

GUIDELINE

Safeguarding

Owning Policy:
Safeguarding Policy

Designated Owning Department:
Student Support Services

Categories of Abuse

Young People

Physical Abuse

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately includes illness in a young person.

Emotional Abuse

This is the persistent emotional ill-treatment of a young person such as to cause severe and persistent effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectation being imposed on young people.

These may include interactions which are beyond the young person's developmental capability as well as overprotection and limitation of exploration and learning or preventing the young person from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve bullying and causing young people to feel frightened or in danger, or the exploitation or corruption of young people.

Some level of emotional abuse is involved in all types of ill treatment of a young person, though it may occur alone.

Sexual Abuse

This involves forcing or enticing a young person to take part in sexual activities, including prostitution, exploitation whether or not the young person is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of pornographic materials or watching sexual activities, or encouraging young people to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet the young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failure to protect a young person from physical and emotional harm or danger, failure to ensure adequate supervision, including the use of inadequate caregivers or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

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Vulnerable Persons

Physical Abuse

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate physical sanctions.

Sexual Abuse

This includes rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent to, or was pressured into consenting to. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust and a duty of care should exist between an employee or a volunteer and the person for whom they are caring.

It would be seen as a betrayal of trust and, therefore, abusive for that employee or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse

This includes emotional abuse, bullying and threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits, or internet scamming.

Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist or other forms of abuse that are based on a person's disability and other forms of harassment or similar treatment.

Other forms of abuse

Domestic Violence

Domestic violence is the abuse of one partner within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control a partner. The abuse can be physical, emotional, psychological, financial or sexual. It can force a person to alter their behavior, because they are frightened of their partner's reaction, and this is a form of abuse.

There is no single cause of domestic violence. It comes from a combination of factors, including society's attitudes, community responses, and the individual psychology experiences of the abuser and the abused. Domestic violence is the result of an abuser's desire for power and control.

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If you have concerns about a child or young person you should refer them to a Safeguarding Officer for advice, support and external referral if required.

Exploitation

Child sexual exploitation is when children and young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs.

If you have concerns about a child or young person you should refer them to a Safeguarding Officer for advice, support and external referral if required.

A referral to the National Referral Mechanism should be considered

Extremism and Radicalisation

A statutory duty has been placed on Further Educational establishments to have due regard to the need to prevent people from being drawn into terrorism, and to ensure that they are given appropriate advice and support. If you have any concerns about a student or hear or see anything that concerns you please contact a Safeguarding Officer.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the College’s Designated Safeguarding Lead, or one of their nominated deputies and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure

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by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty which is taken from the *Home Office Fact Sheet Summary*;

Mandatory reporting of FGM Duty applies to regulated health and social care professionals and teachers in England and Wales. Requires these professionals to make a report to the police if, in the course of their professional duties, they:*

- *are informed by a girl under 18 that an act of FGM has been carried out on her; or*
- *observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015*

Any disclosures of this type should be referred to the Designated Safeguarding Lead or their nominated deputy.

Forced Marriage

A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties and is a criminal offence in the UK.

Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder.

It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

Any disclosures of this type should automatically be referred to the Designated Safeguarding Lead or their nominated deputy for external referral.

Honour based violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse, as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Any disclosures of this type should automatically be referred to the Designated Safeguarding Lead or their nominated deputy for external referral.

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Mental Well-being

Positive mental health and emotional well-being describes how we think, feel and relate to ourselves and others and how we interpret the world around us. Having good mental health affects our capacity to manage, communicate, and form and sustain relationships. It also affects our ability to cope with change and major life events.

If a person has poor mental health this will affect how they interact with others, their ability to apply themselves to learning, attendance, behaviour, etc. The College owes a duty of care to young people and employees need to take appropriate action if they have concerns by referring them to, for example the College's Welfare Team or College Counsellors.

Self-Neglect/Harm

This is not a direct form of abuse, but employees need to be aware of it in the general context of risk assessment and risk management, and to be aware that they may owe a duty of care to a young person who place themselves at risk in this way.

Peer on Peer abuse

Staff should be alert that children are capable of abusing their peers. This form of abuse can take many forms, such as:-

- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

The College recognises that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up".

Other safeguarding issues

Other safeguarding issues can include:

- Bullying, including cyberbullying
- Children missing from home or care
- Drugs
- Fabricated or induced illness
- Faith and gender-based abuse/violence
- Gangs and youth violence
- Hate crime
- Private fostering
- Sexting
- Trafficking
- Modern Slavery

If a College employee has concerns in relation to any of the above, please contact a College Safeguarding Officer for further advice and support.

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Early Help Process

The Early Help Assessment (EHA) is a standard shared assessment that can be used by all Derby City/Derbyshire services working with children and young people and their families. The assessment is particularly useful for use in early intervention work, where the College works with families as soon as we realise that a child or young person may have emerging needs.

The EHA should be used to help identify low level or emerging needs.

The Early Help Assessment consists of:

- An EHA pre-assessment checklist and request for support form (previously known as the CAF pre-assessment checklist) to identify and document low level needs or help decide if an EHA may be needed.
- A process to enable practitioners to undertake an Early Help Assessment using a standard document and, where appropriate, form a Team Around the Family (TAF), action plan and review.

If a College employee feels that a student that they are working with would benefit from an EHA they should contact a Safeguarding Officer in the first instance.

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