

LTE group Safeguarding Scheme

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Introduction

LTE group is committed to protecting all students, young people and adults from any risk of significant harm. The fundamental principles of this policy are based on legislation and a moral duty to safeguard the welfare of LTE's students, staff and wider community.

LTE group recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of young people and adults. As such, it is:

- Everyone's responsibility to safeguard students
- Everyone who comes into contact with students and their families has a role to play; and
- Everyone working with students maintains an attitude of 'it could happen here' (Keeping Children Safe in Education, March 2015).

These responsibilities apply to all members of the Group community, including contractors and visitors, during any interactions they may have with staff and students

Statutory responsibilities and background

The Education Act 2002 ensures that responsibilities under the Education Acts are carried out with a view to safeguarding and promoting the welfare of students.

The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a lecturer or other member of staff) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

LTE group Safeguarding Scheme (hereafter referred to as 'the Scheme') reflects current Department for Education advice and guidance and complies with:

- Keeping Children Safe in Education (March 2015)
- Working Together to Safeguard Children (March 2015)

What Is Safeguarding?

Safeguarding is defined, simply, as:

- protecting children, young people and vulnerable adults from maltreatment
- preventing impairment of children's, young people's and vulnerable adult's health or development
- ensuring that children, young people and vulnerable adults are developing in circumstances consistent with the provision of safe and effective care
- taking action to enable all children, young people and vulnerable adults to have the best outcomes.

Safeguarding is not just about protecting children, students and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

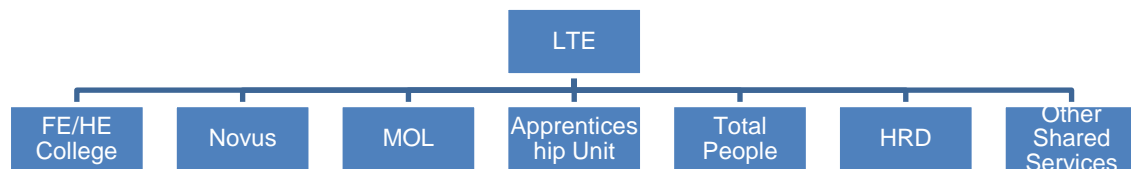
- children's and students' health, safety and well-being
- the use of reasonable force

- meeting the needs of children and students with medical conditions
- providing first aid
- educational visits
- providing appropriate and agreed personal care and emotional support
- developing strategies for on-line safety and associated issues
- appropriate arrangements to ensure children's and students' security

Scope

The policy applies to all students and staff within the Group.

The policy applies to all business units within the Group



Aims:

- To minimise risks to the safety, health and well-being of students and staff
- To establish a safe learning and teaching environment for all
- To promote a culture of safety across the Group
- To embed clear procedures and practise to ensure compliance with legislation
- To embed the promotion of staying safe through all aspects of teaching and learning
- To work in partnership with key stakeholders to keep students safe
- To prevent unsuitable people working with students
- To provide adequate training and supervision for all staff in relation to child protection and safeguarding
- To develop and embed procedures to support the most vulnerable students from risk of significant harm
- To ensure that students' feel safe in all aspects of their study, wherever they are based
- To develop and embed clear e-safety processes throughout the group
- To develop and embed a clear Prevent strategy throughout the group
- To identify safeguarding concerns and act on them quickly to keep students safe;

Outcomes:

The LTE group Safeguarding Scheme has an accompanying, overarching strategic action plan with clear performance indicators for the whole Group.

All Business Units will

- develop a specific and focussed strategic action plan with clear performance indicators, to include specific reference to the Prevent duties.
- participate in the following meeting structure which will enable oversight, monitoring and review of the strategic action plans for the Group:
- develop processes and procedures that:
 - comply with legislation and Government guidance
 - ensure proactive and appropriate responses to safeguarding concerns
 - reduce the risk of harm to any student
 - provide a clear framework for a student to report or disclose any concerns ensures that all records are maintained appropriately and professionally
- ensure that:
 - There is a named and designated senior leader with responsibility for safeguarding
 - There is a named a designated Governor with responsibility for safeguarding
 - The designated senior leader is appropriately trained and the training is refreshed every two years at least
 - The curriculum promotes personal safety and keeping safe, including on-line safety
 - There is a clear staff development plan in place for all levels of staff which is refreshed annually
 - There is a clear induction plan in place, to include safeguarding, for all new staff
 - All physical and virtual environments are safe places to work and study

The HR team will ensure that the following policies are in place and are routinely used across the Group:

- Safer Recruitment (including vetting and DBS checks)
- Whistleblowing
- Allegations against Staff
- Personal Relationships Policy

The HR team will ensure that the Single Central Register is in place and accurate at all times.

Radicalisation or Extremist Behaviour

The Prevent Duty (21st September 2015 issued under Section 29 of the Counter-Terrorism and Security Act 2015) designates all institutions, including sixth form colleges and independent training providers, in helping prevent people being drawn into terrorism which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training

The Prevent Duty has three objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Supporting sectors and institutions where there are risks of radicalisation

Safeguarding action may be needed to protect students and vulnerable adults from:

- **Neglect** - the persistent or severe failure to meet a student's or young person's basic physical and/or psychological needs. It will result in serious impairment of the student's health or development.
- **Physical abuse** can cause harm to a student's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. Physical Abuse can also be when a parent or carer fabricates symptoms or induces illness in a student.
- **Sexual abuse** involves a student or young person being forced or into participating or watching sexual activity. It is not necessary for the student to be aware that the activity is sexual and the apparent consent of the student is irrelevant. It also relates to sexual abuse in terms of e-safety, such as inappropriate images, etc.
- **Emotional abuse** occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the student's or young person's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse.
- **Bullying, including online bullying and prejudice-based bullying** - whilst bullying between students is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress (see emotional abuse).
- **Racist, disability and homophobic or transphobic abuse** - discriminatory abuse is based on a person's age, disability, gender, race, religion and belief, sexual orientation, gender re-assignment, pregnancy and maternity, ability and socio- economic position. It includes making hurtful comments, victimizing and harassing them.

- **Gender-based violence/violence against women and girls** - Violence against women and girls is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender, including rape, domestic violence, forced marriage, FGM and sexual harassment. VAWG is linked to women and girls' inequality and is neither acceptable nor inevitable.

Up to 3 million women in the UK experience violence each year and every 6 minutes a woman is raped in Britain – (See more at:

<http://www.endviolenceagainstwomen.org.uk/#sthash.aogksiPT.dpuf>) A

Preventing violence against women and girls - a statistical portrait:

- One in three 16-18 year-old girls have experienced unwanted sexual touching at school in the UK. (Yougov, 2010)
 - Over 60,000 girls under the age of 15 are at high risk of FGM every year in England and Wales. (City University, 2014)
 - 1 in 2 boys & 1 in 3 girls think it is ok sometimes to hit a woman or force her to have sex (Zero Tolerance, 1998)
 - In 2013 the Forced Marriage Unit gave advice in 1302 cases of possible Forced Marriage, with 82% involving female victims (Home Office & FCO, 2014)
 - 77% of young people do not feel they have enough information and support to deal with physical or sexual violence (AVA for the Home Office, 2010)
- **Domestic violence & abuse** is the term applied to the varied forms of abuse experienced from a current or former partner. It is a pattern of control, coercion and threats and can involve physical abuse (such as assault), emotional abuse (such as intimidation), sexual abuse (such as rape), psychological abuse (such as isolating them from friends and family) and financial abuse (such as using money to control). Domestic violence can also be inflicted alongside wider family violence involving multiple perpetrators, including in gang-associated relationships and where family or community 'honour' is perceived to be at stake.

As well as being affected by domestic violence within parent/carer relationships at home, young people can also experience abuse within their peer relationships. Teen relationship abuse was acknowledged formally in 2013 when the Home Office definition of Domestic Violence¹¹ was extended to include young people aged 16 and over and awareness of the issue has increased in part due to the Home Office's targeted campaign This Is Abuse.

- At least 750,000 children a year witness domestic violence in their families.
- On average, two women a week are killed each year by a current or former male partner.
- 25% of young women (aged over 13) experience physical violence and 72% experience emotional abuse in their own relationships.
- 22,654 sexual offences against under-18s were reported to police in England and Wales with four out of five cases involving girls.
- The UK is a significant site of international and internal child trafficking. The vast majority of trafficked children in the UK are aged 14-17, with many girls trafficked for sexual abuse and exploitation.
- A 2013 survey found that around a quarter of education professionals had been approached by a young person about relationship abuse in the past two years. (Source: Violence Against Women and Girls Factsheet to support schools in England to prevent violence and abuse of girls)

Domestic abuse is a crime in which the abuser seeks power and control over their victim and can affect women, men and children.

It includes any threatening or controlling behaviour such as psychological, physical, sexual, financial or emotional abuse and can range from:

- Being forced to do things (being pressured)
- Being frightened to say 'no'
- Being frightened to say what you think
- Feeling that you are 'walking on eggshells' all the time
- Being watched and checked up on
- Having your freedom unreasonably restricted
- Being stopped from seeing your family and friends
- Being made to feel small
- Forced marriage
- Violence, including 'honour-based' violence
- Sexual abuse
- Threats to you, your family, your pets or your possessions
- Being made to feel too tired, too depressed, and too frightened to fight back or leave
- Destructive criticism
- Disrespect and breaking trust.
- Isolation
- Harassment

It can affect anybody, regardless of gender, age, race, sexuality or social background. It is not acceptable in any circumstance. (source: GMP website)

- **Female Genital Mutilation** – Please refer to government policy guidelines at <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- **Forced marriage** - every year, at least 250 UK residents, both male and female, are forced into a marriage against their will, often by violence, coercion or emotional blackmail. Unlike arranged marriages, where the bride and groom both freely consent to the marriage even though the partner may have been chosen by their parents, forced marriages do not give the bride or groom – or in some cases, either – any choice. Forced marriage is a violation of human rights.
- **Online Pornography** – increasingly there are reports relating to unwelcome pictures or pranks, laddish behaviours and everyday sexism taking place across College and University campus. A study of female students' experiences of harassment, violence, stalking and sexual assault (Hidden Marks NUS 2010) showed that 1 in 7 respondents had experienced some form of serious sexual assault, and more than two-thirds had experienced some kind of verbal or non-verbal harassment in or around university. Through the rise of the Internet we have witnessed an unprecedented rise in the amount of online pornography that children and students have access to. Many of the images online are extremely graphic and upsetting. Pornography perpetuates unrealistic images of what men and women look like, and many young people will feel pressured to look and behave a certain way.
- **Child sexual exploitation and trafficking** – is still a statistically rare form of abuse in this country although an area which tends to dominate the press but which thankfully is not as common as the numbers of young people living with the

adverse effects of childhood neglect. That notwithstanding, everything we know about CSE suggests that it is profoundly important to our cultural psyche regarding the safety of children and students.

We know from recent academic studies point to the lasting, traumatic impact for young victims which can include a proven association for victims of developing psychosis, hallucinations, a five times greater likelihood of developing acute mental health conditions in adulthood and problems forming attachment and relationships in later life. Child sexual abuse involves any form of sexual activity with a child under the age of consent and can be committed by adults or peers, most often by those who are in a position of trust and/or authority over the child (such as friends or family members). It can be a single incident or for many repeated years.

Child sexual exploitation is a form of child sexual abuse based on an on going exploitative relationship between perpetrator and child. It ranges from 'relationships' where sexual activity is exchanged for gifts, 'protection' or accommodation, to trafficking and the organised abuse of children in ways linked to the sex industry. Gang-association is a particular context for girls' sexual exploitation by peers.

There are a number of signs that staff can be observant for that may equally, may not, indicate that a student is vulnerable to sexual exploitation, the list is long and not exhaustive but staff should be vigilant to changes in the student's demeanour and presentation, students that were outgoing and suddenly or gradually seem withdrawn may classically be associated with some form of exploitation; staff should be observant of long – term patterns of persistent behavioural concerns, it's possible that students that are usually polite, engaging and respectful that may seem sullen, angry, oppositional, defiant, temperamental may be at risk of a serious threat; or exposure to CSE.

Staff should be alert to physical scarring and bruising, sores that inexplicably do not seem to have healed, or the student complaining of unexplained pain and pressure from mobility or movement. Deep red or purple bruises, contusions that may be associated with being held, pressure sores, marks around the armpits, ears, wrists, neck and throat may be indicative that a child has been held against their will; or that force has been applied to sensitive and vulnerable areas of their body.

- **People Trafficking** - Modern slavery takes many forms, but some of the most common are sexual exploitation, forced labour and domestic servitude. Victims are forced to work illegally, against their will in many different sectors, including brothels, cannabis farms, nail bars, agriculture and even within people's homes. It is estimated that 2-4 million men, women and children are trafficked across borders and within their own country every year for purposes such as sexual exploitation, child brides and sacrificial worship. <http://www.stopthetraffik.org>
- **The impact of new technologies on sexual behaviour, for example sexting** - It has been estimated from online data security experts that 1 in 3 children have been a victim of cyber bullying and 1 in 4 children have experienced something upsetting on a social networking site. (Source: NSPCC). Sexual bullying refers to any bullying behaviour, physical or non-physical, which refers to a person's gender or sexuality: be it their sexual activity, orientation or preferences. The increasingly widespread use of digital technology to take and send pictures of oneself, or of friends in compromising positions or of their own genitalia is not uncommon and in

some cases becoming increasingly normalised. The proliferation of online dating tools, instant picture messaging sites, WhatsApp, Instagram and Snapchat mean that students use technology as an extension of their identity. Almost 1 in 4 young people have come across racist or hate messages online (source: NSPCC). For some students the relationships that they form in college may be their first experience of sex, or even seeing someone of the opposite sex naked.

- **Teenage relationship abuse** - It is believed that the prevalence of violent and emotional abuse in teenage relationships is increasing. 1 in 3 teenage girls has experienced sexual violence from a partner (NSPCC, 2009). Some reports put the number of incidents endured by, largely young women, in relationships at 81% (Source: Tender, a specialist charity supporting young people to minimise abuse in relationships.)
- **Substance misuse** - At LTE we welcome the downward trend in young people using substances but recognise that there remains a significant health problem. Public Health England reports a growing number of young people admitted to A & E for drug – related conditions. During 2012–13 they reported 20,032 young people receiving help for alcohol or drug problems with 68% had cannabis as their main problem drug. The proportion of children in the UK drinking alcohol remains well above the European average. We continue to rank among the countries with the highest levels of consumption among those who do drink, and British children are more likely to binge drink or get drunk compared to children in most other European countries.

The report goes on to note that many young people Many of the young people receiving help from specialist services have a range of ‘vulnerabilities’ (74%). This may include misuse of a range of drugs at an early age, drinking on a daily basis, or other risk factors such as offending, truancy or self-harm Young people who access specialist services can benefit from protective factors. For example, in 2012-13 92% of school age children were in either mainstream or alternative education, 63% of 16 to 17-year olds were in education, training or employment and 81% were living with their parents or other relatives. These factors can be key sources of stability and support, and may play vital roles in ensuring young people overcome their drug and alcohol problems. (Source, Public Health England).

- **Issues that may be specific to a local area or population, for example gang activity and youth violence** - The fatal stabbing of a school teacher in Leeds in 2014, the non – fatal stabbing of a school teacher in Bradford and the murder of a school boy in Aberdeen in 2015, are three examples of knife – related offences in the UK in the past 12 months. They highlight, amongst other things, the risks posed to staff working in education. Similar high profile incidents happen within the NHS, briefing reports suggest a five-fold increase, (Royal College of Nursing, 2009) in recent years.

The community served by LTE is classified as amongst some of the most economically – deprived areas in the country and as such whilst the British Crime Survey reports an overall reduction in the number of violent crimes, and knife enabled crime we are mindful that there is a strong local intelligence from our neighbourhood police service to suggest that knife crime is prevalent, and an enduring feature of life for many young people, some of whom will be our students, in the local area. Of more concern for GMP is a troubling rise in the number of firearm offences recorded in central Manchester. At the same time we

are cognizant of research from the University of Manchester which highlights the problematic nature of using a single response to identify gang membership, noting both that whilst “gang membership increases the chances of offending, antisocial behaviour, and drug use among young people... There are dangers in adopting an overly-general conception of ‘gangs’, namely the risk of drawing young people unnecessarily into anti-gang policies (‘net-widening’).

The research goes on to suggest that there are many complexities associated with the drive to join a gang and remain a member, “The strongest predictors of both joining and staying in a gang were pre-existing problem and anti-social behaviour. Having a sibling who is also a gang member and previous violent victimisation were significant factors for persistent gang membership. There was a lack of evidence relating to parenting, but the parents who knew their children’s peers (a proxy measure for parental supervision and monitoring) were less likely to have children who joined and remained in a gang.”

- **Fabricated or induced illness** - is far more common than supposed whilst the figures remain, as so many of these incidents do, hidden to public knowledge, Student Services staff have become increasingly concerned about the numbers of referrals from students to specialist agencies.

FII is the clinical name for what is sometimes referred to commonly as Munchausen’s Syndrome or Munchhausen’s Syndrome by proxy. This is where a student’s parent may have reason to believe that the student has a medical condition that warrants complicated and specialist medical procedures, culminating in frequent time off college and non – college attendance.

The definition of FII is broad, and encompasses many behaviours from self – harm, to deliberate harm such as eating or drinking toxic substances, breaking bones in their hands or feet usually causing further suffering or distress. In some cases students may believe that they suffer some kind of health related condition or physical illness which warrants specialist medical treatment.

It is not uncommon for even school aged children to hurt themselves deliberately by throwing themselves or jumping off stairs, standing on sharp objects, deliberately twisting their ankles, drinking bleach, students have smashed bones in their hand by intentionally hitting college noticeboards, in some cases requiring medical intervention.

- **Financial abuse** - financial abuse takes many forms, from denying someone access to funds, to making someone solely responsible for money while the other person is handling money irresponsibly. Money becomes a tool by which the abuser can further control the victim.

There will be other issues not listed here that pose a risk to children, young people and vulnerable adults.