

# The Learning Institute Safeguarding Policy

## URGENT ACTION

For all enquiries, please contact The Designated Safeguarding Lead (DSL) Richard Woodland WeST's Director of Inclusion on e mail [rwoodland@westst.org.uk](mailto:rwoodland@westst.org.uk) or 07736938677

### about:

- a concern about a learner
- a concern about an employee
- if you are concerned about yourself

If you are concerned about an immediate risk of harm and the DSL is not available, you must call emergency services on 999

## The Learning Institute Safeguarding Policy

### Policy Statement

The Learning Institute operates as an outreach arm of the Westcountry Organisations Trust (WeST) and its policies adhere to those of WeST but include points specific to adult education and training. The objective of this policy is to attain and maintain high standards of processes and outcomes throughout the work of the Learning Institute. All persons conducting activities under the name of the Learning Institute will adhere to this policy. This policy covers the work of The Learning Institute, The Learning Institute Southwest and ARENA Schools and should be read in conjunction with the WeST Safeguarding Booklet and policy published on Westcountry Schools Trust's website.

The Learning Institute is aware of its responsibilities to safeguard children, young people and vulnerable adults when training students entering professions relating to children's services. ARENA Schools are aware of their responsibilities to safeguard children, young people and vulnerable adults when coaching and training coaches in areas of sport. Safeguarding training is part of all staff and governors' induction programmes and all undergo annual refresher training.

As part of our mission, we are committed to supporting and promoting the welfare and wellbeing of students, staff and visitors throughout our operations and environment, ensuring we can protect our learning community and encourage our people to flourish in their academic endeavours. We aim to provide a safe and supportive environment, conducive to work, learning, research and the enjoyment of a positive experience for all.

Harm or abuse could affect any of our students, staff or visitors (or third parties connected to these groups) and, as a result, we take the approach that "safeguarding is everybody's business" – regardless of individual roles and duties. Safeguarding is not just about protecting children, young people and vulnerable adults from deliberate harm. It includes issues such as student health and safety; bullying; domestic abuse; racist or homophobic abuse; or any form of harassment and discrimination; meeting the needs of students with medical conditions; providing first aid; drug and substance misuse; educational and off site visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), radicalisation for violent extremism, safer recruitment and employment practices. Safeguarding enables effective early help and support for children, young people and vulnerable adults.

A number of our learners may be defined as 'adults at risk of harm or abuse' within a safeguarding context. Similarly, our workforce may include adults who are at risk of harm or abuse within a safeguarding context, or there may be third parties linked to our workforce or students where safeguarding concerns arise, for example a family member, child or other dependent, a friend or acquaintance.

Research, training or placement activities of The Learning Institute may include children, young people and adults at risk of harm or abuse; the safeguarding of these groups is paramount. The Designated Safeguarding Lead and Deputy are responsible for developing, implementing and monitoring ethics and integrity policies which enable our safeguarding responsibilities to be upheld.

We promote transparency and continuous improvement in delivering safeguarding and seek feedback on our approach.

The Learning Institute defines safeguarding as “the act of protecting people’s health, wellbeing and human rights”. We practise safeguarding by supporting people to live free from harm, abuse and neglect. This includes preventative measures as well as risk assessment and response to incidents, including referral to appropriate Children and/or Adult Social Care services. Two groups of people are defined within legislation governing safeguarding, they are: (i) children, (ii) adults at risk of harm or abuse.

## **1.0 Aim**

**1.1** The Safeguarding Children and Vulnerable Adults Policy relates to the actions of all staff, governors, visitors and individuals in a position of trust in the establishment. The purpose of the policy is to make a statement of intent and commitment to action on the part of The Learning Institute (THE Learning Institute) in relation to the child protection aspects of its duty to safeguard and promote the welfare of children, young people and vulnerable adults. To this end, it is intended to:

- ensure action that will contribute to the safeguarding of all children, young people and vulnerable adults;
- raise awareness of safeguarding children and vulnerable adult issues;
- indicate action to be taken in particular circumstances.

**1.2** Safeguarding is not just about protecting children, young people and adults from deliberate harm, it relates to all forms of abuse including:

- Neglect
- Physical Injury
- Sexual Abuse
- Emotional Abuse
- Bullying (and Cyber Bullying)
- Radicalisation / Extremist Behaviour
- Harassment
- Forced Marriage
- Racist / Homophobic or Transphobic Abuse
- Sexual Exploitation
- Substance Misuse
- Sexting
- Domestic Violence (DV)

- Female Genital Mutilation (FGM)
- Prevent Duty

## **2.0 Legislative Duty**

The Learning Institute exercises its duty of care along with other legal obligations such as those owed under the Safeguarding Vulnerable Groups Act 2006, the Care Act 2014, Health and Safety at Work Act 1974, the Data Protection Act 1998, the Equality Act 2010, the Mental Capacity Act 2005, and the Protection of Freedoms Bill.

The Learning Institute takes seriously its responsibility to safeguard and protect the welfare of all Children, Young People and Vulnerable Adults in its care and other children, young people and vulnerable adults who may be in a The Learning Institute centre legitimately or come into contact with The Learning Institute staff or students.

The Learning Institute has a moral duty and statutory obligation under Section 175 of the Education Act 2002, Section 157 of the Education Act 2002, Education Regulations (England) 2003, Teacher Standards 2012 to all children and young people under 18 years of age and the Safeguarding Vulnerable Groups Act (2006) for vulnerable adults who attend The Learning Institute, The Learning Institute South-west and ARENA Schools and partner and placement institutions. The Learning Institute is also required to work with other agencies to protect children under the Children Act 2004 and Working Together to Safeguard Children 2015. This duty is to:

- safeguard and promote the welfare of children, young people and vulnerable adults;
- work to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected, and feel confident that any complaint, allegation or suspicion of abuse will be taken seriously;
- ensure that there are adequate procedures and arrangements within THE Learning Institute to identify, assess, make referrals and support children, young people and vulnerable adults who are suffering from harm;
- work in partnership with families and other agencies (e.g. Schools, Colleges, Police, Social Care) to meet these obligations;
- maintain a safe learning environment;
- ensure adults studying with the Learning Institute meet all safeguarding and child protection requirements and checks to enter the education profession.

**2.1** The Learning Institute recognises that it is an agent of referral and not of investigation. It is not the Learning Institute's responsibility to investigate abuse. Staff should not extend an offer of confidentiality but should clearly inform the person that if information about abuse is disclosed there is a duty on staff to follow reporting procedures.

**2.2** For the purpose of Safeguarding this policy covers all children and young people under 18 including:

- visitors to The Learning Institute centre (under 18);
- children and young people in placement institutions;

- children and young people undertaking coaching and teaching sessions;
- apprentices under the age of 18;
- employees, work experience students, visitors or volunteers who are under 18 years of age.

**2.3** For the purpose of Safeguarding Vulnerable Adults the following are included: all students, staff, apprentices, volunteers or visitors classed as vulnerable over the age of 18 years

### **3.0 Policy Statement**

The Learning Institute as part of Westcountry Schools Trust meets all statutory requirements for safeguarding including:

- 3.1** Appointment and training of Designated Safeguarding Lead for Children, Young People and Vulnerable Adults who will co- ordinate Safeguarding Procedures, and make them known to all. This Safeguarding Person will attend regular update training and access support from the Cornwall and Isles of Scilly Safeguarding Children Partnership (CioSSCP), the Safeguarding Standards Unit (SSU), the Multi-Agency Referral Unit (MARU) and Babcock Education.
- 3.2** Provide an opportunity for staff to attend training on recognising abuse and neglect, responding appropriately to concerns relating to suspected, alleged or disclosed abuse, recording, reporting, information sharing and confidentiality as appropriate.
- 3.3** Make all staff aware of Safeguarding issues through:
  - Tutor/ staff induction and training process
  - Toolbox repository
  - induction and training process and noticeboard
- 3.4** Use the curriculum/ modules and other opportunities to develop self-esteem, assertiveness, and promote resilience.
- 3.5** Ensure all employees are trained to adopt best practice to safeguard children, young people and vulnerable adults from abuse, and themselves from false allegations and hold satisfactory Enhanced DBS check.
- 3.6** Provide opportunities for children, young people and vulnerable adults to talk about concerns relating to their welfare.
- 3.7** Provide support for children, young people and vulnerable adults who have disclosed abuse and for the staff who have experienced disclosure.
- 3.8** Develop and promote effective working relationships with other agencies, especially the Police and the local Children's Services and the Cornwall and Isles of Scilly Safeguarding Children Partnership (through WeST's Designated Safeguarding Lead).
- 3.9** Provide a systematic means of monitoring vulnerable adults or those thought to be at risk of harm and contribute to assessments of need and support plans for them.
- 3.10** Respond promptly, within the timescale laid out in the procedures, to allegations of abuse or abuse of trust made against employees or volunteers or incidents of

suspicious poor practice, implementing the appropriate disciplinary and appeals procedures. Such concerns will be referred to the Designated Safeguarding Lead (DSL). The South West Child Protection Procedures will be followed. The Local Authority Designated Officer (LADO) will be informed.

**3.11** The Learning Institute will not tolerate inappropriate behaviour and uses the WeST Whistleblowing Policy to protect staff who disclose information regarding abuse by a colleague or other adult.

**3.12** All individuals, including those in a position of trust, are expected to act professionally at all times, and to be familiar with Learning Institute guidance on safe practice. This includes the need to:

- Behave, dress, and talk to children, young people and vulnerable adults in an appropriate way.... (non-sexual, non-aggressive, not abusing a position of trust.)
- Avoid situations where they may be at risk of false allegations, or take action to reduce that risk.
- Report and seek the advice of their line manager or for tutors, their Course Leader if they are concerned about a situation, such as a child, young person or vulnerable adult having a crush on them, or believe an incident may have been misconstrued.
- Be vigilant and sensitive to situations where a child, young person or vulnerable adult may be at risk. Develop their understanding of the signs and indicators of abuse.
- Know procedures, including how to respond to a child, young person or vulnerable adult who discloses abuse.
- Know and comply with requirements for recording all concerns and comments and passing them onto the Designated Safeguarding Lead.
- Treat all information received with sensitivity and with due regard to confidentiality and its limits in child protection Safeguarding matters.
- Respect and promote the rights, wishes and feelings of children, young people and vulnerable adults and be sensitive to their developmental needs and capabilities.
- Regard all children, young people and vulnerable adults as having an equal right to protection, irrespective of age, ethnicity, culture, disability, gender, language, religious belief or sexual identity.
- Regard the interests and safety of the vulnerable person to be the prime concern. Where there is a conflict of interest between the vulnerable person and family or other adult, the welfare of the vulnerable person will be considered paramount.
- Work in partnership with children, young people and vulnerable adults and their families.
- Contribute to the provision of a safe environment by raising concerns where THE Learning Institute/ THE Learning Institute Southwest or ARENA Schools premises and health and safety procedures appear to fall short of acceptable standards
- Be aware of their duty to raise concerns, where they exist, about the attitude or

#### 4.0 Procedure

- 4.1** All staff, including temporary staff, volunteers and governors, have a full and active part to play in protecting children, young people and vulnerable adults from harm. Children, young people and vulnerable adults welfare will be our paramount concern.
- 4.2** Persons with a safeguarding concern should adhere to the procedures outlined in WeST's Safeguarding booklet:  
<https://www.westst.org.uk/attachments/download.asp?file=1469&type=pdf>
- 4.3** The Designated Safeguarding Lead or Deputy will co-ordinate the implementation of the procedures and liaise with other agencies on behalf of The Learning Institute, The Learning Institute Southwest and ARENA Schools.

**All cases of suspected abuse** need to be channelled via the nominated person with minimal delay.

Safeguarding Team		Named Contacts	
Designated Safeguarding Lead:		Richard Woodland, Director of Inclusion	
Designated Safeguarding Officer		Jacky Olver, Student Support Officer	
Designated Safeguarding Officer		Michelle Roberts, ARENA Schools Director	
Designated Safeguarding Governor		Paul Northcott	

The Safeguarding Team are responsible for:

- Acting as a source of support and expertise in carrying out safeguarding duties and for staff to discuss safeguarding concerns.
- Making contact with Social Care and Safeguarding Children Board.
- Keeping detailed, written records of concerns about a child, young person or vulnerable adult even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely on a student file separate from student records.
- Establishing and maintaining a system for all staff to record and pass on concerns about a child, young person or vulnerable adult and ensuring that staff are aware of the system.

- Ensuring that records are received and passed onto other establishments as required.
  - Ensuring that staff receive safeguarding concerns about young people and vulnerable adults in the Learning Institute / ARENA Schools on a need to know basis.
  - Ensuring that the Learning Institute and ARENA Schools are linked into networks which will enable procedures and processes to keep abreast of developments.
  - Ensuring that either the DSL/DSO or another member of staff attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, when asked to do so, and provides a report which has been shared with the appropriate people.
  - Develop and maintain guidance and policies on safe educational environments and safeguarding in the curriculum.
  - Monitoring overall compliance with safeguarding requirements and procedures, challenge and require improvements in poor practice within The Learning Institute, The Learning Institute Southwest and ARENA Schools and bring any concerns to the attention of the WeST Safeguarding Lead.
  - Ensure basic safeguarding awareness training for all staff annually, and for staff as part of their induction.
  - Ensure that all staff sign to say they have read, understood and agree to work within the Learning Institute's safeguarding policy and staff code of conduct and ensure that the policies are used appropriately.
  - Attend, complete update training as appropriate.
  - Maintain the Single Central Record (SCR).
  - Develop guidance for safe practice for all children, young people and adults, ensuring that all staff are (and continue to be) informed on a regular basis and understand the implications of this.
  - Develop, monitor and advise on the implementation of procedures for dealing with allegations against staff which are consistent with SCB/Social Care procedures and national guidance.
  - The Deputy Safeguarding and Vulnerable Adults Officers are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students and staff. In the event of a long term absence of the DSL the Deputy will assume all of the functions above.
- 4.6** The Learning Institute, the Professional Programme Coordinator and the ARENA Schools Director are responsible for:
- Carrying out appropriate checks on applicants, including enhanced DBS checks (at the correct level) and following Independent Safeguarding Authority Guidelines.
  - Arranging support for staff facing allegations according to procedures.



#### 4.7 The Director of Education is responsible for:

- Managing the progress of allegations against staff, liaising with and reporting to the Designated Safeguarding Lead as required.
- Ensuring that all staff are trained to an acceptable standard – including adequate induction training – by establishing and maintaining a training plan and schedule and monitoring compliance. Ensuring that action is taken in cases of non-compliance.

**4.8** The Work-based learning officer will ensure that work placement arrangements (work-based learning, apprenticeships and ITT student placements) have been checked as to their safety and appropriateness for young people and vulnerable adults. Every young person and vulnerable adult should have contact details for the work-based learning officer who can be contacted if they have any concerns while in a work-based placement. Contact details will also be provided of the Designated Safeguarding Lead and Deputies.

**4.9** The ARENA Schools Director will act as the Designated Safeguarding Officer for ARENA Schools and will be responsible for the day to day implementation of the Learning Institute Safeguarding Policy, safer recruitment and will report to the DSL or Deputy.

- All Learning Institute and ARENA Staff are responsible for: Understanding that it is everyone's responsibility to safeguard and promote the welfare of children, young people and vulnerable adults and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Considering, at all times, what is in the best interests of the child young person or vulnerable adult and know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015).
- Referring any safeguarding or child protection concerns to the DSL, DSO or if necessary where the person is at immediate risk to the police or MARU.
- Being aware of the Early Help process and understand their role within it including identifying emerging problems for children, young people or vulnerable adults who may benefit from an offer of Early Help, liaising with the DSL/DSO in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- Providing a safe environment in which all can learn.

#### 4.10 Learner Placements - Information for learners

**All Learning Institute learners** in work-based placement or work-based learning environments (paid or voluntary), such as a professional or clinical setting, are required to find out the name of the local safeguarding officer. Most care services/education providers will have a local safeguarding officer. Some other businesses, e.g. those who do not often interact with children or adults at risk of harm or abuse, may not. This does not mean that learners in those placements should not raise any concerns of somebody being at risk of harm or abuse. In the event of having a concern, they should report this to the safeguarding officer of the provider or

employer, or to the manager/supervisor of the placement if there is no local office or if they are unsure.

**Learning Institute learners** must also report that there has been a safeguarding concern to The Learning Institute, regardless of the response from the placement provider, so that support can be provided. They should not report the details, as they are confidential. They may report to their personal tutor/programme lead who should then report to a DSL/DSO.

**Learning Institute South-West teacher trainees** should follow the flowchart in appendix ten.

#### 4.11 Procedures

Abuse and neglect are forms of maltreatment of a child, young person or vulnerable adult. Somebody may abuse or neglect a child, young person or vulnerable adult by inflicting harm or by failing to act to prevent harm. Abuse may occur in a family setting or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, adults or by a child or children. There are a number of specific safeguarding concerns that learners may experience:

- Children missing from education
- Children missing from home or care
- Child sexual exploitation
- Bullying including cyber bullying
- Domestic abuse
- Drugs
- Alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/ violence against women and girls
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Relationship abuse
- Trafficking

- Peer on peer abuse
- Domestic abuse

The Learning Institute also recognises that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

#### **4.12 Specific Circumstances**

##### **Young People or adult students, who may pose a risk to others**

Where a young person or other student's history indicates that s/he poses a sexual or physical risk to other children, young people or adults, a risk assessment must be undertaken by appropriate professionals to determine whether the person can form part of the Learning Institute or ARENA Schools community, and that adequate arrangements are put in place both to support that person, and provide supervision sufficiently to ensure the safety of others.

##### **Contact**

Most Learning Institute learners are working or volunteering at another education or health establishment. The Designated Safeguarding Lead/ Officer will be identified to these establishments to ensure immediate and effective communication regarding unexplained absence and any concerns of suspected or actual abuse.

##### **Radicalisation**

Radicalisation is the process by which individuals come to support terrorism or violent extremism. The Learning Institute and ARENA Schools will continue to empower its learners to create communities that are resilient to extremism and to protect those who may be vulnerable to being drawn into violent extremism or crime. There is no typical profile for a person likely to become involved in extremism. Staff should use their professional judgement and 'Prevent training' (see the Learning Institute Prevent Policy) and discuss with a senior colleague or a member of the safeguarding team if they have concerns in relation to the list of behavioural indicators below:

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

If there are significant concerns the Designated Safeguarding Lead should be notified and discussions will take place with the local police to work to address the issue.

#### **5.0 Special Educational Needs**

Some children, young people and vulnerable adults with special educational needs may need

a different approach from others. Staff must be aware of any special considerations with regard to communication difficulties and equal opportunities. Information on a need to know basis will be made available by the Student Support Manager.

## **6.0 Online safety**

Learners increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Oovoo. Unfortunately, some adults and other children use these technologies to harm children, young people and vulnerable adults. The harm might range from sending hurtful or abusive texts or emails, to grooming and entice others to engage in sexual behaviour such as webcam photography or face-to-face meetings. Learners may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. WeST has an online safety policy which explains how we try to keep students and staff safe and how we respond to online safety incidents (See flowchart, Appendix 9).

## **7.0 REFERRING AN ALLEGATION**

**7.1** Any suspicion, allegation or incident of abuse must be reported to a member of the Safeguarding Team as soon as possible.

**7.2** Allegations against staff will also be subject to personnel procedures.

**7.3** The Learning Institute and ARENA Schools recognise that signs may be due to a variety of factors, for example, a pet has died, family member has moved out, a grandparent is very ill or an accident has occurred. However they may also indicate a child is being caused or is in need of safeguarding. In these circumstances staff will try to give the person the opportunity to talk. It is fine for staff to ask the student if they are ok or if they can help in any way.

**7.4** Staff should use the Expression of Concern form to record these early concerns and give the completed form to the Designated Safeguarding Lead as soon as possible.

**7.5** If the student does begin to reveal that they are being harmed, staff should follow the advice in this policy regarding making a student disclosure.

**7.6** The Learning Institute recognises that it takes a lot of courage to disclose abuse. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, they may have lost trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse. It is vital that their first experience of talking to a trusted adult is a positive one.

- During any safeguarding conversation with a child, young person or vulnerable adult. Listen to what the person has to say and allow them to speak freely
- Remain calm and do not overreact or act shocked or disgusted
- Reassure the person that it is not their fault and they have done the right thing speaking to you
- Not be afraid of silences, allow them time to think and to speak
- Take what is disclosed seriously
- Ask open questions and avoid leading questions
- Avoid jumping to conclusions, speculation or make accusations

- Not automatically offer any physical touch as comfort. It may be anything but comforting to a person who is being abused
- Avoid admonishing the person for not disclosing sooner, as this may imply they have done something wrong
- Say what will happen

**7.7** If a student talks to a member of staff about any risks to their safety or wellbeing the staff member will let the person know that they have to pass the information on – staff are not allowed to keep secrets.

**7.8** The Safeguarding Team member will discuss the situation with the Designated Safeguarding Lead or Officer as soon as possible. This will include advice and discussion as to whether to make a formal referral. Advice and support can also be obtained from the Multi Agency Referral Unit. The discussion will also include information regarding Social Care contact with the child, young person or vulnerable adult's family/care giver. In support of this process, any contact with family or care giver by other members of staff will be referred to the named person.

**7.9** The member of staff should write up their conversation as soon as possible on the Expression of Concern form in the person's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also include detail where the disclosure was made and who else was present. A telephone report must be confirmed in writing to the local authority Social Care department as soon as possible. The confirmation may be hand-written, posted, e mailed or faxed, but a copy will be kept securely on file.

**7.10** The member of the Safeguarding Team should notify the Designated Safeguarding Lead as soon as is practicable.

**7.11** The Designated Safeguarding Team shall retain a copy of the written records and any other relevant material. These will be kept securely locked or password controlled at all times.

**7.12** The Learning Institute recognises that staff involved with a child, young person or vulnerable adult who has suffered harm, or appears to be likely to suffer from harm may find the situation stressful and upsetting. The Learning Institute and ARENA Schools will support such staff by providing an opportunity to talk through their anxieties with the DSL or DSO and to seek further support as appropriate.

## **8.0 Allegations against Staff**

All staff and volunteers should take care not to place themselves in a vulnerable position with a child, young person or vulnerable adult. It is always advisable for interviews or work with individuals to be conducted in the view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

The Learning Institute understands that a learner may make an allegation against a member of staff or staff may have concerns about another member of staff. If such an allegation is made, or information is received which suggest that a person may be unsuitable to work with children, young people or vulnerable adults, the member of staff receiving the allegation or become aware of the information, will immediately inform the Designated Safeguarding Lead or Deputy. The DSL or DSO will discuss the content of the allegation with the local Authority Designated Officer

(LADO) at the earliest opportunity and before taking any further action. If the allegation made to a member of staff concerns the DSL or the DSL, the person receiving the information will immediately inform both the Chair of The Learning Institute's Governing Body or Director who will consult with the LADO. Such allegations may lead to the suspension of the member of staff. In the event of an allegation against the DSL, the decision to suspend will be made by the WeST MAT CEO with advice as above. Staff, parents and governors are reminded that publication of material that may lead to the identification of a member of staff who is subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## **9.0 CONFIDENTIALITY**

The Learning Institute and ARENA Schools recognises that in order to effectively meet a child, young person or vulnerable adult's needs, safeguard and protect them from harm we must contribute to inter-agency working in line with Working together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults and that Data Protection Act 2018 (GDPR) is not a barrier to sharing information where the failure to do so would place a person at risk of harm.

All staff must be aware that they cannot promise to keep secrets which might compromise safety or wellbeing.

However, the Learning Institute also recognises that all matters relating to safeguarding are personal to children, young people and vulnerable adults and their families. Therefore, in this respect they are confidential and DSL/ DSO will only disclose information to other members of staff on a need to know basis.

The Learning Institute will always undertake to share our intention to refer a child, young person or vulnerable adult to the Multi Agency Referral Unit (MARU) with their parent/carer/ family unless to do so could put the person at greater risk of harm, or impede a criminal investigation. If in doubt, contact will be made through the MARU consultation line.

## **10.0 MONITORING**

It will be the responsibility of the DSL to review and monitor the procedures and to seek the advice of the SCB and local authority Social Care department and to alert the SCB should a change in the procedures be considered.

## **11.0 WHISTLE BLOWING**

The Learning Institute recognises that children, young people and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the Learning Institute's safeguarding arrangements. If it becomes necessary to consult outside the Learning Institute or WeST Trust, they should speak in the first instance to the LADO following the WeST Whistle Blowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, this line is available 8am – 8pm Monday-Friday or e mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Whistle blowing regarding Designated Safeguarding and Vulnerable Adults Lead should be made to the Chair of The Learning Institute Governors and WeST Trust CEO, whose contact details are at the end of this policy.

## **12.0 Physical Intervention**

The Learning Institute acknowledges that staff only ever use physical intervention as a last resort, when a child, young person or vulnerable adult is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained to ensure they are clear about their professional boundary. Physical intervention of a nature which causes injury or distress to a child, young person or vulnerable adult may be considered under child protection or disciplinary procedures. The Learning Institute recognises that touch is appropriate in the context of working with children, young people and adults, and all relevant staff will be given guidance at induction to ensure that they are clear about their professional boundary.

### **Key:**

SCB – Safeguarding Children Board

MARU – Multi Agency Referral unit

The Learning Institute – The Learning Institute

DSL –Designated Safeguarding Lead

DSVSO – Deputy Safeguarding and Vulnerable Adults Officer

**This policy was ratified by the governing body on:**

**Signed by the Chair of Governors:**

**This policy will be reviewed by The Learning Institute in:**

This policy should be read alongside Westcountry (WeST) Schools Trust policies:

- WeST Disciplinary including allegations against staff
- WeST Whistleblowing
- WeST Health and Safety
- WeST Preventing Radicalisation
- WeST Recruitment and Selection
- WeST Code of Conduct
- WeST Safe Practice Guidelines
- University of Worcester Safeguarding Policy
- Newman University Safeguarding Policy



- The Learning Institute Southwest partner schools individual safeguarding policies and guidelines for visiting students if placed there
- The Learning Institute work placement institutions individual safeguarding policies and guidance if placed there
- The Learning Institute Prevent Policy

## APPENDIX ONE

### SAFEGUARDING Expression of Concern Form

**This form should be completed when there is cause for concern and given to the Designated Safeguarding Lead as soon as possible.**

Remember: - you cannot offer absolute confidentiality

- do not use leading questions
- clarify the situation

Please send the completed report to the Designated Safeguarding and Vulnerable Adults Lead with responsibility for child protection and safeguarding vulnerable adults, and keep a copy securely for your records only. If the DSL has an out of office message on, please send to the Deputy SVAO.

- [rwoodland@westst.org.uk](mailto:rwoodland@westst.org.uk) DSL
- [jacky.olver@learninginstitute.co.uk](mailto:jacky.olver@learninginstitute.co.uk) Deputy DSO

#### Details of Learner:

Learner's Name:  
Course/Yr Group:  
Centre/ Setting:

#### Details of the person reporting concerns:

Full Name:  
Post: Role:



Do these concerns relate to a specific incident/disclosure? If YES complete Section A;

If NO, omit section A and move straight to Section B

**Section A:**

Date and time of incident/disclosure:

Location of incident/disclosure:

Date this form was completed:

Other persons present:

**Section B:**

Details of concern/disclosure/incident:

(What was said, observed, reported)

Signed:

Date:

**For completion by the Designated Safeguarding Lead (DSL):**

**DSL Response:**

Action taken by DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Signed by DSL:  
Full Name:

Date:

Checklist for DSL:

- ✓ Concern described in sufficient detail?
- ✓ Distinguished between fact, opinion and hearsay?
- ✓ Student's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓ Jargon free?
- ✓ Free from discrimination/stereotyping or assumptions?
- ✓ Concern recorded and passed to DSL in a timely manner?

#### **APPENDIX TWO – Key Safeguarding Personnel at The Learning Institute**

##### WeST's Safeguarding Lead (DSL) is:

Richard Woodland

E Mail: rwoodland@westst.org.uk

Telephone: 07736938677

##### The Learning Institute Deputy Safeguarding and Vulnerable Adults Officers (DSO) are:

Jacky Olver

E Mail: jacky.olver@learninginstitute.co.uk

Telephone: 01579 386123

##### The Learning Institute nominated Safeguarding and Vulnerable Adults Governor is:

Paul Northcott

E Mail: paul.northcott@learninginstitute.co.uk

##### Chair of Governors is:

Louise Clements

E Mail: lousie.clements@learninginstitute.co.uk

##### WeST CEO is:

Rob Haring

E Mail: rharing@westst.org.uk

Telephone: 01752 691000

Local Authority Designated Officer (LADO) is available on: Telephone: 01872 326536  
Police: Telephone: 101 or 999

## **APPENDIX THREE – SIGNS OF ABUSE**

### **Recognising signs of Child, Young People, Vulnerable Adult abuse**

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

### **Signs of Abuse in Children, Young People, Vulnerable Adults:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child, young person or vulnerable adult may:

- Appear frightened of the parent/s, peer, family member
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent, carer or child, young person or vulnerable adult may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite. Burns and Scalds. It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hotwater is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non- mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family/ group
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless there is disclosure and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **SEXUAL ABUSE BY YOUNG PEOPLE**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially

information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available from local Safeguarding Children’s Boards.

#### **APPENDIX FOUR - CHILD SEXUAL EXPLOITATION**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:



- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse

- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **APPENDIX FIVE - FEMALE GENITAL MUTILATION (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings

/schools/colleges take action **without delay** and make a referral to children's services.

## APPENDIX SIX - DOMESTIC ABUSE

Domestic violence and abuse occurs when one person in an intimate personal or family relationship uses violence or abuse to maintain power and control over the other person. In THE Learning Institute, THE Learning Institute South-west and ARENA Schools, as in the UK more broadly, we work with the UK Home Office (2013) definition of domestic violence and abuse:

*"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."*

This includes, but is not limited to, the following types of abuse:

**Physical abuse** is the most recognisable form of abuse. It can range from a slap or a shove to a black eye, cut lip, broken bone. In the most extreme cases it can result in death. Don't underestimate what is happening to you. Over time, the violence usually gets worse.

**Sexual Abuse** – your partner should not use force or threats to make you have sex. They should not make you perform sexual acts with which you are uncomfortable.

**Emotional Abuse** can include mental torture, blackmail, threats to disown you or kill your children. It can also be controlling – meaning you are not allowed out of the home on your own, or to make contact with your family or friends or to have access to money or obtain a job of your choice

**Financial Abuse** may include your partner taking your money; stopping you from working; placing all bills and debts in your name; or monitoring how you spend money and other financial resources.

**Psychological Abuse** – leaving a violent partner may not end the abuse and it may get worse. Most stalkers are ex-partners. If your ex-partner is harassing you or others, this should be taken seriously.

If this is happening to you, you are not alone and you are not to blame. You may feel ashamed, scared, isolated, confused, afraid not to be believed or that the violence will get worse if you report it. Do not suffer in silence, as there are people who can help.

### How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think

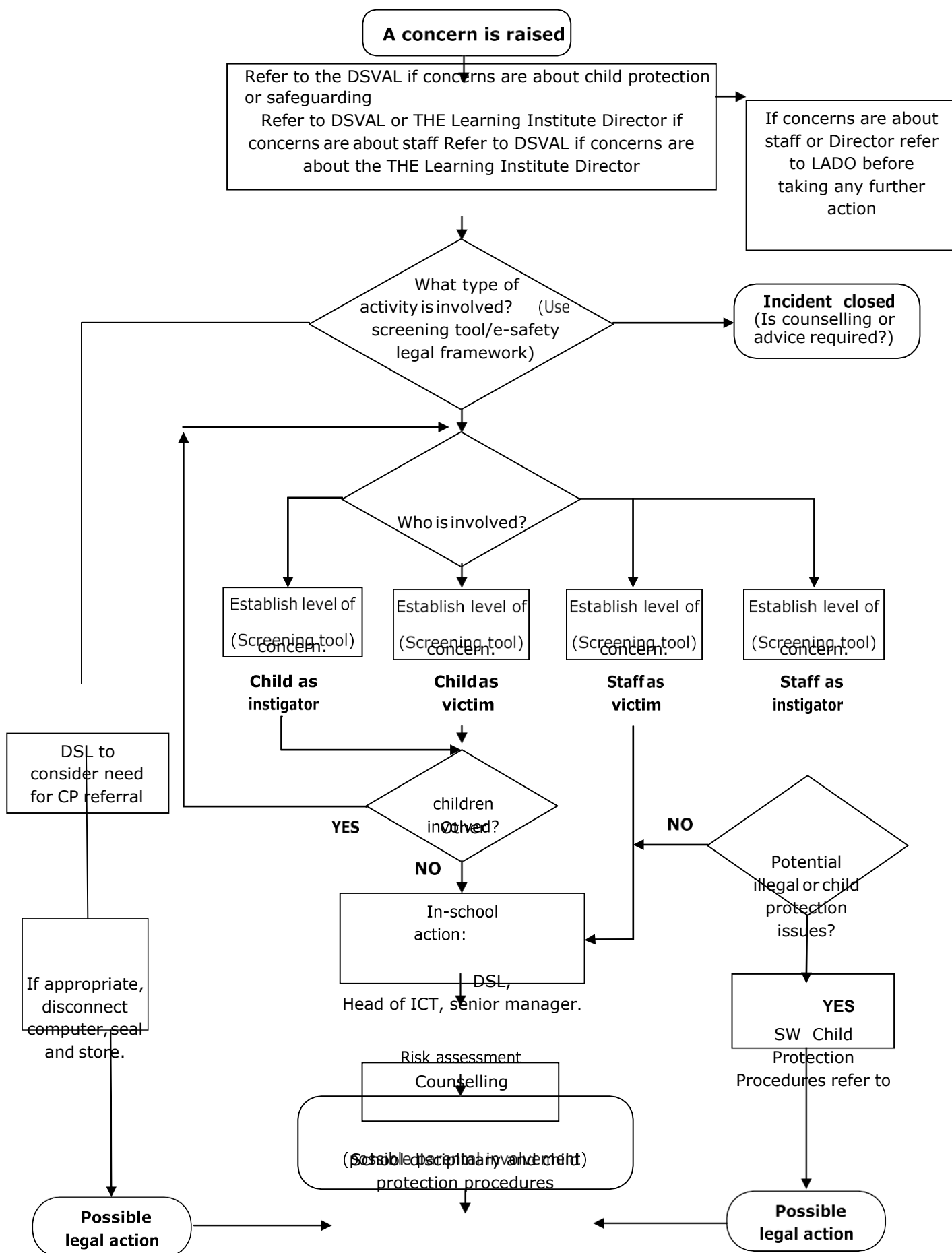
about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse? Contact:  
Cornwall 24 hour Domestic Violence Helpline: **01872 225629**

## APPENDIX SEVEN - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.*
3. 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; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. 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 school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / student maybe 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 / 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 / student 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;
  - Special Educational Need – students / student may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with asocial 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.



**CONTACT LADO**



#### APPENDIX 10 - FURTHER ADVICE ON CHILD PROTECTION IS AVAILABLE FROM:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti- Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/> Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

[http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20to\\_olkit.pdf](http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20to_olkit.pdf)

<https://uktrans.info/70-topic-overviews/328-resources-for-schools>

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

#### **DEVON CONTACTS**



**For Early Help, Consultation and Enquiries please contact:**

Telephone: **0345 155 1071**

E-mail: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk) Fax:  
01392 448951

Enquiry Form available at:  
[www.devon.gov.uk/mash-enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS

**Emergency Duty Team** – out of hours

**0845 6000 388**

**Police** – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964 Or

<http://www.devon.gov.uk/lado>  
**Early Help Team**

Senior Manager: Phillippa Court

Manager Exeter and South: Stephen Matthewman  
07790362310 Manager Mid & East: Ian Flett

Manager South & West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisers:

North: Pete Simpson: [peter.simpson@devon.gcsx.gov.uk](mailto:peter.simpson@devon.gcsx.gov.uk) 07817 124965

Mid & East: Karol Stannard: [karol.stannard@devon.gov.uk](mailto:karol.stannard@devon.gov.uk)

[lisa.robinson@devon.gov.uk](mailto:lisa.robinson@devon.gov.uk) 07891 417159

South & West: Karen Hayes [earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk](mailto:earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk)

Exeter: Jan Mead: [jan.mead@devon.gov.uk](mailto:jan.mead@devon.gov.uk) 07891 417073

0345 155 1071, ask for Early Help [earlyhelpsecure@devon.gov.uk](mailto:earlyhelpsecure@devon.gov.uk)

## **PLYMOUTH CONTACTS**

### **Plymouth Safeguarding Children's Board**

Website - <http://web.plymouth.gov.uk/pscbchildabuse.htm>

Tel: 01752 307535

Email: [pscb@plymouth.gov.uk](mailto:pscb@plymouth.gov.uk)

**For all LADO enquiries**—Simon White, Plymouth Safeguarding Children's Board Business Manager

Email: [simon.white@plymouth.gcsx.gov.uk](mailto:simon.white@plymouth.gcsx.gov.uk). Tel: 01752 307535

Write: Plymouth Safeguarding Children Board, Floor 3, Midland House, Notte Street, Plymouth PL1 2EJ

### **Multi-Agency Hub**

Tel: 01752 305200 (or 01752 346784 out of hours) Email:

[multiagencyhub@plymouth.gcsx.gov.uk](mailto:multiagencyhub@plymouth.gcsx.gov.uk).

## **CORNWALL CONTACTS:**

Website - <http://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

### **Multi Agency referral Unit (MARU)**

Tel: 03001231116

Out of hours service: 01208 251300

Email: [MultiAgencyReferralUnit@cornwall.gcsx.gov.uk](mailto:MultiAgencyReferralUnit@cornwall.gcsx.gov.uk)

## **Children's Early Help and Protection Service**

Telephone: 01872 322277.

The Hub is open Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays.

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/advice.page?id=RgechR1QDS4>

**Local Authority Designated Officer (LADO)** for Cornwall and the Isles of Scilly on

01872 326536

### Adult Safeguarding Team

Telephone: 0300 1234 131 Option 2

Adult Safeguarding Triage: 01872 326433

## Appendix Eleven – THE Learning Institute South-west Safeguarding Concern Flowchart

### What to do if I get involved in a safeguarding issue in my setting

**Preventative safeguarding action:** As required by your Teacher's Passport tasks, please read your schools' safeguarding policies and meet with the Designated Safeguarding Lead and/or their deputy to ensure that you know what to do in the event of a safeguarding disclosure or a related concern.



**Step 1:** In the event of a disclosure and/or a related matter, report your concern to the Designated Safeguarding Lead (DSL) in your setting or their deputy and follow your setting's policies.



**Step 2:** Contact your hub tutor and (without breaking your school's safeguarding policy) inform them that you have been involved in a safeguarding-related issue as soon as possible. If your hub tutor is not available any of the TLI course leaders should be contacted.

Do not reveal any details of the nature of the issue or of any parties involved, unless the DSL has explicitly given you permission to. You may need to communicate the broad nature of the issue and the nature of your involvement to your TLI contact.



**Step 3:** Determine with your hub tutor what support you require and the options available to you.

