



## **DistanceLearningCentre.com Ltd**

### **Safeguarding Policy and Procedure**

DistanceLearningCentre.com Ltd (also referred to as the Organisation) recognises that it has a duty and responsibility to safeguard and promote the safety and welfare of young people and adults. The Organisation is fully committed to the well-being of all its learners and staff and those who have direct links with the Organisation. DistanceLearningCentre.com Ltd actively promotes the positive welfare of all learners, young people, adults, and those with additional needs, and expects all staff and partners to practise this commitment at all times.

DistanceLearningCentre.com Ltd regards each learner as a unique individual and seeks to support their development in ways which will foster confidence, independence, and security. We recognise that high self-esteem, support, a safe and secure environment, and clear lines of communication with trusted adults helps all learners. These are regarded as central to the well-being of the individual and are seen to be an essential part of the curriculum, and ethos of the Organisation.

We believe no one should ever experience abuse of any kind. We have a responsibility to promote the welfare of all learners under the age of 18, and of vulnerable learners over the age of 18.

The aim of this policy is to safeguard:

- All learners at the Organisation, including young people, adults, and those with additional needs.
- The Organisation, all its staff and partners in carrying out their duties in teaching/tutoring, and supporting learners by distance learning.

This policy applies to:

- All learners, including young people, adults, and those who have additional learning/support needs.
- All members of staff of DistanceLearningCentre.com Ltd, as well as volunteers, sessional workers, agency staff, or anyone working on behalf of the Organisation.

## A Policy Statement

The Organisation's Executive Management Team (EMT) will ensure safeguarding is a high priority, and the Executive Manager (HR & Quality) will annually review related policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of young people, vulnerable adults, and those with additional needs and, ensuring the promotion of a safe environment for all learners. This will be achieved by regularly promoting and embedding safeguarding and key health and safety messages into our teaching, learning, and learner support.
- Following procedures to ensure staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
- Identifying young people, adults, and those who have additional needs and/or at risk of significant harm, and providing procedures for reporting these concerns. This will be achieved by working closely with the Learning Support Officer, where disclosures can be discussed.
- Establishing clear procedures for reporting and dealing with allegations of abuse against members of staff and/or learners. This will include seeking timely advice from external safeguarding agencies when learners are potentially at risk of any harm.
- The safe recruitment and employment of staff. This will be achieved by the Human Resource Department and all staff involved in the recruitment process following legislation, and policy and procedures, ensuring all recruitment checks are completed and records are maintained.

In developing and reviewing these safeguarding policies and procedures, the Executive Manager (HR & Quality) will undertake consultation with relevant bodies including the Local Safeguarding Children Board (LSCB), The North West Regional Prevent Co-ordinator for FE/HE, and follow legislation and recommended guidance from the government.

All FE/HE providers in relation to the Counter Terrorism and Security Act 2015 have a duty to ensure all learners, staff, and volunteers are advised on how to keep safe and within the law. The Prevent Duty does not prevent learners and staff from having political or religious views and concerns, but contains details on how they use these concerns or act on them in non-extremist ways.

### What is extremism?

The government has defined extremism in the Prevent Duty as '**vocal or active opposition to fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs.**' This also includes calls for the death of members of the British armed forces.

### What are British Values?

British values are defined as '**democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.**' See Appendix 2 for further information.

## Prevent

Prevent is 1 of the 4 elements of ‘**CONTEST**,’ the Governments counter-terrorism strategy. The 4 elements are PREVENT → PURSUE → PROTECT → PREPARE. It aims to stop young people becoming terrorists or supporting terrorism.

## Types of abuse

Types and possible signs of abuse are provided in **Appendix 3**.

Examples of harm are provided in **Appendix 4**.

Additionally, DistanceLearningCentre.com Ltd acknowledges ‘**abuse of position of trust**,’ which prohibits staff from engaging in or encouraging sexual activity with learners who are under the age of 18, or vulnerable adults.

## Other important sources of information include:

- The Education Act 2002 (Section 175/157)
- Section 26, The Counter Terrorism and Security Act 2015 (Prevent Duty).
- What to do if you are worried a child is being abused. This link provides detailed information for parents and carers, and organisations on issues such as, online safeguarding and safeguarding adults <https://www.lancshiresafeguarding.org.uk/>
- Working together online – a guide to interagency working to safeguard and promote the welfare of children  
[http://www.workingtogetheronline.co.uk/documents/Working\\_TogetherFINAL.pdf](http://www.workingtogetheronline.co.uk/documents/Working_TogetherFINAL.pdf)
- Working Together to Safeguard Children: July 2018  
<http://www.workingtogetheronline.co.uk/resources.html>
- Local Government Association <https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/safeguarding-resources>
- [www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx](http://www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx)
- NSPCC <https://learning.nspcc.org.uk/safeguarding-child-protection/>
- The Children Act 1989 and 2004
- Keeping Children Safe in Education (DfE, September 2023)
- Safeguarding Vulnerable Groups Act 2006.
- Special educational needs and disability (SEND) code of practice: 0-25 years. HM Government 2014
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Meeting digital and technology standards in schools and colleges (DfE March 2023)
- The General Data Protection Regulation (2018)

## **B Responsibility for safeguarding**

The overall responsibility for safeguarding is the Organisation's EMT who will ensure that:

- there are safeguarding policies and procedures in place.
- all staff working with young people and adults with additional needs receive appropriate training to familiarise themselves with safeguarding issues and their responsibilities and, the Organisation's policies and procedures.

Safeguarding is the responsibility of all staff, and staff should be able to identify concerns early and make the appropriate referral.

All staff:

- have responsibility for ensuring a safe environment for learners. If there are any concerns about the welfare of a young person, or disclosure or suspicion of abuse, all staff should know how to respond and who to contact (see below).
- should ensure they never make a young person feel ashamed that they have disclosed abuse or harassment.
- should be aware that young people may not feel ready, or know how to tell someone that they are being abused or exploited. This should not prevent staff from taking concerns to the designated safeguarding staff.
- should be aware of the principles and processes described in this policy.

The senior staff member with lead responsibility for safeguarding who is also the Lead Designated Senior Person (Lead DSP) for safeguarding is:

Karen Hayday

Executive Director (Curriculum), based at the Organisation's head office in Todmorden.

Tel: 01706 810245; 07464 546962 (M).

Email: [k.hayday@distancelearningcentre.com](mailto:k.hayday@distancelearningcentre.com)

The **Lead DSP** is responsible for:

- Leading and chairing Organisational meetings, and ensuring that there are policies, procedures, and systems in place to safeguard and promote the welfare of all young people, vulnerable adults, and anyone with additional needs.
- Ensuring safeguarding procedures are followed.
- Supporting DSP staff.
- Ensuring the referral of cases of abuse to the relevant Social Care bodies. Allegations are referred to the Local Authority Designated Officer (LADO) in accordance with LSCB Procedures.
- Providing advice and support to staff on safeguarding issues.
- Maintaining a proper record of any referral, complaint, or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral).

- Ensuring that parent's or carers of learners or anyone supporting those with additional needs with the Organisation are aware of the Organisation's safeguarding policy.
- Liaising with the relevant bodies in relation to safeguarding.
- Ensuring that all staff receive appropriate training and are aware of the related policies and procedures.

### **Designated Senior Persons (DSPs)**

The Lead DSP is assisted by a number of other (back up) Designated Senior Persons (DSPs).

The staff member responsible for safeguarding issues on a day-to-day basis is:

Dominic Quintrell  
 (Learning Support Officer)  
 Tel: 07825 443845  
 Email: [d.quintrell@distancelearningcentre.com](mailto:d.quintrell@distancelearningcentre.com)

DSPs with responsibility for safeguarding are:

**Dominic Quintrell**  
 (Learning Support Officer)  
 Tel: 07825 443845 (M)  
 Email: [d.quintrell@distancelearningcentre.com](mailto:d.quintrell@distancelearningcentre.com)

**Zafar Khan**  
 Executive Manager (HR & Quality)  
 Tel: 07392080705 (M).  
 Email: [z.khan@distancelearningcentre.com](mailto:z.khan@distancelearningcentre.com)

The DSPs will:

- Report to the member of staff with lead responsibility for safeguarding.
- Support the Lead DSP in the review of policies and procedures, and to safeguard and promote the welfare of all young people, vulnerable adults, and anyone with additional needs.
- Know how to make an appropriate referral and will be available to provide support to learners and staff on safeguarding.
- Will be available to listen to learners studying with the Organisation, their families and those involved are updated of any developments.
- Have received training in safeguarding.

The Organisation (normally via the Lead DSP and DSPs) will refer concerns that a learner might be at risk of significant harm to the relevant Social Care Services.

## **C Dealing with disclosure of abuse and procedure for reporting concerns**

All staff are provided with safeguarding training and also attend refresher safeguarding training every three years.

### **Procedure**

If a learner tells a member of staff about possible abuse:

#### **DO:**

- Stay calm and reassuring.
- Listen to and take what the learner says seriously.
- Tell the learner that they are right to tell someone.
- Let them know that you understand how difficult it must be to talk about such experiences.
- Arrange a time where you can talk privately and uninterrupted as soon as possible.
- Explain that you will need to involve other people and why.
- Be supportive.
- Give realistic encouragement.
- Allow the learner to speak.
- Make a written record of what is said by the learner – unprompted, it needs to be made clear to staff that they can ask open questions but only when necessary, in order to clarify or gather further information.
- Follow the Organisation's internal channels of communication.
- Follow the Organisation's safeguarding procedures.
- Talk to someone about your feelings and seek support for yourself.
- Let the learner know that she/he is not to blame.

#### **DO NOT:**

- Promise confidentiality.
- Make promises or reassurances you cannot keep.
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation.
- Ask the learner to repeat the details unnecessarily.
- React emotionally.
- Interrupt or stop a learner during a disclosure.
- Underestimate your role as a trusted adult.
- Forget to make time and seek support for yourself.

All staff are required to inform the Lead DSP/DSP once a disclosure has been made.

Staff should not investigate concerns or allegations themselves, but should report them immediately to one of the DSPs. The Lead DSP/DSP will make appropriate referrals in accordance with safeguarding guidelines.

Generally, staff other than the DSPs or the Executive Directors should not make referrals, however, in an emergency or if after discussion with a DSP a member of staff believes that a referral is necessary, then in this case the referral may be made by telephone to the relevant Social Care Services. If this occurs, the Lead DSP must be informed in order to keep records.

### **Confidentiality**

Any learner who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner with other professionals.

If a learner confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with a DSP.

This needs to be done with care and sensitivity, and the learner needs to be reassured that the matter will only be discussed with people who need to know.

### **D Procedures for managing allegations of abuse against adults working in education settings**

DistanceLearningCentre.com Ltd is required to comply with the Safeguarding Procedure for Managing Allegations against Adults Working in Education Settings. These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description.

The Organisation recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons, and that the facts of the allegation may or may not be true. It is imperative that those involved with an allegation maintain an open mind and investigations are thorough, and not subject to delay.

DistanceLearningCentre.com Ltd recognises that the welfare of a learner is of paramount concern but also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore, those dealing with such allegations within the Organisation will do so with sensitivity and will act in a careful and measured way.

### **Receiving an allegation**

A member of staff who receives an allegation about another member of staff should immediately report the allegation to the lead DSP/DSP. The lead DSP/DSP will obtain written details of the allegation from the learner, that are signed and dated.

### **Initial assessment**

An initial assessment of the allegation, consulting with the lead DSP and a Senior Post holder, is undertaken. An allegation is information which indicates that a person who works with a learner has:

- Behaved in a way that has harmed or may have harmed a learner.
- Possibly committed a criminal offence against or related to a learner.

- Behaved towards a learner in a way that indicates s/he is unsuitable to work with young people or vulnerable adults.

**It is important that the DSP does not investigate the allegation.** The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

If the assessment of the allegation is that it requires further investigation then an Executive Director with the Lead DSP should refer the matter to the relevant authority.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the learner. The matter should be addressed in accordance with the Organisation's disciplinary procedures.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

### **Enquiries and investigations**

Safeguarding enquiries by Social Care Services or the Police are not to be confused with internal disciplinary enquiries by the Organisation. The Organisation may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the Organisation to act in a particular way; however, the Organisation will assist the agencies with their enquiries.

The Organisation shall hold in abeyance its own internal enquiries while the formal Police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Lead DSP is responsible for ensuring that the Organisation gives every assistance with any agency enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made, and suggest that s/he should consult with a representative.

The Lead DSP will consult with the Police or any relevant body particularly in relation to timing and content of the information to be provided and shall:

- Inform the learner or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the learner making the allegation have been informed verbally and in writing that the allegation has been made, and what the likely process will involve and are regularly updated at each stage or at regular intervals.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve. The Lead DSP shall keep a written record of the action taken in connection with the allegation.



## **Suspension of staff**

Suspension should not be automatic. In respect of staff, other than the Executive Directors, suspension can only be carried out by a nominated Senior Post Holder. In respect of the Executive Directors, suspension can only be carried out by the Executive Manager (HR & Quality).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

1. Where a learner is at risk.
2. Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
3. Where necessary for the good and efficient conduct of the investigation.

The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. If suspension is being considered, the member of staff should also be encouraged to seek advice.

If an Executive Director considers suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

The member of staff should be informed that they have the right to be accompanied by a work colleague or union representative to any meetings. The member of staff should be given the opportunity to consider any information given to him/her, prepare a response and raise this at the meeting.

Where a member of staff is suspended, the Lead DSP should address the following:

1. The reports received by the Executive Directors from HR.
2. Where an Executive Director has been suspended, the remaining Executive Director will need to take action to address the management of the Organisation.
3. The parents/carers of the learner making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the learner making the allegation of the suspension.
4. Senior staff who need to know of the reason for the suspension should be informed.
5. Depending on the nature of the allegation, an Executive Director should consider with the Lead DSP whether a statement to the learners of the Organisation and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Executive Directors and the DSPs shall consider carefully, and review the decisions as to who is informed of the suspension and investigation.

The suspended member of staff should be given appropriate support during the period of suspension. S/he should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the Organisation's disciplinary procedures.

### **The disciplinary investigation**

The disciplinary investigation, if deemed necessary, should be conducted in accordance with the Organisation's disciplinary procedures.

### **Allegations without foundation**

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the relevant Social Care Services in order that other agencies may act upon the information.

In consultation with the Executive Director, the Lead DSP will contact the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken.

Consideration should be given to offering counselling and support in order to rebuild the member of staff's confidence.

Inform the parents/carers of those involved of the allegation made and the outcome.

Where the allegation was made by a learner other than the alleged victim, consideration to be given to informing the parents/carers of that learner.

Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation, and confirming that the above action has been taken.

In some circumstances, consider the broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

### **Records**

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and if disciplinary action is taken, details retained on the member of staff's personal, and confidential file.

Where the allegation is found to be without foundation, a record of the allegation, investigation, and outcome should be retained. If a member of staff is dismissed or resigns before the disciplinary process is completed, s/he should be informed about the Organisation's statutory duty to notify the Disclosure and Barring Service (DBS).

### **Monitoring effectiveness**

Where an allegation has been made against a member of staff, the lead DSP should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are

any matters arising from it that could lead to the improvement of the Organisation's policies and/or procedures. Consideration should also be given to the training needs of staff.

### **E Safer recruitment policy statement**

DistanceLearningCentre.com Ltd aims to attract and retain the best available people, and to make the maximum possible use of the abilities of all its employees whilst ensuring it safeguards and promotes the welfare of all learners receiving education from the Organisation. Our safe recruitment practices check the suitability of staff and volunteers to work with or in proximity to children and vulnerable adults.

In accordance with legislation and guidance, the Organisation has a comprehensive safer recruitment policy & procedure.

All staff and volunteers of the Organisation are required to complete a DBS disclosure. At least one member of a recruitment panel will have completed safer recruitment training.

## Appendix 1

### INDIVIDUALS WITH ADDITIONAL NEEDS

**In accordance with the Disclosure and Barring Service (DBS), the term ‘vulnerable adults’ is no longer used in safeguarding and safer recruitment terms. These are based on individual roles within a setting, e.g. in education teaching, training, supervising children or providing Information, advice or guidance is classed as regulated activity and as such Enhanced Disclosure with a check against the Barred list is required in all cases. Regulated activity working with adults with particular needs is determined by the level of need and risk assessment.**

**Examples of regulated activity linked to services provided include:**

- Providing health care by a health care professional.
- Providing personal care where an individual requires basic needs.
- Providing social work meaning a Social Worker.
- Transporting adults with additional needs to health care appointments.

There is a greater focus on individual roles and further guidance is available from the DBS.

## Appendix 2

### BRITISH VALUES AT DISTANCELEARNINGCENTRE.COM Ltd

**British Values are of significant importance to everyone involved in any Centre activity. We consider Centre values and British values forming the basis of citizenship in our community and across a diverse Great Britain.**

**We promote all these values to our learners and staff and they are embedded in all areas of activity.**

**In 2014/15, the Department of Education published guidance on promoting British Values in Schools and Colleges to ensure that young people leave school and college well prepared for life in modern Britain. The five-part definition of British values is as follows:**

- Democracy.
- The Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance of different faiths and beliefs.

DistanceLearningCentre.com Ltd has its own values and with all these values in mind we aim to:

- Help learners become more valuable members of society who treat others with respect and tolerance regardless of background.
- Promote and respect British and Organisational values with mutual respect and tolerance for everyone.
- Celebrate and promote equality, diversity, and inclusion.

## **Appendix 3**

### **TYPES AND POSSIBLE SIGNS OF ABUSE INCLUDING PREVENT**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the whole situation and in combination with a range of other information related to the learner and his/her circumstances.

There can be an overlap between all the different forms of abuse and all or several can co-exist.

#### **1 PHYSICAL ABUSE**

Physical abuse causes harm to a 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.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Aggression towards others

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

#### **2 NEGLECT**

Neglect is the persistent or severe failure to meet a young person's basic physical and/or psychological needs, likely to result in serious impairment of the person's health or development. It may involve a failure to provide adequate food, clothing or shelter, failing to protect a young person from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a young person's basic emotional needs.

Signs of possible physical neglect:

- Constant hunger/tiredness
- Poor personal hygiene
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance
- Untreated medical problems
- Low self-esteem
- Poor peer relationships

#### **3 EMOTIONAL ABUSE**

Emotional abuse occurs where there is persistent emotional ill-treatment or rejection such as to cause serious and adverse effects on a young person's behaviour and emotional

development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Drug or solvent abuse
- Eating problems
- Compulsive stealing
- Extremes of passivity or aggression
- Indiscriminate friendliness

#### **4 SEXUAL ABUSE**

Sexual abuse involves a young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the young person to be aware that the activity is sexual and the apparent consent of the young person is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts, kissing, rubbing, and masturbation, touching under or over clothes. They may involve non-contact activities such as looking at, or in the production of, pornographic material or watching sexual activities, or encouraging young people to behave in sexually inappropriate ways.

Signs of possible sexual abuse:

##### **A Behavioural**

- Lack of trust in adults or over-familiarity with adults
- Withdrawal from friends/peers over-familiarity with adults
- Low self-esteem
- Drug, alcohol, or solvent abuse
- Developmental regression
- Poor peer relations

##### **B Physical/Medical**

- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Drug or alcohol abuse

## **5 CHILD SEXUAL EXPLOITATION**

### **5.1 Definition**

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

### **5.2 Possible signs of a sexually exploited young person:**

- In girls, repeat pregnancy, abortions, miscarriage
- Changes in the way they dress
- Having older boyfriends or girlfriends
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- 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
- Injuries from physical assault, physical restraint, sexual assault

## **6 FORCED MARRIAGE (FM)**

Definition: This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Never attempt to intervene directly as a Centre or through a third party.

## **7 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.

### **What is FGM?**

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

There are 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



- Uphold 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 the human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening:

- Young person talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Young person'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 young person's sibling has undergone FGM
- Young person talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a Young Person has undergone FGM:

- Prolonged absence from studies
- Behaviour changes 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
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule: As with Forced Marriage, there is the 'One Change' rule. It is essential that settings/schools/colleges take action **without delay**.

## 8 RADICALISATION

Forces that may contribute to vulnerability:

- Rejected by peer, faith, or social group/family
- Pressure from persons linked to extremism
- Victim or witness to race or religious hate crime
- Conflict with family over religious beliefs/lifestyle/politics
- Identify confusion
- Recent religious conversion

- Change in behaviour or appearance due to new influences
- Under-achievement
- Experience of poverty, disadvantage or social exclusion
- Extremist influences
- A series of traumatic events – global, national or personal

## Appendix 4

Type of Harm to Vulnerable Adults	Meaning	Examples
<b>Emotional / Psychological</b>	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, and threatening behaviour, bullying, intimidation, harassment, deliberate isolation, deprivation.
<b>Financial</b>	Usually associated with the misuse of money, valuables or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance.
<b>Physical</b>	Any physical contact that results in discomfort, pain or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint, inappropriate sanctions.
<b>Sexual</b>	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital, or abdominal area. Transmission of STD.
<b>Neglect</b>	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring resident's requests, unmet social or care needs.
<b>Verbal</b>	Any remark or comment by others that causes distress	Demeaning, disrespectful, humiliating, racist, sexist or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing, name calling.

*Taken from ISA Referral Guidance October 2009.*

## **Additional Useful Links**

Mental Health <https://www.mind.org.uk/information-support/>

Child Mental Health <https://learning.nspcc.org.uk/child-health-development/child-mental-health>

Domestic Abuse helpline <https://www.refuge.org.uk/get-help-now/phone-the-helpline/>

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