



Norpro Training Ltd

Registered Charity: 1079789

SAFEGUARDING APPRENTICES



CONTENTS

Introduction	Page 2
Safeguarding - Need to Know	Page 2
Recognising Abuse	Page 4
Spotlight: Cultural Implications	Page 6
Spotlight: Gangs	Page 6
Spotlight: Online Bullying or Harassment	Page 7
Handling Disclosure	Page 8
Safeguarding and Welfare	Page 9
Update on DBS Checks	Page 10

SAFEGUARDING - NEED TO KNOW

This booklet is intended to inform Employers and Staff about Safeguarding their apprentices or young people in their care.

Every educational organisation or workplace is committed to safeguarding its apprentices and young people. The information contained in this booklet will equip you with the knowledge to handle a Safeguarding concern correctly and effectively. In order to protect your apprentices it is important that every person knows how to deal appropriately with a Safeguarding concern.

This booklet will provide you with the information you need to recognise an abusive situation and report it correctly within the correct procedures.

What is Safeguarding?



Safeguarding aims to protect the welfare of apprentices and young people from sexual, physical or emotional harm or abuse. This involves putting into place a number of measures to create a safe environment in which apprentices can thrive and achieve, as well as creating a safe, transparent and professional environment for staff and employees.

“The term ‘Safeguarding’ describes the broader preventative and precautionary approach to planning and procedures that are necessary to be in place to protect children and young people from any potential harm or damage.”

Keeping it Safe, National Council for Voluntary Youth Services

Safeguarding involves learners under the age of 18 and those that are considered to be vulnerable adults due to being unable to care for themselves or are considered more vulnerable to abuse due to a disability or mental health condition.

Safeguarding

Your organisation should have a procedure for reporting Safeguarding concerns.

For any Safeguarding concerns, one of the following Assistant Safeguarding Officers should be contacted as follows:

Carole McHardie
Brian Weatherston

An email address is also available to send concerns to which is continually monitored and remains confidential until further action deems appropriate:

safeguarding@norprotraining.co.uk

After discussion of your concern, if it is deemed to be a Safeguarding incident, then a Safeguarding Notification of Disclosure Form must be completed within one working day.

If the contact above cannot be contacted, please contact one of the others listed.

Designated Senior Safeguarding Officer – Carole McHardie

Deputy Senior Safeguarding Officer – **Brian Weatherston**

The Organisation's safeguarding policy can be downloaded www.norprotraining.co.uk

RECOGNISING ABUSE

It is the responsibility of all staff to recognise an abusive situation or the results of one. There are various signs of abuse which you might spot, dependent on the type of abuse.

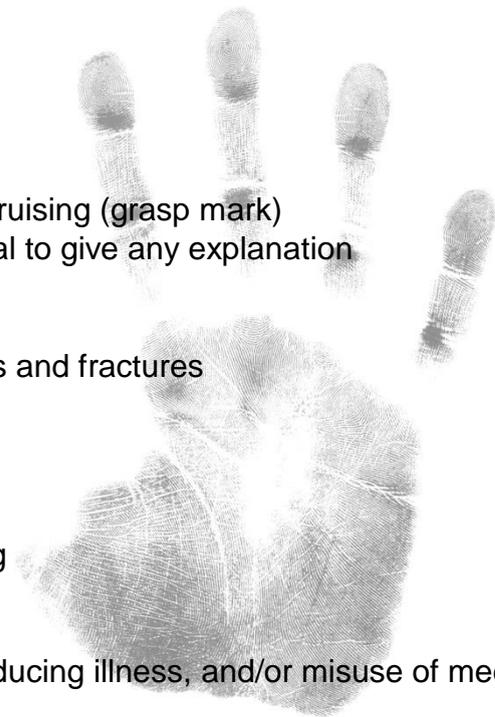
Physical Abuse

Signs of physical abuse

- Bruises to the eyes, mouth, or ears, fingertip bruising (grasp mark)
- Unlikely reasons given for the injury or a refusal to give any explanation
- Bruises of different ages in the same place
- Outline bruises (hand prints, belts or shoes)
- Burns bites and scars or unusual shaped scars and fractures
- Fear of suspected abuser being contacted

Forms of physical abuse

- Hitting / slapping / smacking / pushing / kicking
- Poisoning
- Burning / Scalding
- Fabricating the symptoms of or deliberately inducing illness, and/or misuse of medication
- Restraint or inappropriate sanction



Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities including prostitution (now generally referred to as sexual exploitation). The age of consent in the UK is 16, but if a learner is under 18, an incident can still relate to a Safeguarding concern and should be reported.

Sexual abuse also includes involving children or young people in non-contact activities, such as looking at or producing pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Those who want to sexually abuse young people or vulnerable adults will usually build up a relationship with the person first before abusing them.

Signs of sexual abuse

- Direct disclosure
- Behavioral concerns: for example, depression, self-harm, suicide attempts, running away, overdoses, over or under eating.
- Sudden changes in mood and altered attitudes to particular adults
- Sexually transmitted diseases

Emotional Abuse

All abuse involves some level of emotional abuse, although it may occur on its own.

Signs of emotional abuse

Emotional abuse can be very difficult to define or prove, but there are signs and symptoms to identify it. Possible indicators include:

- Behavioral problems such as petty crime, telling lies, being disruptive
- Low self-esteem and lack of confidence
- Aggression
- Indiscriminate attachment to others or failure to attach to a parent
- Lethargy, depression and anxiety - including loss of vitality and being withdrawn
- Developmental delay including difficulty with learning
- Self-harm or covering the evidence of self-harm

Neglect

Learners that need extra care from an adult could be vulnerable to neglect. Neglect can involve all or some of the following:

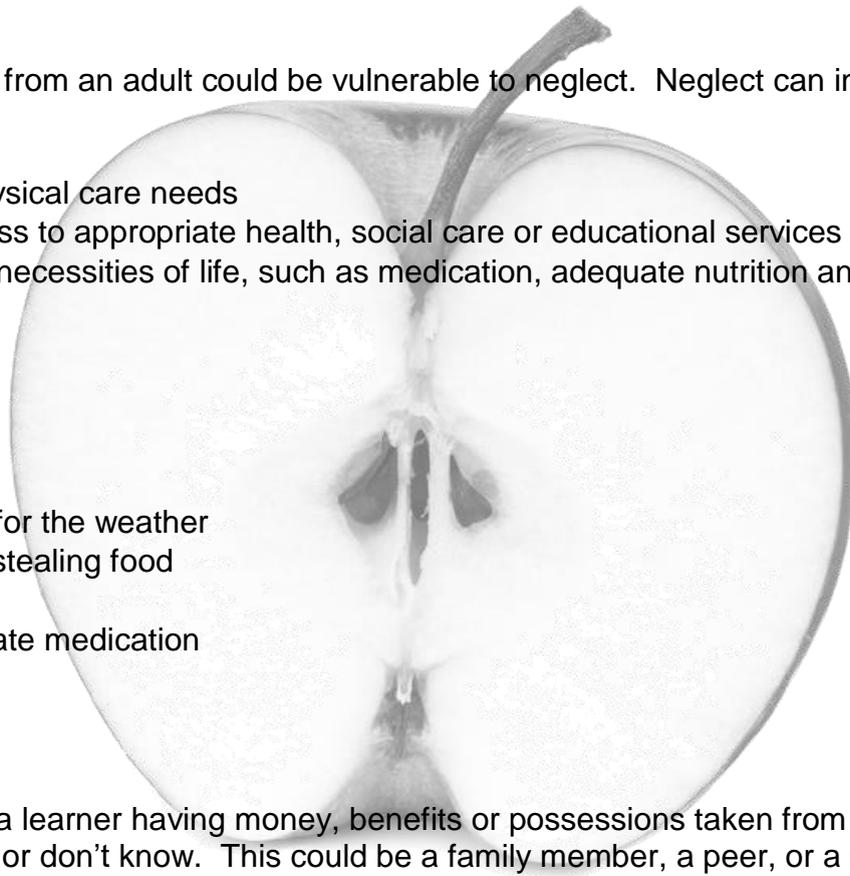
- Ignoring medical or physical care needs
- Failure to provide access to appropriate health, social care or educational services
- The withholding of the necessities of life, such as medication, adequate nutrition and heating

Signs of neglect

- Undernourished
- Dirty skin and hair
- Dirty or soiled clothing
- Inappropriate clothing for the weather
- Expressing hunger or stealing food
- Tiredness
- Not receiving appropriate medication

Financial Abuse

Financial abuse could involve a learner having money, benefits or possessions taken from them by either someone they know, or don't know. This could be a family member, a peer, or a person in authority over the learner.



SPOTLIGHT: CULTURAL IMPLICATIONS

As an organisation, we need to be aware of the cultural differences which may affect some young people more than others. These instances of abuse will occur rarely, but it is important to spot the signs of any abusive situation.

Forced Marriage

Forced marriage' is defined as marriage without the consent of either or both parties, and where coercion is used. Forced marriage is not the same as arranged marriage, where although the families involved may select a partner, those partners ultimately have the right to consent to, or refuse, the marriage.

Female Genital Mutilation

In some cultures, Female Genital Mutilation (FGM), female circumcision, is practiced on girls and young women. FGM is illegal in the UK and cultural considerations can never override a child's legal right to be safe from harm. Indeed, women in the UK from cultures practising FGM have been in the forefront of working to ensure it is stamped out.

Honor Killings

So called 'honor killings' are murders within families of victims who are believed to have brought 'shame' on the family. The 'shame' could be caused by a victim refusing to enter into an arranged marriage, or for having a relationship that the family considers inappropriate. The potential victim of an honor killing may go missing in order to escape their family.



SPOTLIGHT: GANGS

Gang membership is often a result of peer pressure to which particularly vulnerable young people and adults may be more susceptible. Recent Home Office guidance has set out strategies for Local Authorities and their partner agencies (including FE colleges) to tackle gangs (e. g. in providing support to schools and colleges to educate young people not to carry knives). If you are concerned that a student (young person or adult) is involved in gang activity you should discuss this with your Senior Designated Safeguarding Officer.

SPOTLIGHT: ONLINE BULLYING OR HARASSMENT

As there are now many ways to communicate via the internet, staff need to be aware of the different types of communication which could potentially lead to a young person being bullied.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. No place, not even a bedroom, provides sanctuary from the intrusion of a threatening text message or an abusive e-mail.

Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can often seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL - Tell You Later) make it difficult for adults to recognise potential threats.

Speak to a Safeguarding Officer if you suspect that a learner is being bullied or harassed online.



Useful Links

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

A site for young people, parents employers and teachers to understand more about online/cyber bullying. This site also provides contact with counselors and mentors.

Think U Know <https://www.thinkuknow.co.uk/>

This website provides an excellent pool of resources for staff via registration.

Questions to Ask



When handling a disclosure of a Safeguarding concern, ensure that you use open questions that deal with who, what, where, when and how. For example:

? "What is making you upset?"

? "When did it happen?"

? "Who did this?"

Do not use leading questions, e. g. "Did your boyfriend hit you?" Leading questions cause problems and might make the person tell you what they think you want to hear. "Are you upset because you are being forced into marriage?" is also a leading question, until you have established that the person is actually being forced into marriage. It is best to say "Tell me what happened," or "Tell me why you are upset."

In an Emergency

In an emergency, do anything necessary to make sure the learner is safe. This could include medical attention, or contacting the police. Where possible, consult with a Safeguarding Officer. Write down as soon as possible what you were told and what you did.

HANDLING DISCLOSURE

If the individual is not in immediate danger you should discuss your concerns, including what you have seen and what you have been told, with a Safeguarding officer (see page 3 for contact details).

What's the difference?

The person responsible in your organisation will sometimes receive reports which are more of an individual welfare issue, rather than a Safeguarding issue. But what's the difference?

SAFEGUARDING

A learner being abused either physically, emotionally or sexually by a parent, carer or someone in a position of authority.

A student who is under the age of 18 being in a sexual relationship, particularly if their partner is older.

A learner under the age of 18 or is considered to be a vulnerable adult doesn't have a safe place to go to after attending College.

WELFARE

Any incident involving a learner who is over the age of 18 and who isn't considered to be a vulnerable adult.

A learner experiences a one off incident with a stranger which is very unlikely to be repeated.

An issue related to management of behavior such as lateness or non-attendance.

What should I do?

Discuss the incident with a Safeguarding Officer. These contact details are listed on page 3.

Not sure whether your concern is Safeguarding or Welfare?

Speak to a Safeguarding Officer for further advice.

What is a DBS check?

Some job roles may require an individual to undergo a DBS check. The Disclosure and Barring Service (DBS) is a government department which ensures that suitable individuals are employed to work with young and vulnerable people. The DBS replaces the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). The DBS processes checks against an individual's criminal record and then supplies the individual with a certificate, which they then present to their employer.

How to get a DBS check

- The Employer gets an application form from DBS or an umbrella body (a registered body that gives access to DBS checks).
- The Employer gives the applicant the form to fill in and return to them along with documents proving their identity.
- The Employer sends the completed application form to DBS or their umbrella body.
- DBS sends a certificate to the applicant. The employer will have to ask the applicant to see the certificate.

(Information from www.gov.uk/disclosure-barring-service-check/overview)

Who is checked?

A DBS check on a job role depends on the frequency and level of contact that the role will have with apprentices, whether or not those learners are under 18 or vulnerable adults, and whether or not the role has supervised or unsupervised contact with them.

Therefore, most Lecturing roles and Support roles will have an enhanced disclosure and barred list check. Certain roles will not require a DBS check at all.

DBS Update Service (Online)

Staff can also register for an online service with their DBS certificate which allows you to transfer your certificate from one employer to another and you won't have to have a new certificate every time. **This must be done within 14 days of the certificate issue date.**

Visit www.gov.uk/dbupdate-service for more information