

Safeguarding and Child Protection Policy and Procedure

1. STATEMENT OF INTENT

Norland considers the health, development, safety, welfare, and well-being of children to be paramount. We recognise the fundamental importance of the bond between the child and their parent/s or carer/s and aim to provide support and assistance in strengthening this in any way we can. With this in mind, we view it as our responsibility to identify and act on any concerns for children or their parent/s or carer/s across the entire safeguarding spectrum, from early low-level support to targeted interventions, through to child protection.

This Safeguarding and Child Protection Policy and Procedure sets out in detail our approach to safeguarding children and/or their parent/s or carer/s. We will review this policy on an annual basis, (or as required) as a reflection of our commitment to safeguarding children and their families. This will be in addition to ongoing reflection and review and updating of students/ NQNs/ Norlanders' practice.

The purpose of this document is to outline the policy and procedures for safeguarding children, their families, and adults at risk, and aims to:

- promote safer practices and challenge poor and unsafe practice.
- ensure staff receive adequate training.
- identify instances in which there are grounds for concern about welfare of a child, family or vulnerable adult and take action to ensure safety.
- take appropriate action to prevent unsuitable people from working with children, young people, and adults at risk.
- embed a culture of professional curiosity where students, NQNs, Norlanders and staff are aware of the actions they need to take to become and remain safe.
- promote safe recruitment of students and staff.

2. SAFEGUARDING LEAD

Norland has appointed a senior manager as its Safeguarding Lead. The Safeguarding Lead will provide support and guidance to the other Safeguarding Officers. The Safeguarding Lead at Norland is Elspeth Pitman, Pro Vice Chancellor (Graduates: Employment and Alumni).

3. DESIGNATED SAFEGUARDING OFFICERS

Norland has two Designated Safeguarding Officers. All officers have suitable training and expertise; updated on a regular basis. Each officer is responsible for a specific area.

The Designated Safeguarding Officers are:

- Alex Morfaki, Senior Lecturer (undergraduate students/ placements)
- Elspeth Pitman, Pro Vice Chancellor (Graduates: Employment and Alumni) (NQNs/ NQN Employers/ Norlanders/ employers/ holiday jobs)

Should any Safeguarding Officer be absent, any other officer can be contacted to provide assistance.

3.1 The key responsibilities of the Designated Safeguarding Officers are:

- To be a key point of liaison between students/ NQNs/ Norlanders/ Norland staff/ employers/ college placements and other professional services, including, where appropriate, the Local Safeguarding Children's Partnerships, Safeguarding Children Team of Children's Services, LADO, Ofsted and the Police.
- To develop a strategy for safeguarding training and support.
- To review policies and procedures and ensure they reflect updates and amendments in legislation and policy.

3.2 The role of the Designated Safeguarding Officers

Norland's Designated Safeguarding Officers are available to provide support and advice to students, NQNs and/or Norlanders in matters relating to safeguarding. In most instances, however, it is the responsibility of the student, NQN and/or Norlander to refer or report any concerns they have about the safety of a child, with the support of the Designated Safeguarding Officer. The Designated Safeguarding Officers will always advise the student, NQN and/or Norlander to make a referral and/or follow the policies and procedures of the setting in which they are working if they have substantive concerns. In all cases, Designated Safeguarding Officers will refer to the Safeguarding Procedure Flowchart (appendix 2).

4. KEY RESPONSIBILITIES IN SAFEGUARDING CHILDREN AND THEIR FAMILIES

Students are fully supported whilst in placement settings. Students will need to hold an enhanced Disclosure and Barring Service (DBS) certificate with Children's Barred List check, deeming them suitable for working with children, before going into any placement setting. All students will be advised by Norland to sign up to the DBS update service.

Students who access work through the Norland Job Shop will also have telephone support as and when necessary, during office hours and via the out of hours email address (outofhours@norland.ac.uk). All students will have had DBS checks before commencing employment.

NQNs and Norlanders have all completed Norland training, and those placed by Norland have verified references and full enhanced DBS certificates. Employers will be encouraged to complete checks on the NQN/Norlander in addition to those carried out by Norland, to ensure that they are happy with all aspects prior to employing the NQN/Norlander.

Principles of safeguarding are addressed during students' training, in relation to the relevant legislation which includes the expectation that all students/NQNs/Norlanders work within the remit of The Norland Code of Professional Responsibilities.

Students and NQNs receive training in safeguarding children during their studies at Norland. Regular CPD courses on safeguarding are also available to Norlanders.

5. SAFEGUARDING ALLEGATIONS MADE AGAINST A STUDENT, NQN OR NORLANDER

Norland will always consider a safeguarding allegation made against a student, NQN or Norlander as a child protection matter in the first instance. In **all** cases the Designated Safeguarding Officer must be informed of the allegation at the earliest opportunity, as they hold a duty of care towards all children and parents, employers, and the student/NQN/Norlander. A referral will be made to the

Safeguarding Children Team of Children's Services or LADO, and the Designated Safeguarding Officer will co-operate fully in the investigation process, as appropriate.

Norland's Cause for Action policy and procedure will be initiated in agreement with the Safeguarding Children Team of Children's Services or LADO and without compromise to an external investigation.

Any appropriate professional body and the Disclosure and Barring Service will be informed should the student/ NQN/ Norlander be expelled or dismissed on the grounds of misconduct related to safeguarding.

6. ALLEGATIONS AGAINST A MEMBER OF STAFF

Any suspicion, allegation or actual abuse of a child, young person or adult at risk must be reported to a Safeguarding Officer. If they are not contactable, the matter must be reported directly to a Deputy Vice Chancellor.

On being notified of any such matter the Safeguarding Officer must:

- Take such steps they consider necessary to ensure the safety of the individual in question and any other person who may be at risk;
- Report the incident to the Deputy Vice Chancellor;
- If necessary, report the matter to Safeguarding Children Team of Children's Services or LADO;
- Ensure that a report (Appendix 3) of the matter is completed by the person who reported the original concern immediately.

On being notified of the allegation, the Deputy Vice Chancellor will take into account:

- The seriousness of the allegation;
- The risk of harm to the child, young person or vulnerable adult concerned or to others;
- The possibility of tampering with evidence;
- The interests of the member of staff concerned and Norland.

The Vice Principal will then work in accordance with the Cause for Action policy and procedure.

7. CHILD PROTECTION PROCEDURE

Child abuse can manifest itself in a variety of different ways, some obvious - some not so obvious (see definitions of abuse in Appendix 1). Students/NQNs/Norlanders must be vigilant to possible clues of harm, including:

- significant changes in children's behaviour
- deterioration in their general health and well-being
- unexplained bruising, marks, or repeated "accidents" whilst in the parent's / carer's care
- injuries to children, reported by parents / carers, that appears to be inconsistent with the explanation given
- neglect, including untreated injuries, failure to provide appropriate medical care, suggestion of numerous 'carers' for the child etc
- comments a child might make, including disclosure of harm
- observe changes in the parent's / carer's coping capacity, including concern for their physical, mental and emotional health and well-being (misuse of drugs/alcohol and/or signals of domestic violence)

- any signs of harm caused to children by other adults or other professionals in positions of trust

Having identified a concern for a child, it will be necessary for the student/NQN/Norlander to assess the level of seriousness and consider the most appropriate course of action. Such decisions can be made in consultation with the Designated Safeguarding Officer and will be based on the Local Safeguarding Children's Board Thresholds for Assessment. All students/NQNs/Norlanders/Norland staff will be made aware of the Safeguarding Procedure Flowchart (Appendix 2) and the 'What to do if you think a child is being abused' document <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>.

Details of the concerns for the child and/or their siblings and parent(s)/carer(s) will be noted as soon as possible after the observation or disclosure made. Written records will be signed (with printed name in brackets), dated and stored securely. Set documentation will be used in the event of a disclosure to ensure consistency – please see Appendix 3.

Students/NQNs/Norlanders must respond to concerns of a child protection nature with sensitivity and professional responsibility, in line with legal obligations. It is important to trust professional instincts if we believe either a child or parent / carer is being harmed or is at risk of harm and act accordingly.

Students/NQNs/Norlanders will apply the following principles to practice:

- Be receptive and observant to both children and parents/carers within their care. Where observations are made of a concerning nature, these will be recorded as soon as possible. The record should include exactly what was seen or heard, who was involved, any intervention made by the student/NQN/Norlander, and relevant observations made. Care should be taken to distinguish between fact and opinion. It is appropriate to make professional comment based on experience, but this **must be** identified as a professional view.
- Where either a child or parent/carers or Norland Staff member is in conversation with the student/NQN/Norlander (or making a disclosure), care should be taken to:
 - Listen carefully to what is being said and the physical and emotional responses of the child and/or parent/carers as they are talking.
 - Adopt a non-judgemental stance and refrain from providing personal opinions about what is being said.
 - Ask open-ended questions only, (who was there, where was this, when was this) according to the level of understanding, tell, explain, describe). Not to make assurances that cannot be kept e.g., promising not to tell anybody.
- Care should be taken to respond to such situations in a calm and reassuring way.
- Where appropriate details of the observation and/or disclosure (and accompanying record) should be shared with the Designated Safeguarding Officer.
- Accurate recording of the date, the time, names of those involved, name and signature of the individual making the written record.

8. SAFER RECRUITMENT

Norland is committed to safeguarding and ensuring the welfare of children, young people, and adults at risk. We expect all students, NQNs, Norlanders and staff to share this commitment.

The suitability of all prospective students and staff will be assessed during the recruitment process in line with this commitment. All offers made will be on the condition of relevant safer recruitment checks being conducted and in line with the college policies and procedures.

Norland is committed to a policy of responsible recruitment, which includes procedures for obtaining DBS checks for students and staff. Those responsible for the safer recruitment are all members of the Senior Leadership Team.

9. CONFIDENTIALITY

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the person disclosing is the overriding concern. The degree of confidentiality will be governed by the need to protect those concerned. The child, young person or vulnerable adult should be informed at the earliest possible stage of the disclosure, that the information will need to be shared. All conversations regarding a safeguarding concern should always be held in private. Norland complies with the requirement of the Data Protection Act 2018, which allows for disclosure of personal data where this is necessary to protect the interests of the child, their family or vulnerable adult.

10. CAMERAS AND MOBILE PHONES

In line with Norland's commitment to safeguarding children, students, NQNs and Norlanders will not use personal image recording equipment when they are working directly with families or within a placement setting, unless they have permission to do so from the placement or family. This includes the taking and sharing of video or images and using video calling.

The student, NQN or Norlander **must not** download or share any images of the child and their family either in a hard copy or electronically unless prior consent has been explicitly given by the parent/s / carer/s for the specific purpose of using these images within evidence-based course work as required by Norland or at the request of the employers.

11. SOCIAL MEDIA

With regard to the use of social networking sites such as Facebook, Instagram, X and similar, all students, NQNs and Norlanders MUST be VERY aware of what they are posting and that inappropriate matter will result in disciplinary proceedings, including expulsion of students or where appropriate removal of the Norland badge.

We have a duty of confidentiality at all times. The student, NQN and Norlander represents Norland and as such could inadvertently post unsuitable comments or photos which could be misrepresented or portray Norland or the placement setting/ or employer /or child/ren in an unfavourable way.

Thus, the student, NQN and Norlander must not post anything on these sites, which may offend any other member of staff, student, NQN, Norlander, parent / carer, or child. They will ensure that their level of security inhibits access to anyone other than accepted contacts. Please refer to Norland's social media policies for further guidance on this [https://www.norland.ac.uk/policies-reports/? sf s=social%20media](https://www.norland.ac.uk/policies-reports/?sf s=social%20media).

The student, NQN and Norlander must remember that social networking sites are highly visible. Failure to comply with this policy will result in disciplinary action.

12. GUIDANCE ON THE CHANNEL PROGRAMME (PREVENT)

Please follow link to further guidance on how the Norland implements the [Channel Programme \(Prevent\)](#).

Appendix 1 - Definitions of abuse

Definitions of Abuse

Definitions according to 'Working together to Safeguard Children' (2023):

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse:

The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

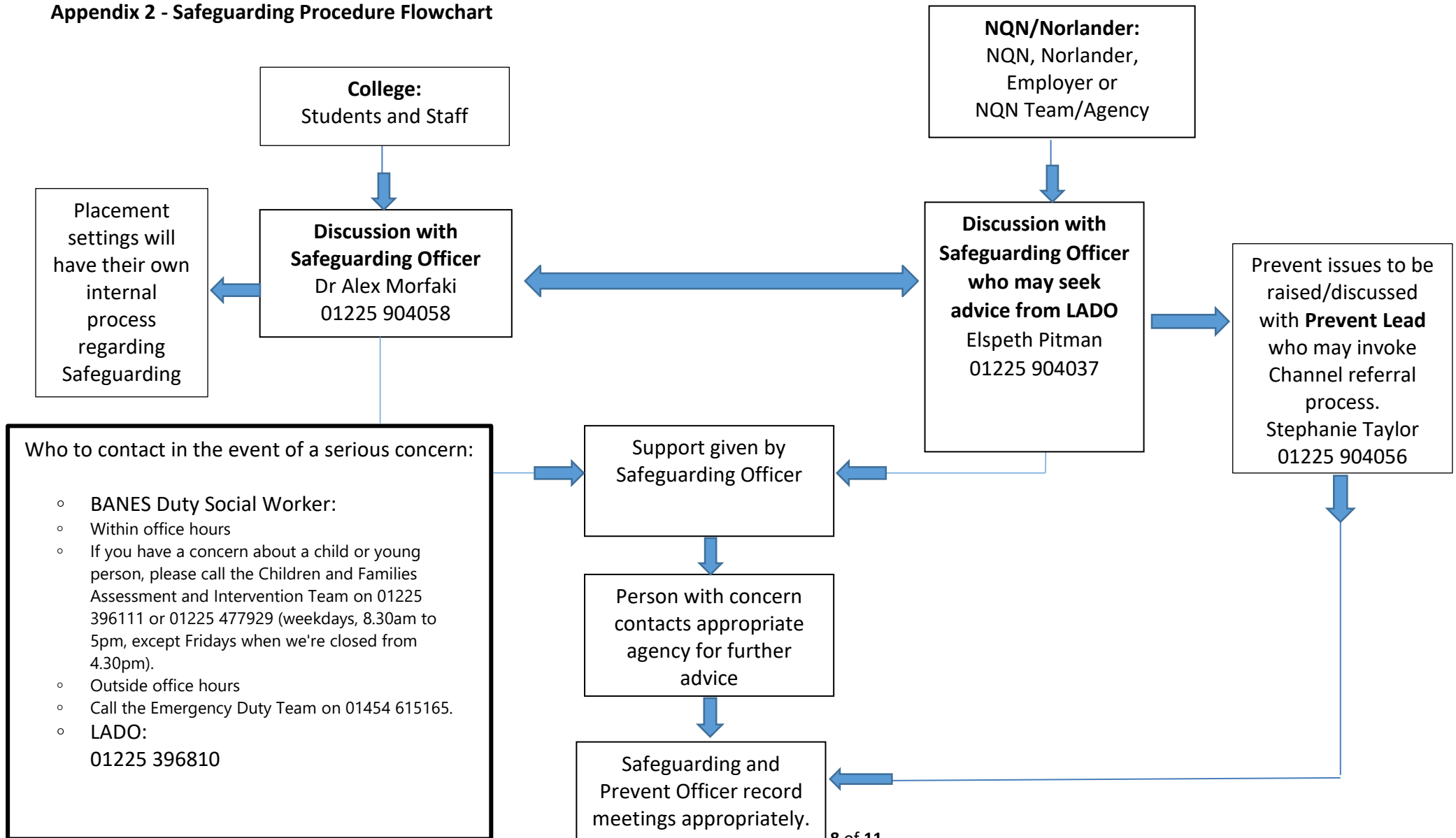
Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment
- Provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2 - Safeguarding Procedure Flowchart



Appendix 3

Norland Disclosure Form

All allegations, complaints or suspicions of abuse should be recorded as close as possible to the time of the incident. Details of incidents should be recorded in as much detail, and as accurately as possible. Any disclosures being made should be a reflection of what was actually said. Do not try and interpret any of the information. A record of what was said or witnessed is required.

Name of person making the disclosure:	
Contact details of the person making the disclosure: (phone number and email)	
Date of Disclosure: Time of Disclosure: (approximate if necessary)	
Location of incident:	
Date & time of the incident:	
Name and department of person recording the disclosure:	
Details of what happened or disclosure of allegations (do not interpret information – use the same language that was used by the child, young person, or adult). Are you reporting your own concerns or those reported by somebody else?	
Any action that was taken at the time / subsequently (if not action was taken explain why):	
Other witnesses to this incident and their contact details:	

Are there any other parties that might be at risk following this disclosure? If so, what action has been taken to eliminate this?	
Any further relevant information:	
Agencies contacted as a result of this disclosure:	
Signed: (person making the disclosure, where appropriate)	
Dated:	
Signed: (person recording the disclosure)	
Dated:	

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