



# **STAFF GUIDE TO SAFEGUARDING STUDENTS**



## What is Safeguarding?

### **Definition**

Safeguarding is the protection of children and vulnerable adults from:

- Abuse
- Maltreatment or
- Harm to their health or development

### **Child**

Anyone under the age of 18

This extends to the age of 24 if a person is a

- Looked after child or
- Has an education and Health Care Plan or
- Learning or other disability

### **Vulnerable Adult**

Anyone aged 18 or over who is, or may be, in need of:

- community care services
- for disability, age or illness
- or who may be unable to protect themselves against significant harm or exploitation

## What is your role?

As a member of staff at Lincoln College you have a legal duty of care towards to the students at college. Your role in regards to Safeguarding is simple in that you should:

- Know the categories of abuse
- Be aware of the signs and symptoms
- Know what to do with concerns or disclosures

This handbook provides you with the information to cover those three points.

Ultimately if you have any concerns or worries in regards to a student then you should seek advice and support from your Line Supervisor or Safeguarding Team.



## Categories of Abuse

### **Physical**

This may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating amongst other forms. This can be done deliberately or recklessly or as a result of a deliberate failure to prevent injury.

### **Sexual**

Sexual abuse takes many forms and can include contact and non-contact abuse. 9 out of 10 victims of sexual abuse are abused by someone that they already know who could be a relative or a person in a position of trust. Sexual abuse can be committed by men, women, young people and children from all areas of society.

### **Emotional**

Emotional abuse is the persistent emotional ill treatment or rejection of a person. This can cause significant adverse effects on the person suffering the abuse and can have a long term impact on their wellbeing and ability to function. The impact can be catastrophic to the point that individuals turn to self-harm or suicide.

### **Neglect**

Neglect is the failure to meet the needs of the child or vulnerable adult whether physical or psychological which can result in serious impairment to the person's health or development.



## Indicators of Abuse

### Physical

The signs and symptoms of any form of abuse are many and varied and there is no clear indicator of what, and if any, abuse is taking place but concerns should be raised if any of the below become apparent:

- Change in appetite and weight
- Unexplained or vague accounts for physical injuries
- Different aged injuries
- Evidence of self-harm
- Inappropriate clothing to hide injuries/ appearance
- Untreated medical conditions
- Constant fatigue

The above indicators are a small example and you should be alert for signs and symptoms and seek advice.

### Behavioural

Abuse is often identified by behavioural changes in a person. This could be small changes over time or a dramatic extreme where they become noticeably different in their presentation in comparison to normal.

Changes in a person's personality or character can offer a window of opportunity to identify and support an individual suffering abuse. Even subtle changes could give you a 'gut feeling' that something is wrong and should be an indicator to offer support and seek advice.

### Remember:

**The welfare of the child and vulnerable adult is paramount**





# Reporting Concerns

## Concerns

The first thing to do when you have concerns is not to panic. Try and identify your concerns then discuss with a line supervisor or a Safeguarding Lead what those concerns are.

If your concerns are to such an extent that you believe that a child or vulnerable adult is at immediate risk of harm then the Police or Social Services should be contacted directly and immediately.

## Disclosures

Disclosure is a term used when an individual tells you about abuse that they may be suffering. This could range from low level abuse to significant and troubling concerns that to a reasonable person are abhorrent and upsetting.

Information that an individual discloses may have to be shared with other agencies dependent on what is disclosed and it's because of this that confidentiality cannot be guaranteed or agreed to.

Again you shouldn't panic but listen to what's being said and try to clarify what you're being told. Some disclosures can be difficult to hear but it's important to remain professional and calm. This will place you in a better position to forward the information to the Safeguarding Team or other agency and enables them to make a decision as to how to deal with the matter.

If anyone makes a disclosure to you then you should record as much detail as possible as to what was actually said as soon as practicable after you have been told. This can be hand written or typed into a document but this should be retained securely by you or forwarded to the Safeguarding Team for them to retain.

This is something that other agencies may need to see and retain so be professional in your approach and don't be tempted record personal judgements or opinions.

# Bullying and Harassment

## Definition

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The college has a zero tolerance policy towards bullying and it should be tackled where ever it is encountered. To facilitate this, college has a Bullying and Harassment Support Group which is there to support those experiencing bullying or harassment. They can offer support and advice as well as signposting towards other support in addition to recommending any disciplinary process that may need implementing.

The Bullying and Harassment Support Group members can be contacted through main reception.



## Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse.

Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation is a hidden crime.

Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.



## Professional Boundaries

You have an important role in the lives of students and it's important that both staff and students have a safe learning environment.

Legally, you have a duty of care towards students and as such should raise concerns when there appears to be an issue. To protect yourself you should avoid behavior which might be seen by others as concerning. A number of areas where you can protect yourself are set out below:

### **Communications**

You should normally only make contact with students within normal working hours. This relates to all forms of communication but needs to be put into the context of what is reasonable and relevant. For example, a Tutor may be reviewing a student's body of work and in the process compile an e-mail indicating some additional work or amendment that needs to be undertaken which is then sent to the student out of hours. In this context the e-mail would be relevant in that it relates to college work and it's reasonable in that it is auditable and can be viewed if concerns are raised.

You should not disclose your personal details such as e-mail address, personal mobile or home telephone number to students. The college provides adequate forms of communication for you to make contact with students including JANET Text and e-mail.

Ultimately you have a responsibility to safeguard yourself and should ask whether the form of communication you are having with a student is reasonable and how someone else may view your actions.

### **Boundaries**

You should be mindful of discussing anything which could make you vulnerable. This could include discussing your personal intimate relationships which may be seen as unprofessional and over stepping boundaries. In addition you should not make personal comments that could be seen to cause offence and in particular comments that could be in contravention of the college Equality and Diversity Policy.

### **Money and Gifts**

You should never lend or give money or gifts to students.

### **Infatuation**

There could be occasions where students becoming infatuated with a member of staff for various reasons. This could be because that member of staff has helped the student in a time of need or due to the student's personality or mental health issues. If you are concerned that a student may be forming inappropriate feelings for a member of staff then you should inform your line supervisor or member of the Safeguarding team.





### **Social Contact**

You should not seek social contact with students for the purpose of securing a personal relationship.

There may be an occasion where the student and member of staff were friends or in social contact prior to their attendance at college and if this arises then they should make their line supervisor aware to assure transparency.

You should not acknowledge attempts by students to instigate social contact i.e. Facebook, Instagram etc.

### **Physical Contact**

You should be aware of the context of any physical contact with students.

It is appropriate within a vocational education setting that there may be staff/ student contact on occasion i.e. beauty therapy treatment or sporting activities. There may be occasions where certain physical contact is inappropriate and you should be aware of your professional status and that physical contact with a student is open to scrutiny or question.

Any physical contact with a student should be reasonable, proportional and beyond reproach. In addition you should avoid 1:1 contact with students in a setting where questions may be raised or when you are aware that a student may present issues.

If you find yourself in a difficult situation then you should speak with your line supervisor as soon as possible.

### **Confidentiality**

You have certain legal duties in regards to confidentiality and in particular the Data Protection Act which you should be familiar with. In addition you should be aware of the context of when you can discuss students and in particular the confidential aspect of such discussions. It would be inappropriate for you to discuss a student's personal information within a social setting outside college where members of the public could overhear.

You should never use information you have access to for your own, or others, personal gain. In addition you should never use such information to undermine, humiliate or otherwise impact negatively on another.

### **Medication**

You should never administer medication to students without prior approval and instruction from college. This refers to any type of medication.



## Social Media

### **How to protect your reputation and stay safe online**

Act in accordance with college policy.

E-mail or text communications between an adult and a child or young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

### **Manage your personal information.**

You're strongly advised, in your own interests, to take steps to ensure your personal data is not accessible to anybody who does not have permission to access it. This includes your date of birth and address. Identity theft is a growing crime and this information could be used to access your bank account or apply for a credit card in your name.

### **Understand privacy**

How you behave online is not the same as doing what you like in the privacy of your own living room. As an employee you should be careful that your behaviour and conversations on the internet doesn't compromise your professional role. Privacy on the internet seldom means communications are entirely private, even messaging.

### **Respect dignity**

Do not post pictures of, or comments about children or young people you are working with. Respect people's right to confidentiality.

### **Uphold your reputation**

Remember that anything posted online could end up in the public domain to be read by parents, children, young people or your employer. Some organisations may even access social networking sites before considering you for a job interview.



### **Further tips for Facebook and other social network sites**

- Treat your online conversations as if you were talking with people in a public space where you can be seen and overheard
- Don't post or tweet when under the strong influence of alcohol or drugs
- Learn how to adjust your security or privacy settings in Facebook. Most social networking sites allow you to control who can see your information. For example, at the bottom of every page on Facebook, there is a link that reads 'Privacy'. The linked page is 'a guide to privacy on Facebook', containing the latest privacy functions and policies.
- Set your privacy settings to "only friends". Settings such as "friends of friends" and "networks and friends" open your content to a wider audience. Your privacy and that of your family, friends, colleagues and students could be compromised
- Remove inappropriate photos. Somebody else could post a photo on their profile in which you are named, so think about any photos you appear in. On Facebook, you can 'untag' yourself from a photo. If you do find inappropriate references to you and/or images of you posted by a 'friend' online you should contact them and the site to have the material removed.
- Make sure you regularly check and refresh your site page to ensure it is free of any inappropriate comments and/or images.
- Always log out of any conversations when you have finished using the site.
- Stop the network provider from passing on your details to other companies for research and advertising purposes.



# PREVENT

## What is Prevent?

Prevent is one of four strands of the government's counter-terrorism strategy, known as Contest. It was created by the Labour government in 2003 and its remit was widened by the coalition government in 2011.

The other strands are: Prepare, Protect, and Pursue.

Prevent is designed to support people at risk of joining extremist groups and carrying out terrorist activities.

Extremism is the vocal or active opposition to British values which are:

**Democracy**

**Rule of law**

**Individual liberty and respect for others**

**Tolerance of different faiths and beliefs**

In practice it aims for Police and other organisations to build relations across the UK and requires faith leaders, teachers, doctors and others to refer any suspicions about people to a local Prevent body. An assessment is then made about whether further action is needed.

Where action is taken, an individual can be placed on the government's Channel Programme. This is a support plan which may include mentoring.

An e-learning training package is available at: **[www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk)** which all staff should have undertaken as part of their employment at Lincoln College.

In summary PREVENT is about:

- Identifying concerns
- and referring those concerns

If you have concerns in regards to any student please contact the Safeguarding Team.





# Resources

## Telephone Contacts

Safeguarding Team

Rachel Overton, Director of Student Services  
6222

Sam Yates - Customer Service and Pastoral  
Manager 6219

Donna Stallard-Taylor - Safeguarding  
Coordinator 6495

Jeff Masterton - Advanced safeguarding  
Lead 6529

**Police** – 101

## Social Services:

Lincolnshire - 01522 782111  
( Out of hours – 01522 782333)  
Nottinghamshire – 0300 500 80 90

## Websites

**[www.childline.com](http://www.childline.com)**

General safeguarding advice

**[www.ceop.police.uk](http://www.ceop.police.uk)**

Child Exploitation and Online Protection

**[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)**

CEOP sourced material for young people

**[www.nspcc.org.uk](http://www.nspcc.org.uk)**

National child protection site

**[www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk)**

Local information on safeguarding children  
and adults

**[www.talktofrank.com](http://www.talktofrank.com)**

Free 24 hour confidential helpline for advice  
regarding drug use (for users, family and  
friends)

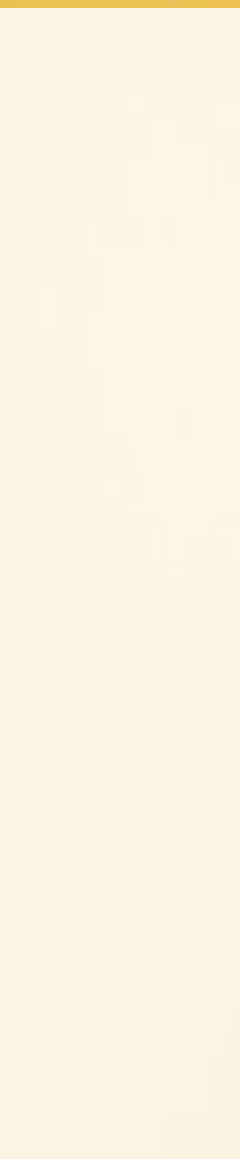
**[www.addaction.org.uk](http://www.addaction.org.uk)**

Supporting people with drug/ alcohol  
addictions

**[www.rethink.org](http://www.rethink.org)**

Information, advice and support relating to  
mental health

Other resources and contacts are available  
through the Safeguarding Team



# SAFEGUARDING

**At Lincoln College there are Safeguarding Leads based in  
Lincoln College Student Services:**

**Rachel Overton**

Director Of Student Services



**Sam Yates**

Customer Service  
and Pastoral Manager



**Donna Stallard-Taylor**

Safeguarding Coordinator



**Jeff Masterton**

Advanced Safeguarding Lead



To contact a safeguarding staff member during the daytime call 01522 876000 ext: 6219  
or 6668 or you can email [safeguarding@lincolncollege.ac.uk](mailto:safeguarding@lincolncollege.ac.uk) at anytime

**Lincoln  
Newark  
Gainsborough**



College