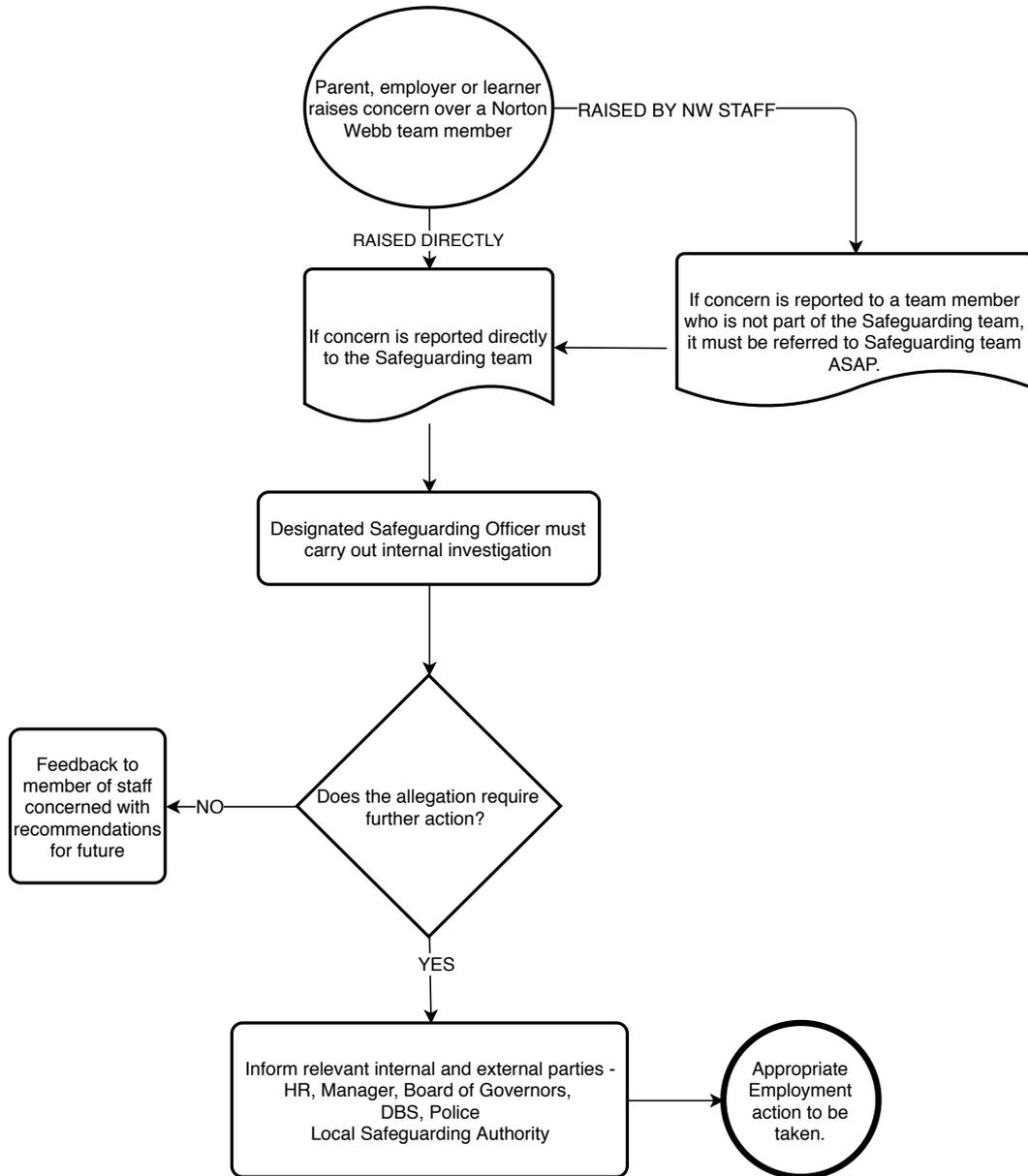
1.2 Learner is over 18



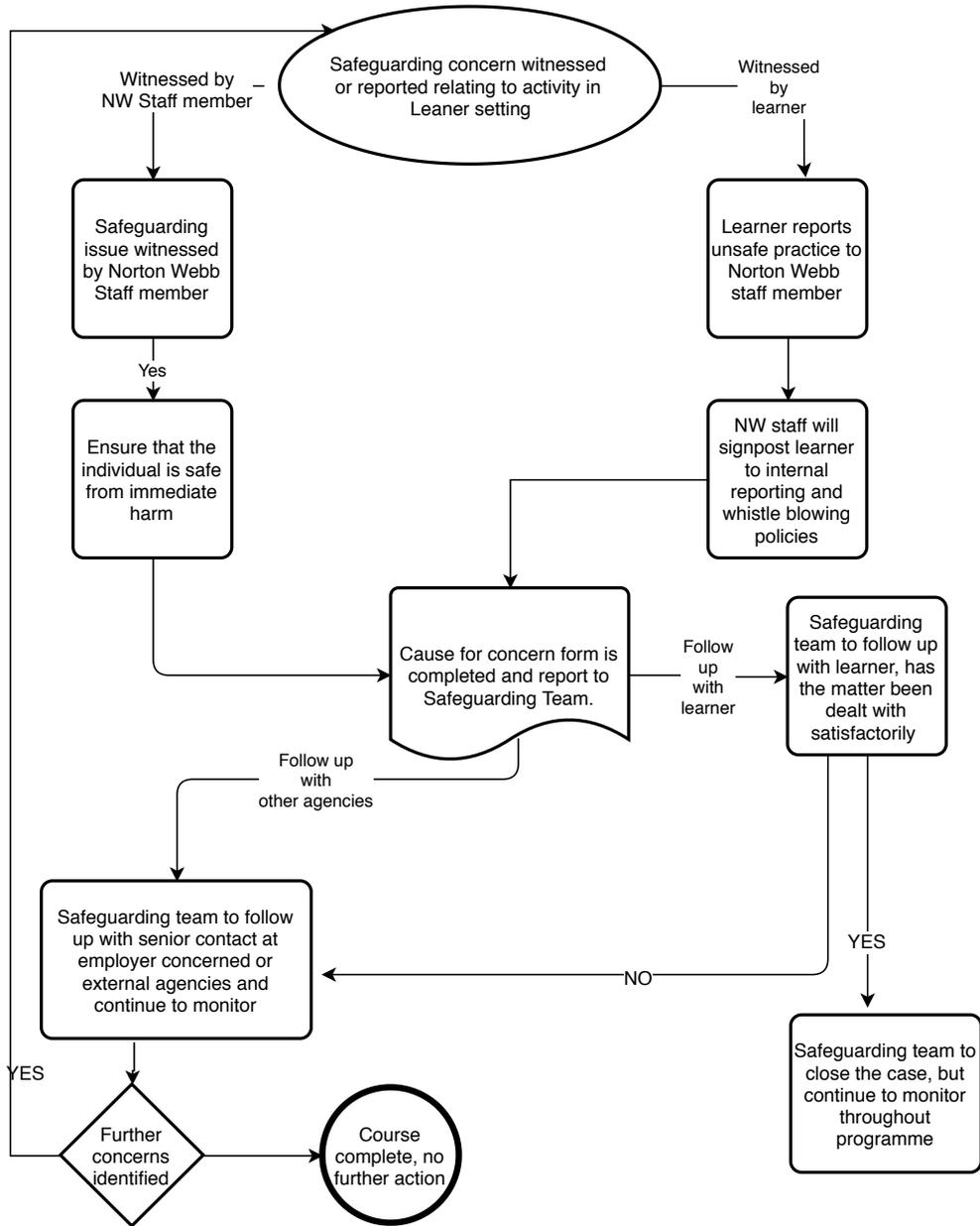
## Safeguarding Appendices

### Appendix 2 - Parent, Employer or Learner Raises a Concern Over Norton Webb Team Member

Please see Appeals procedure if the team member is not happy with how the issue is handled.



Appendix 3 - Safeguarding Concern Witnessed or Reported Relating to Activity in Learner Setting



## Safeguarding Appendices

### Appendix 4 - Detailed Procedure for dealing with Safeguarding Concerns

#### 1. Recognition

Signs of abuse can be difficult to spot, as can a learner trying to find the right language to tell you about a concern. If you have any concerns about the welfare of the learner from what you have seen, heard, discussed with them or you have noticed changes in their behaviour which have caused you safeguarding concerns, you must report it to the designated person. You do not personally have to believe the concerns in order to raise them, but any concerns raised should be taken seriously. See Appendix 5 for indicators of abuse to help.

#### 2. Response

No report or concerns about possible abuse should be ignored. Your main role is to listen and record without being judgemental or using leading questions. Use open questioning to gather factual details – e.g. when did it take place? Who said what? What happened? You must stay calm and not let the learner know if you feel panicked or shocked. Do not make any promises about what will happen next, but do assure the learner that you will pass it on to the designated person within Norton Webb Ltd, and that we will do everything we can to help. It is good practice to show support and reassurance, but be mindful to maintain a situation where you do not put yourself at risk. It would also be useful to have information regarding current agency support – have the police already been informed? Is the person receiving local authority or medical support?

#### 3. Record

Ensure you record notes of the incident or disclosure as soon as possible. The notes should be dated and signed where possible. The notes should detail what you saw/heard or what was discussed with an individual; the names of those involved; and the time; location, and what action you took. Use the disclosure form where possible, but any form of notes will be acceptable.

#### 4. Report

Report the concerns to the designated person, ensuring that you have recorded all details as above. This communication can be face-to-face, via email, or phone call followed up by email. All communication and documents will remain confidential between the designated person and individual that has reported it, unless the designated person deems it appropriate to take further action and involve other agencies.

#### 5. Referral

The designated person will then make the decision of what course of action should be taken. Only the designated person should be responsible for the decision as to whether referrals need to be made outside of the organisation.

## Appendix 5 - Indicators of Abuse

Safeguarding Issue	Definition	Indicators
Physical abuse	Deliberately causing physical harm.	<ul style="list-style-type: none"> <li>• Cuts, bruises, burns</li> <li>• Wearing long-sleeved clothes</li> <li>• Pain</li> <li>• Cowering</li> </ul>
Neglect	Neglect is the persistent failure to meet a person's basic physical and/or psychological needs, likely to result in serious impairment of the person's health or development. Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger.	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Weight loss</li> <li>• Fear of going home</li> <li>• Improper hygiene</li> <li>• Confusion</li> <li>• Inappropriate clothing</li> </ul>
Self-Neglect	Neglecting to care for one's personal hygiene, health or surroundings this includes behaviour such as hoarding.	<ul style="list-style-type: none"> <li>• Poor diet and nutrition</li> <li>• Poor personal hygiene</li> <li>• Not taking prescribed medication</li> <li>• Substance misuse</li> </ul>
Psychological abuse	Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber-bullying, isolation or unreasonable and unjustified withdrawal of services or support networks.	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Depression</li> <li>• Lack of confidence</li> <li>• Socially awkward</li> <li>• Easily manipulated</li> </ul>
Financial Abuse	Theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.	<ul style="list-style-type: none"> <li>• Change in appearance</li> <li>• Having expensive gadgets</li> <li>• Having no money</li> <li>• Not eating properly</li> </ul>

## Safeguarding Appendices

Safeguarding Issue	Definition	Indicators
Sexual abuse	Sexual abuse involves forcing or enticing any person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	<ul style="list-style-type: none"> <li>• Spending a long time in the toilet</li> <li>• Discomfort in sitting down</li> <li>• Inappropriate behaviour</li> </ul>
Organisational abuse	Neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.	<ul style="list-style-type: none"> <li>• Setting activity defined by a regime / task-orientated</li> <li>• Setting is dismissive of complaints</li> <li>• Learner may need to leave at certain times</li> <li>• Ask permission to do everything</li> <li>• Appear brainwashed</li> </ul>
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of one of the protected characteristics.	<ul style="list-style-type: none"> <li>• Fearful of certain people</li> <li>• Avoiding certain situations</li> <li>• Being asked to do more work than they should</li> </ul>
Child Sexual Exploitation	Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	<ul style="list-style-type: none"> <li>• Change in behaviour</li> <li>• Change in appearance</li> <li>• Increased sexualised behaviour/ language</li> <li>• Drug/ alcohol abuse</li> <li>• Suddenly wearing expensive things</li> </ul>
Bullying (inc cyberbullying)	Behaviour by group or individual repeated over time that intentionally hurts another individual or group either physically or emotionally (can be face-to-face, over text, social media exchanges).	<ul style="list-style-type: none"> <li>• Withdrawn/ nervous</li> <li>• Signs of physical and emotional abuse</li> <li>• Constant use of or fear of internet usage</li> </ul>
Domestic Violence	Incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members, can also be 'honour' based.	<ul style="list-style-type: none"> <li>• Signs of physical or emotional abuse</li> <li>• Show signs of being controlled</li> <li>• Withdrawn</li> <li>• Anxious around others</li> <li>• Low self-esteem</li> </ul>

## Safeguarding Appendices

Safeguarding Issue	Definition	Indicators
Drugs	Alcohol, tobacco, illegal drugs, medicines or psychoactive substances.	<ul style="list-style-type: none"> <li>• Smelling of alcohol</li> <li>• Regular Hangover symptoms</li> <li>• Inability to concentrate</li> <li>• Lateness</li> <li>• Change in commitment levels</li> </ul>
Fabricated or induced Illness	Making up signs and symptoms of an illness, falsifying medical records or inducing an illness to someone by any means.	Could pretend to be ill, think about being ill, and talk about persons taking them to the GP/doctor or hospital. Others could talk about a person's consistent illness.
Forced Marriage	One or both spouses do not, or cannot due to vulnerabilities, consent to marriage and duress is involved.	<ul style="list-style-type: none"> <li>• Travel abroad recently</li> <li>• Talking about getting married/ meeting spouses through family connections</li> <li>• Upholding religious duties</li> </ul>
Gangs and youth violence	Gangs where crime and violence are a core part of their identity. It can lead to increased anti-social behaviour and youth offending.	<ul style="list-style-type: none"> <li>• May have expensive items</li> <li>• Change in behaviour</li> <li>• Bruises/ cuts</li> <li>• Social activities change</li> <li>• Gang tattoos</li> <li>• Carrying weapons</li> </ul>
Female Genital Mutilation (FGM)	Partial or total removal of female external genitalia or injury to another part of the female genitalia for non-medical reasons.	<ul style="list-style-type: none"> <li>• Spending a long time in the toilet</li> <li>• Uncomfortable sitting down</li> <li>• Long trips away from home</li> </ul>
Private fostering	Fostering arrangements without consent of Local Authority.	<ul style="list-style-type: none"> <li>• Moving to different homes regularly</li> <li>• Not discussing family life</li> <li>• Abandonment characteristics</li> </ul>
Gender based violence	Violence (either physical or sexual) towards women/ men.	<ul style="list-style-type: none"> <li>• Withdrawn, nervous</li> <li>• Physical signs of abuse</li> </ul>
Sexting	Exchange of self-generated sexually explicit images through mobile picture messages	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Boasting</li> <li>• Hiding mobile phones</li> </ul>

## Safeguarding Appendices

Safeguarding Issue	Definition	Indicators
Radicalisation	Process by which a person comes to support/ partake in terrorism and extremism (this also includes political/ animal rights and ecological extremist). Extremism is ideology that is considered to be far outside the acceptable mainstream attitudes of society (include opposition to British values).	<ul style="list-style-type: none"> <li>• Long trips away from home</li> <li>• Talking about being wronged by a state or political system/ changing to a better life</li> <li>• Strong views about changing life</li> <li>• Talk of harming others in plight for cause</li> </ul>
Teenage relationship abuse	Abuse in a relationship – either physical, sexual, emotional or financial.	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Constantly responding to messages/ calls</li> <li>• Detect a control aspect</li> <li>• Physical signs of abuse</li> </ul>
Trafficking and modern slavery	Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.	<ul style="list-style-type: none"> <li>• Talking about travelling abroad</li> <li>• Talking about someone else having control over them</li> <li>• Moving homes regularly</li> <li>• Avoid eye contact and appear frightened</li> <li>• No identification documents</li> <li>• Physical or emotional abuse.</li> </ul>
Mental Health	Absence of psychological wellbeing and effective physical or psychological functioning.	<ul style="list-style-type: none"> <li>• Becoming more withdrawn</li> <li>• Changes in behaviour or personal appearance</li> <li>• Less punctual than normal, less interest</li> </ul>

### Appendix 6 - Support and guidance

Staff can access government guidance as required on the issues listed above at a number of .GOV.UK website addresses:

- [www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)
- [www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)
- [www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)
- [www.gov.uk/government/publications/missing-children-and-adults-strategy](http://www.gov.uk/government/publications/missing-children-and-adults-strategy)
- [www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)
- [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)
- [www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)
- [www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)
- [www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
- [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)
- [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)
- [www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- [www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)
- [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)
- [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)
- [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)
- [www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)
- [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)

#### Child Protection in Education

##### (CAPE)

- [www.cape.org.uk](http://www.cape.org.uk)

#### Keeping children safe online

- [www.ceop.gov.uk](http://www.ceop.gov.uk)
- [www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)
- [www.childnet-int.org](http://www.childnet-int.org)

#### DotCom Childrens Foundation

[www.dotcomcf.org/](http://www.dotcomcf.org/)

#### Bullying & child abuse

- [www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.childline.org](http://www.childline.org)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)

#### Leeds Safeguarding Online

##### Information

- [leedssafeguardingadults.org.uk](http://leedssafeguardingadults.org.uk)
- Social Care: 0113 222 4401
- Out of hours: 07712 106 378

#### Children's Safeguarding

##### Partnership

- <http://lscp.info.leeds.gov.uk>
- 0113 3786018

## Safeguarding Appendices

### Appendix 7 - Dealing with a disclosure

Learner makes a disclosure. Listen, check back using open questions: what? who? when? where? etc. Make some notes as soon as possible afterwards using the learner's exact words where you can.

Complete a the Cause for Concern Form then speak to a Designated Staff Member as soon as possible. Hand deliver or email the Cause for Concern Form direct to the Safeguarding inbox: [safeguarding@nortonwebb.com](mailto:safeguarding@nortonwebb.com)

The Designated Staff Member will give you some advice which may include any immediate next steps e.g. speaking to Social Care or the Police. They will confidentially log details on the safeguarding register.

The Designated Staff Member will provide you with some feedback on what action they have taken and any further action. e.g. support you can provide the learner.

When a learner tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the learner. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the learner. Assure her/him that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. People rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the person that it is not her/his fault.
- Encourage the learner to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the learner is trying to tell you.
- Praise the learner for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the learner that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the learner may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the learner again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the person's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not your role to seek disclosures. Your role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

#### Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service or Adult Social Care without delay, by a member of designated staff, following the correct procedures as stated in the guidelines.



**Safeguarding Appendices**

Referral Form			
Having read the Every Citizen Matters booklet, I would like to request support			
<b>FULL NAME:</b>			
<b>CONTACT NUMBER:</b>	<b>ADDRESS:</b>	<b>COURSE ENROLLED ON:</b>	<b>MAIN SITE WHERE YOUR TRAINING IS DELIVERED:</b>
<b>AREA OF HELP:</b>  <ul style="list-style-type: none"> <li>• <b>Financial</b></li> <li>• <b>Emotional</b></li> <li>• <b>Health</b></li> <li>• <b>Safety</b></li> <li>• <b>Harassment</b></li> </ul>	<b>Brief outline of needs:</b>		
Please tear out and return in a sealed envelope to:			
<b>MRS ALISON WALSH</b> NORTON WEBB LIMITED KINGSWOOD HOUSE 80 RICHARDSHAW LANE LEEDS LS28 6BN			

**Safeguarding Appendices**