



## **Safeguarding Care and Welfare Policy**

### **SECTOR POLICY**

Version 1.10

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## **Policy Compliance details**

Compliance with Equality Legislation.

**PLEASE NOTE: Policies must be equality screened before being submitted to SLT and Trade**

**Unions:-**

Equality Screening Date:	13/12/2019
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## Document History

Version Number	Author	Reason for Change
1.0 Reviewed on 23/12/2019	Nuala Boyle, Head of Student Support	This sector-approved policy replaces the College's former Safeguarding Children and Adults at Risk Policy. While staff responsibilities and College procedures for student safeguarding have not changed significantly, the policy has been rewritten to reflect legislative changes and the NI FE Colleges Sector's agreed approach to safeguarding.
1.1 Reviewed on 23/11/2020	Nuala Boyle, Head of Student Support	Minor amendment with respect to the role of Designated Safeguarding Officer, expanded to enable them to refer directly to social services and to hold caseload.
1.2 Reviewed on 29/3/2021	Nuala Boyle, Head of Student Support	Formatted to make the policy accessible.  Minor amendments in line with DfE direction: <ul style="list-style-type: none"> <li>• Update to detail of the FE Colleges Safeguarding Working Group</li> <li>• References and Resources updated to include: No 31 Child Protection: Record Keeping in School. No 48 Guidance for Schools on Supporting Remote Learning to Provide Educational Continuity.</li> </ul>
1.3 Reviewed August 2021	Nuala Boyle, Head of Student Support	Belfast Met safeguarding staff details updated.  Review Date amended.  Accessibility checked and modified.
1.4 Reviewed Nov 2021	Nuala Boyle, Head of Student Support	Following Annual Sector review the following amendments were determined:  4 – General Principles - slight change of wording throughout.  5 – Key Definitions - Types of Child Abuse updated to NSPCC 2020  13 – Monitoring - Section Wording Revised  Appendix's - Re arranged in document to mirror main appendices in the ETI Proforma.  NSPCC 2020 updated definitions included  Director of People, Policy and Planning changed to Director of People and Place.  Changed Senior Leadership Team to Strategic Leadership Team.

1.4	Head of Student Support	Reviewed July 2022. No changes required.
1.5	Corporate Development and Head of Student Support	<p>Page 14 Paragraph 7(g) changed to Director of People.</p> <p>Paragraph 11 - Corporate Compliance Officer changed to Data Protection and Complaints Officer.</p> <p>Appendix 2 Legislation - DPA 1998 changed to DPA 2018 and added UK GDPR to the Data Protection Act</p> <p>Flowchart on page 35 - Director of People and Place changed to Director of People.</p>
1.6	Head of Student Support	<p>September 22. Amended in line with sector agreed changes:</p> <p>PG. 6: Logos Updated</p> <p>PG.9: ETI now refer to continuous professional learning instead of development. Phrase therefore changed in this framework.</p> <p>PG. 10: General Principles wording updated and three new bullet points added:</p> <ul style="list-style-type: none"> <li>• The College is committed to developing, implementing and updating existing safeguarding protections, policies / procedures and measures for children, young people, adults at risk of harm or adults in need of protection, to reflect involvement in Operation Encompass.</li> <li>• The College will ensure there is an effective procedure in place for assessing and managing risks to learners and staff.</li> <li>• The College will ensure any identified risks are managed by putting in place risk-reducing measures which are recorded and reviewed.</li> </ul> <p>PG 17: "For a period of 5 years" changed to "for a period in line with the FE Data Retention and Disposal Schedule (Dec 2020) version."</p> <p>PG.20 Circular links update: Number 14</p> <p>PG.22 Circular Link added for <a href="#">DE Circular 2021/04</a>:</p> <p>PG. 29 Types of Adult Abuse DHSSPS extended to include:</p> <ul style="list-style-type: none"> <li>• Domestic Violence and Abuse</li> <li>• Human Trafficking</li> <li>• Hate Crimes</li> </ul> <p>Clarification included that "Victims of domestic violence and abuse, sexual violence and abuse, human trafficking and hate crime are regarded as adults in need of protection."</p> <p>PG 31 Safeguarding Team Member's details updated.</p> <p>PG 33 Update to include link to Online Safeguarding Referral Form</p>

1.7	Paula Irvine Deputy Safeguarding Manager	Reviewed June 23. PG 31 Designated Officers details updated PG 32 Amendment in flowchart to Referral to Social Services/PSNI by the Designated Safeguarding Officer Pages 16, 18 and 36 Director of People changed to Director of Corporate Services.
1.7	Corporate Development	16 June 23 Pages 16, 18 and 36 Director of People changed to Director of Corporate Services.
1.7	Corporate Development	14 August 23 Sheena McKinney has replaced Jim McCall as the Safeguarding Governor. Paragraph 7 and Appendix 6 has been amended to reflect this change.
1.8	Learner Success	Reviewed and amended in line with Sector Guidance 4/12/2023 <ul style="list-style-type: none"> <li>• New Section added to the policy with respect to Operation Encompass (pg. 14)</li> <li>• Digital Safety section has been enhanced. (pg. 14)</li> <li>• Work Placements or Exchange Visits has been enhanced. (pg. 19)</li> <li>• Circulars Listing has been enhanced.</li> <li>• References and Resources, links updated.</li> </ul>
1.9	Learner Success	Reviewed and amended in line with OU expert reader feedback. <ul style="list-style-type: none"> <li>• Definition of peer -on-peer abuse added to the policy Pg 13/14 and Appendix 1</li> <li>• Inclusion of the Employer/Placement Provider Safeguarding reporting procedure. Appendix 4</li> <li>• Policy restructured for purpose of accessibility. Circulars/Legislation lists moved to the back of the policy.</li> </ul>
1.10	Learner Success	September 2024 Policy reviewed to update safeguarding role responsibilities and recent personnel changes and to make certain sections more succinct. Defunct appendices were removed and current appendices were relabelled.

Table setting out the version history of this Policy - what changes were made, when and by whom

<b>Document Author</b>	Dee McDowell (V 1.10)
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*Table setting out policy details*

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*Table setting out who approved the Policy and when*

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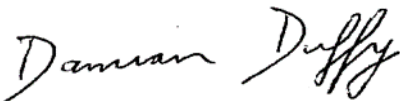
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# Northern Ireland Further Education Colleges

## Safeguarding, Care and Welfare Policy

*Signature of Policy Approver*

<b>Approved by</b>	<b>Date</b>
	11/10/2024
<b>Signature of Principal and Chief Executive</b>	
<u>Damian Duffy</u>	
<b>Name of Principal and Chief Executive</b>	
<u>Belfast Metropolitan College</u>	
<b>Name of College</b>	



## 1. Safeguarding, Care and Welfare Policy Framework

The framework from which this Policy is derived was developed by the Further Education (FE) Colleges Safeguarding Working Group established in April 2019. The framework contains the minimum standard of information for safeguarding policies in FE Colleges in Northern Ireland.

The FE Colleges Safeguarding Working Group agreed that colleges may add to the framework as required. However, colleges must not remove anything included in the framework, as this may cause them to fall short of their legal and moral duty, putting learners/participants at risk and making the organisation vulnerable to legal challenge and /or reputational damage.

The FE Colleges Safeguarding Working Group is committed, at the very least, to an annual review of the framework. Similarly, colleges must carry out an annual review of this Policy. Revision may be required outside that timescale at regional and College level, dependent on changes in legislation and organisational structures.

Membership of the FE Colleges Safeguarding Working Group is listed in Appendix 3.

## 2. Purpose of this Policy

Belfast Met (hereafter referred to as the College) aims to ensure that all students, staff and stakeholders of the College experience an inclusive, enjoyable and safe environment, in which they feel respected and valued. We all share an objective to keep children, young people, adults at risk and adults in need of protection, safe from harm. This College Safeguarding, Care and Welfare Policy is built upon a foundation of 'zero tolerance' of harm to all children, young people, adults at risk of harm and adults in need of protection and is aligned to the Northern Ireland Adult Safeguarding Partnership (NIASP) statement "Safeguarding is everyone's business".

The purpose of this Policy is to:

- Promote the welfare of children, young people, adults at risk of harm and adults in need of protection;
- Encourage good practice in all aspects of promotion and protection of children, young people, adults at risk of harm and adults in need of protection;
- Raise awareness of any safeguarding, care and welfare issues that may affect children, young people, adults at risk of harm and adults in need of protection;
- Prevent and reduce the risk of harm to children, young people, adults at risk of harm and adults in need of protection, whilst providing an inclusive non-stigmatised learning environment for all;
- Empower children, young people, adults at risk of harm and adults in need of protection to make informed decisions about their education, life experiences and wellbeing which will allow them to live life free from coercion and to have freedom of expression;
- Provide and implement clear, accessible and consistent guidance on the procedures for reporting any safeguarding concerns;
- Advocate for the rights of children, young people, adults at risk of harm and adults in need of protection to fair justice as a result of abuse, exploitation or neglect;
- Encourage and promote continuous professional learning in the College's approach to safeguarding, care and welfare practices.

### 3. Context

The College will discharge its safeguarding responsibilities in line with the relevant Department of Education Circulars and legislation listed in Appendices 8 and 9, and with due regard to the guidance documents listed in Appendix 10.

### 4. Scope of this Policy

This Policy applies to all staff, students, the Governing Body, volunteers and third parties and should be read in conjunction with and any other relevant organisational procedures.

This Policy outlines the arrangements for reporting and handling concerns about the suspected abuse of Belfast Met students. It should be read in conjunction with other related College policies or procedures, including:

- the relevant Human Resources (HR) policies and procedures covering staff recruitment, conduct and discipline; and
- the relevant student-facing policies, including the Student Code of Conduct, the Student Criminal Convictions Disclosure Policy, the Admissions Policy and the Student Disciplinary Policy

## 5. General Principles

The Policy is based on the following principles:

- The College seeks to provide and promote a safe learning environment for all users;
- The College is committed to the challenging and reporting of harmful behaviour and, recognising that anyone can be the subject of abuse, will seek to develop a culture of healthy and respectful relationships wherein all allegations of abuse will be taken seriously and treated in accordance with the College's procedures;
- The College will consistently apply a thorough and clearly defined method in its safe recruitment of staff and volunteers by undertaking the appropriate checks, in line with legislation and best practice;
- The College must follow the relevant risk assessment procedures before enrolling any person who has disclosed a conviction for the abuse of a child, a young person, an adult at risk of harm or an adult in need of protection;
- The College will comply with regional policies and procedures in full partnership with other local agencies including the Health and Social Care Trust Gateway Team and the Police Service of Northern Ireland (PSNI);
- The College is committed to developing, implementing and updating existing safeguarding protections, policies / procedures and measures for children, young people, adults at risk of harm or adults in need of protection, to reflect involvement in Operation Encompass.
- College staff will listen to, record and report all concerns, disclosures and allegations of abuse in accordance with current procedures in an empathetic, prompt and secure manner;
- The College will not investigate allegations of abuse, as this is the role of other statutory agencies, e.g., social services or the PSNI;
- The College will support, resource and appropriately train staff who work with, or who come into contact with, children, young people, adults at risk of harm and adults in need of protection, and will provide appropriate supervision for them;
- The College is committed to developing staff knowledge and understanding of Trauma-Informed Practice and the impact of Adverse Childhood Experiences (ACEs)<sup>1</sup> to promote better understanding of those in their care. This commitment aims to enhance existing safeguarding protections, policies and measures for children, young people, adults at risk of harm or adults in need of protection.
- The College will ensure that there is an effective procedure in place for assessing and managing risks to learners and staff.
- The College will ensure that any identified risks are managed and that the resulting risk reduction measures are recorded and reviewed.

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<sup>1</sup> ACEs: Adverse Childhood Experiences. Ensuring a better deal for children in Wales. Professor Mark A. Bellis.

## 6. Key Definitions

### **Child**

The definition of a 'child' is any person under the age of 18, as defined in the Children (NI) Order 1995, the principal statute governing the care, upbringing and protection of children in Northern Ireland.

### **Adult at Risk of Harm**

The definition of an 'adult at risk of harm' is a person aged 18 years or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their personal characteristics and/or life circumstances.

Personal characteristics may include, but are not limited to: age, disability, special educational needs, illness, mental or physical frailty, or impairment of, or disturbance in, the functioning of the mind or brain.

Life circumstances may include, but are not limited to: isolation, socio economic factors and environmental living conditions.

### **Adult in Need of Protection**

The definition of an 'adult in need of protection' is a person aged 18 years or over, whose risk of exposure to harm through abuse, exploitation or neglect may be increased by their:

- (i) personal characteristics and / or;
- (ii) life circumstances; and
- (iii) inability to protect their own wellbeing, rights, or other interests; and
- (iv) being in a position where the action or inaction of another person or persons is causing, or is likely to cause, him / her to be harmed.

The College understands that, in order for a student to be deemed an 'adult in need of protection' either (i) or (ii) must be present, in addition to both elements (iii) and (iv).

The consideration of mental capacity is crucial at all stages of adult safeguarding procedures, as it provides a framework for decision making to balance independence and protection.

## **Types of Child Abuse**

National Society for the Prevention of Cruelty to Children (NSPCC) guidance lists the following types of child abuse:

- Emotional abuse
- Sexual abuse
- Physical abuse
- Neglect
- Exploitation
- Harmful sexual behaviour
- Domestic abuse
- Bullying and cyberbullying

The College recognises that harm from abuse is not always easy to identify and that a child may experience more than one type of harm.

Appendix 1 provides more information on the types of child abuse listed above.

## **Types of Adult Abuse**

Department of Health, Social Services and Public Safety (DHSSPS) guidance lists the following types of adult abuse:

- Physical abuse
- Sexual abuse
- Psychological / emotional abuse
- Financial abuse
- Institutional abuse
- Neglect
- Exploitation

Appendix 2 provides more information on the types of adult abuse listed above.

## **Peer on Peer Abuse**

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children.

There will usually be a power imbalance, whether that be age, status, or some other factor. In some cases, the perpetrator will also be the victim in another relationship with a power imbalance. Peer on peer abuse can take many forms including (but not limited to) bullying (including cyberbullying); sexual violence or sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. For more information on this type of abuse, visit: [What is Peer on Peer Abuse? - Sexual Violence Help and Advice \(idas.org.uk\)](https://www.idas.org.uk/what-is-peer-on-peer-abuse?).

## 7. Operation Encompass

Operation Encompass is a partnership between the Education Authority, Government departments, the PSNI, the Safeguarding Board of Northern Ireland (SBNI) and education providers. It is aimed at supporting children and young people who experience domestic violence or abuse in the home. The programme has successfully launched in all schools throughout Northern Ireland in conjunction with the Education Authority and allows the PSNI to share information with schools, colleges and training providers in instances where children and young people have experienced domestic violence or abuse.

Through cross-departmental working and engagement with the PSNI, the scope of Operation Encompass now includes young people who are on pathways outside of the school system, but who come under the remit of the associated legislation. This includes students aged 16–17 years old in Further Education Colleges including the College of Agriculture, Food and Rural Enterprise (CAFRE) and those attending Non-Statutory Training Providers delivering DfE Training Programmes. The programme allows the PSNI to pass on relevant information to the education provider, so that the right support can be put into place for the young person.

Key Adult Training for Operation Encompass now forms part of the core training provided by the Child Protection Support Service. This training underpins the important role that staff in organisations, including FE colleges and Work-Based Learning providers, play in supporting young people and families where domestic abuse has taken place.

In terms of Operation Encompass training, Designated Persons / Deputy Designated Persons and managers must:

- Watch the online information session;
- Complete the online Operation Encompass training; and
- Advise parents/carers, staff and the Governing Body / Management Committee members of Operation Encompass

Further information is available here: [Operation Encompass | Education Authority Northern Ireland \(eani.org.uk\)](https://www.eani.org.uk).

## 8. Promoting Digital Safety

Digital safety is becoming an increasingly significant issue to consider when it comes to safeguarding children, young people, adults at risk of harm and adults in need of protection.

The College is committed to providing a safe and supportive learning environment for its students. The College aims to prevent online abuse by educating students and staff on digital safety practices, including guidance on appropriate and respectful online behaviour and the safe use of the internet and social media.

The College encourages all students/staff to report instances of online abuse to a designated member of staff. Reports will be treated seriously, and, in substantiated cases, appropriate disciplinary action will be taken against any perpetrator who is also a student at the College.

All staff, students, the Governing Body, volunteers and third parties who wish to use the College's IT systems are required to agree to the College's Acceptable Usage Policy and comply with any other relevant digital policies as directed.

We will continue to review and improve our policies and procedures to ensure the safety and wellbeing of our students. The relevant policies are available for all users to access on the college website [www.belfastmet.ac.uk](http://www.belfastmet.ac.uk).

Staff, students, the Governing Body and volunteers are directed to this Safeguarding, Care and Welfare Policy and procedures during induction and via active promotion of "keeping safe" messages through other activities, e.g., internet usage and social networking.



## 9. Responsibilities

**a) Governance of safeguarding, care and welfare in the College is overseen by the Governing Body through the College's designated Safeguarding Governor.**

The Governing Body (including the Principal & Chief Executive) and the Strategic Leadership Team have strategic safeguarding, care and welfare responsibility in the College. The College's Designated Safeguarding Manager/ Adult Safeguarding Champion reports to the College's Strategic Leadership Team.

The College's Designated Safeguarding Team consists of:

- Designated Safeguarding Governor
- Designated Safeguarding Manager/ Adult Safeguarding Champion
- Deputy Designated Safeguarding Manager
- Designated Safeguarding Officers

Together this team oversees and co-ordinates operational College safeguarding matters across the College provision. The College's Designated Safeguarding Officers report regularly to the College's Designated Safeguarding Manager and Deputy Designated Safeguarding Manager.

To further support safeguarding, care and welfare, numerous Support Staff members throughout the College have completed Designated Safeguarding Training and Adult Safeguarding Training. They offer safeguarding support and advise staff to ensure ready referral to any member of the College's Designated Safeguarding Team who can then manage the child, young person, adult at risk of harm or adult in need of protection.

Posters are displayed throughout the College to identify the team with whom staff, students, volunteers and any third party can engage on safeguarding, care and welfare matters.

The names of the individuals employed by the College in designated safeguarding roles are listed in Appendix 4. However, it is the responsibility of all staff working in the College to report abuse and incidents of concern in line with this Safeguarding, Care and Welfare Policy and procedures. This responsibility extends to all staff, not just those specifically working with children, young people, adults at risk of harm and adults in need of protection.

Report of concern(s) should be made to a member of the Safeguarding Team in line with this Safeguarding, Care and Welfare Policy and procedures.

All employees and volunteers of the College are required to abide by the staff Code of Conduct which articulates the College values and sets clear expectations of behaviour for all staff.

**b) The Role of the Designated Safeguarding Governor is to:**

- Ensure that the College's policies are consistent with the requirements for safeguarding students.

- Ensure that a Designated and Deputy Designated Safeguarding Managers / Adult Safeguarding Champion are in post and have a full understanding of their role.
- Ensure that safeguarding training is delivered to all Governors including refresher training.
- Ensure that the Governing Body reviews this Policy annually.
- Review and sign the 'black book' containing any safeguarding allegations against members on an annual basis, on behalf of the Governing Body.
- Ensure that each year the Governing Body is informed, by way of a report, of how the College and its staff have complied with the policy.

The Designated Safeguarding Governor is responsible for overseeing the liaison, on behalf of the College, between Social Services and the PSNI in connection with any allegations against the Principal and Chief Executive or the Designated Safeguarding Manager or the Deputy Designated Safeguarding Manager. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

**c) The Role of the Designated Safeguarding Manager and / or the Deputy Designated Safeguarding Manager is to:**

- Liaise with relevant College management and staff regarding this Safeguarding, Care and Welfare Policy, procedures and any reported incidents of concern and report to the Principal & Chief Executive, College management and the Governing Body as required;
- Liaise with the local Gateway Team regarding safeguarding, care and welfare procedures and any reported incidents of concern;
- Liaise with and understand the roles and responsibilities of all the appropriate investigating agencies;
- Assist with the review of this Policy and related procedures annually;
- Securely maintain accurate records in relation to safeguarding, care and welfare matters and to review them to identify patterns and to enable early intervention ;
- Ensure that any safeguarding allegations against members of staff are recorded in the 'black book'. This book is kept securely in the designated safe to which only key safeguarding staff have access and is reviewed and signed annually by the Designated Safeguarding Governor, on behalf of the Governing Body;
- Ensure that the Safeguarding, Care and Welfare Policy and procedures are implemented at all College events that may involve children, young people, adults at risk of harm or adults in need of protection;
- Support children and young people from care backgrounds and who are on the Child Protection Register by attending case conferences, looked-after children (LAC) reviews and working in partnership with social services;
- Manage the work carried out by the Designated Safeguarding Officers;
- Ensure that all students are made aware of the Safeguarding, Care and Welfare Policy during induction.

**d) The Role of the Adult Safeguarding Champion (ASC) is to:**

- Provide strategic and operational leadership and oversight of Adult Safeguarding matters;
- Manage the work carried out by the Deputy Designated Safeguarding Manager and the Designated Safeguarding Officers.
- Ensure full implementation of the College Safeguarding, Care and Welfare Policy and procedures;
- Oversee the security of record keeping in relation to safeguarding, care and welfare matters;
- Compile and analyse records of reported concerns to determine whether a number of low-level concerns are accumulating to become significant, and make records available for inspection;
- Review the Safeguarding, Care and Welfare Policy and related procedures annually;
- Provide information and support for staff on adult safeguarding within the organisation;
- Advise the organisation on adult safeguarding training needs in line with current legislation;
- Provide advice to staff or volunteers who have concerns about the signs of harm, and ensure a report is made to Health and Social Care (HSC) Trusts where there is a safeguarding concern;
- Support staff to ensure that any actions take account of what the adult wishes to achieve – this should not prevent information about any risk of serious harm being passed to the relevant HSC Trust Adult Protection Gateway Service for assessment and decision making;
- Establish contact with the HSC Trust Designated Adult Protection Officer (DAPO), PSNI and other agencies as appropriate.

The ASC should ensure that, at a minimum, the organisation safeguards adults at risk by:

- Recognising that adult harm is wrong and should not be tolerated;
- Being aware of the signs of harm from abuse, exploitation and neglect;
- Reducing opportunities for harm from abuse, exploitation and neglect to occur; and
- Knowing how and when to report safeguarding concerns to HSC Trusts or the PSNI.

**e) The role of the Designated Safeguarding Officer is to:**

- Receive information from any staff, volunteers, children, parents or carers who have safeguarding concerns and record it and refer as appropriate.
- Advise staff on safeguarding policy, procedures and record keeping.
- Assess the information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- Record statements and information relating to any safeguarding issues.
- Store all information and records in a secure manner and in accordance with the prevailing data protection legislation.

- Liaise with the local Gateway Team regarding safeguarding, care and welfare procedures and any reported incidents of concern;
- Liaise with and understand the roles and responsibilities of all the appropriate investigating agencies;
- Support children and young people from care backgrounds and who are on the Child Protection Register by attending case conferences, looked-after children (LAC) reviews and working in partnership with social services;
- Advise the Designated Safeguarding Manager, the Deputy Designated Safeguarding Manager and the Adult Safeguarding Champion of any identified cases in need of external referral.

**f) The role of the College Criminal Disclosures Panel is to:**

- Assess, in conjunction with external professionals (e.g. PSNI, NIACRO, PBNI) any risk associated with applications from students who have made a criminal convictions disclosure. The panel then determines whether the associated risk can safely be managed, i.e., whether the applicant is approved for the admissions and enrolment process.
- The College Criminal Disclosures Panel is made up of the following four managers, any three of whom may form a panel to carry out risk assessments:
  - Head of Learner Success
  - Pastoral Care Manager
  - Student Services Manager
  - Centre Manager for Student Wellbeing

**g) The role of the Human Resources Department, overseen by the College's Principal and Chief Executive, is to:**

- Ensure the safe recruitment and induction of all staff and volunteers ensuring all are appropriately vetted in compliance with relevant DfE Circulars, Operational Requirements and Guidelines in accordance with the Safeguarding Vulnerable Groups (NI) Order (2007);
- Ensure implementation of staff disciplinary investigations if any concerns, disclosures or allegations of abuse by a staff member are made;
- Plan, deliver and monitor the appropriate level of training required by all staff, in line with current legislation;
- Annually review and update Human Resources policies and procedures to reflect safeguarding, care and welfare arrangements in the College;

## **h) All Staff**

All staff working in the College have a duty to record and report disclosures of abuse and incidents of concern with respect to children, young people, adults at risk of harm and adults in need of protection. This responsibility extends to all staff, and not just to those specifically working with those categories of students.

- Anyone with an immediate concern about the safety or welfare of a child, young person, adult at risk of harm or adult in need of protection should contact the police via a 999 call.
- Anyone with a non-emergency concern about the suspected abuse of a child, young person, adult at risk or adult in need of protection should follow the College's reporting process for safeguarding concerns, as outlined in Appendix 5.
- Abide by the Staff Code of Conduct.
- All staff must act upon any safeguarding disclosure in accordance with the College procedures.
- All staff must promote safe practices and challenge poor and unsafe behaviour.
- All staff must ensure that all health and safety procedures are followed.

## **10. Confidentiality**

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety and welfare of the person is the overriding concern. The degree of confidentiality will be governed by the need to protect the individual and therefore complete confidentiality cannot be guaranteed. It is therefore crucial that staff understand and implement the guidelines for Data Protection and information sharing.

## **11. Work Placements and Exchange Visits**

Staff organising any work placements or exchange visits should take the safeguarding, care and welfare of children, young people, adults at risk of harm and adults in need of protection into account when assessing the suitability of the work placement or exchange visit arrangements. Students are more vulnerable to harm or abuse when in a long-term placement in the workplace or when outside their normal environment. The College has a duty to put into place any additional safeguards required.

All students on work placement or exchange visits should have regular contact with a member of College staff and be advised that they can discuss with that person any concerns about their work placement or exchange visit. Staff must report any concerns raised or any suspicions of abuse immediately to a member of the Safeguarding Team, in line with the safeguarding, care and welfare procedures contained in this document.

All Institutions participating in any overseas visits should ensure that they follow the safeguarding protocols outlined in the relevant funder's policy guidance documents. The College will also follow internal processes for recruiting and selecting staff and participants, as well as carrying out the relevant risk assessments.

## 12. Dealing with Disclosures

The College is committed to dealing with any concern(s) about a child, young person, adult at risk of harm or adult in need of protection in line with this Safeguarding, Care and Welfare Policy and procedures.

Anyone with knowledge or a suspicion that a child, young person, adult at risk of harm or adult in need of protection has been suffering abuse must refer their concern to a member of the Safeguarding Team as soon as possible.

All allegations or suspicions must be taken seriously. The child, young person, adult at risk of harm or adult in need of protection must be advised that this information cannot be kept confidential and will be passed on to a designated member of staff in the College in the first instance. No promise of confidentiality should ever be made to a student or to anyone else giving information about possible abuse.

The person disclosing the information should be advised as soon as possible by the Designated Safeguarding Officer what action will be taken as a result of the disclosure. They should also be made aware of other College support services that are available to them, specifically the student counselling service and the Student Wellbeing Team and be encouraged to make use of those services.

All related records must be uploaded to the secure safeguarding MS Teams site, which is managed by the Safeguarding Team in line with prevailing data protection legislation and the FE Data Retention and Disposal Schedule. Records are strictly confidential. They may be accessed by the subject of the record but not by any third party other than a member of the College's Designated Safeguarding Team and/or the PSNI or social services.

If a disclosure is made concerning the activities of a member of staff towards a student, the matter must be referred directly to the Principal and Chief Executive and the Designated Safeguarding Manager as soon as the Online Safeguarding Referral Form has been completed. A flowchart for this procedure is attached as Appendix 6.

If the College becomes aware of any external allegations against a member of staff, which may place our students at risk of harm (but which would not normally be reported via the Online Safeguarding Referral Form) this must be reported directly to the Designated Safeguarding Manager immediately and recorded in the 'black book'.

If any staff member feels unsure about what to do if they have concerns about a child, young person, an adult at risk of harm or an adult in need of protection, or if they are unsure about being able to recognise the signs or symptoms of possible abuse, they should speak directly to a member of the Safeguarding Team.

### **13. Dealing with Complaints**

The College's Data Protection and Complaints Officer is responsible for dealing with all complaints and compliments for the College. The College Complaints and Compliments Policy is available on the Belfast Met website.

It is hoped that we will be able to resolve any complaint through the complaints procedure. If the customer remains dissatisfied with the outcome, they have the right to raise the matter with the Northern Ireland Ombudsman's Office (in his/her role as Commissioner for Complaints).

The customer can complain to the Ombudsman; however, the Ombudsman will normally only consider a complaint after it has been managed in accordance with the College's Customer Complaints Policy.

Contact details for the Ombudsman are:

Northern Ireland Public Services Ombudsman  
Progressive House  
33 Wellington Place  
Belfast BT1 6HN

### **14. Equality**

Screening is one of the key tools to enable the College to fulfil its statutory obligations and mainstream the Section 75 equality and good relations duties into policy development. Screening will help to identify policies that are likely to have an impact on equality of opportunity and help to draw considerations of equality of opportunity into the policy making process. Belfast Met commits to screening this Safeguarding, Care and Welfare Policy in line with these statutory obligations.

### **15. Monitoring**

This Safeguarding, Care and Welfare Policy will be refreshed as required in line with organisational changes in the College and will be reviewed, at the very least annually, in line with the overarching framework, reflective of current legislation, as agreed by the FE Colleges Safeguarding Working Group.

## Appendix 1 - Types of Child Abuse

The National Society for the Prevention of Cruelty to Children provides the following guidance on the different types of child abuse.

### General Signs of Abuse

Children experiencing abuse often experience more than one type of abuse over a period of time. Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Many of the signs that a child is being abused are the same regardless of the type of abuse.

### Types of Child Abuse

- Physical abuse – This is when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).
- Neglect – This is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse. Neglect may involve a parent or carer not:
  - providing adequate food, clothing or shelter
  - supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
  - making sure the child receives appropriate health and/or dental care
  - making sure the child receives a suitable education
  - meeting the child's basic emotional needs – this is known as emotional neglect.
- Sexual abuse – This is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.
- Child sexual exploitation (CSE) – This is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.
- Harmful sexual behaviour (HSB) – This is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.
- Emotional abuse – This this may involve:
  - humiliating, putting down or regularly criticising a child
  - shouting at or threatening a child or calling them names
  - mocking a child or making them perform degrading acts



- constantly blaming or scapegoating a child for things which are not their fault
  - trying to control a child's life and not recognizing their individuality
  - not allowing a child to have friends or develop socially
  - pushing a child too hard or not recognising their limitations
  - manipulating a child
  - exposing a child to distressing events or interactions
  - persistently ignoring a child
  - being cold and emotionally unavailable during interactions with a child
  - not being positive or encouraging to a child or praising their achievements and successes
- Domestic abuse – This is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse.
  - Bullying and cyberbullying – This is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.

### **Peer on Peer Abuse**

This form of abuse occurs when there is any kind of physical, sexual, emotional, or financial abuse or coercive control exercised between children.

There will usually be a power imbalance, whether that be age, status, or some other factor. In some cases, the perpetrator will also be the victim in another relationship with a power imbalance. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. ([What is Peer on Peer Abuse? - Sexual Violence Help and Advice \(idas.org.uk\)](http://idas.org.uk)).

## Appendix 2 - Types Of Adult Abuse

The Department of Health, Social Services and Public Safety provides the following guidance on the different types of adult abuse.

### **Physical abuse**

This is the use of physical force or mistreatment of one person by another, which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force-feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

### **Sexual abuse**

This is any behaviour perceived to be of a sexual nature, which is unwanted or takes place without consent or understanding. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping).

### **Psychological / emotional abuse**

This is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, controlling, intimidation and coercion.

### **Financial abuse**

This is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

### **Institutional abuse**

This is the mistreatment or neglect of an adult by a regime or individuals in settings, which adults who may be at risk, reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines, which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

### **Neglect**

Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

### **Exploitation**

This is the deliberate maltreatment, manipulation or abuse of power and control over another person to take advantage of them or their situation usually, but not always, for personal gain from using them as a commodity. It may manifest itself in many forms including slavery, servitude, forced or compulsory labour, domestic violence and abuse, sexual violence and abuse, or human trafficking.

### **Domestic violence and abuse**

This is threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation. Domestic violence and abuse is essentially a pattern of behaviour which is characterised by the exercise of control and the misuse of power by one person over another. It is usually frequent and persistent. It can include violence by a son, daughter, mother, father, husband, wife, life partner or any other person who has a close relationship with the victim. It occurs right across society, regardless of age, gender, race, ethnic or religious group, sexual orientation, wealth, disability or geography.

### **Human trafficking**

This involves the acquisition and movement of people by improper means, such as force, threat or deception, for the purposes of exploiting them. It can take many forms, such as domestic servitude, forced criminality, forced labour, sexual exploitation and organ harvesting. Victims of human trafficking can come from all walks of life; they can be male or female, children or adults, and they may come from migrant or indigenous communities.

### **Hate crime**

This is any incident which constitutes a criminal offence perceived by the victim or any other person as being motivated by prejudice, discrimination or hate towards a person's actual or perceived race, religious belief, sexual orientation, disability, political opinion or gender identity.

Victims of domestic violence and abuse, sexual violence and abuse, human trafficking and hate crime are regarded as adults in need of protection. There are specific strategies and mechanisms in place designed to meet the particular care and protection needs of these adults and to promote access to justice through the criminal justice system. It is essential that there is an interface between these existing justice-led mechanisms and the HSC Trust adult protection arrangements described in this policy.

## Appendix 3 - Membership of the FE Colleges Safeguarding Working Group

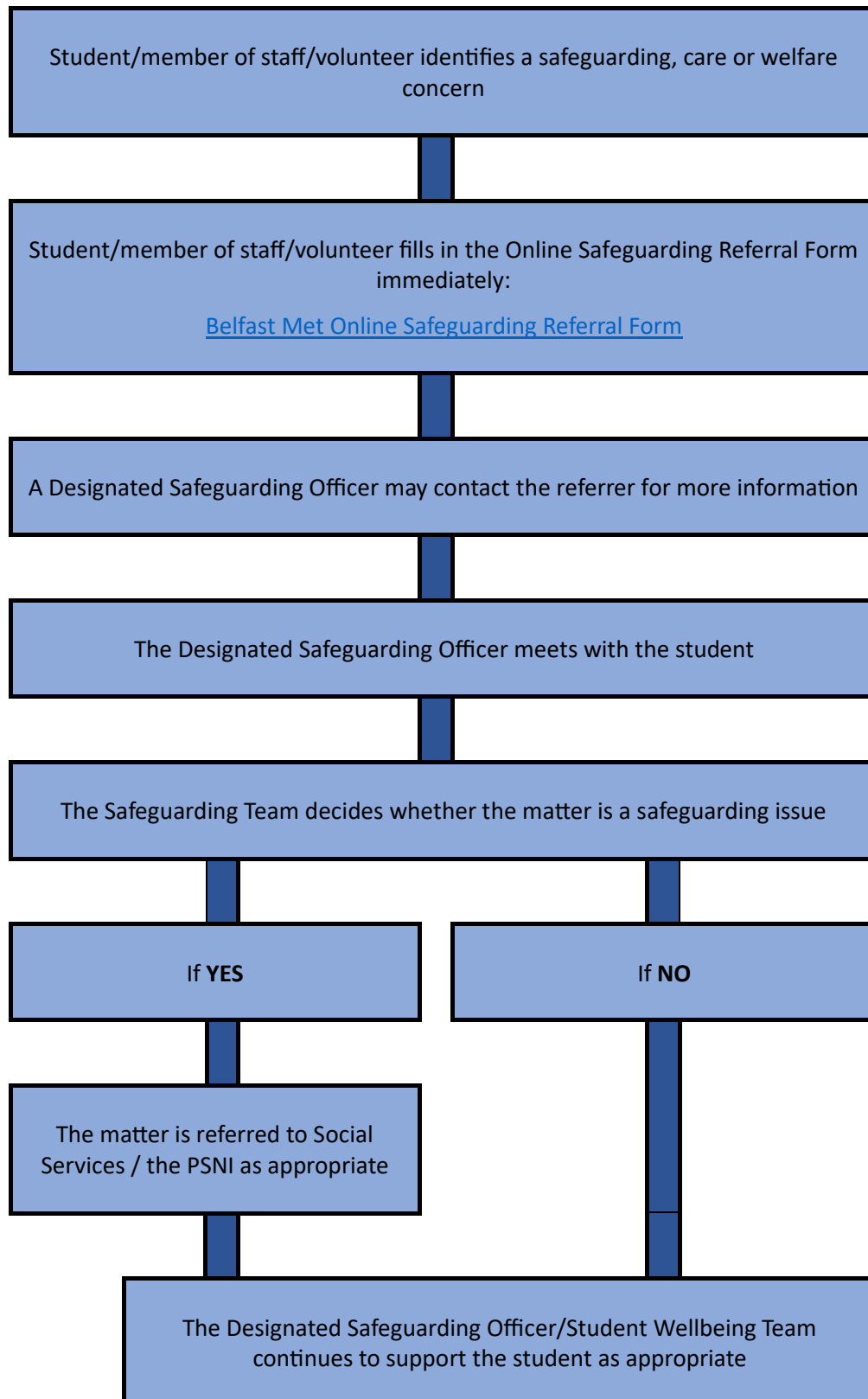
College / Organisation	Name of Nominee	Changes to nominee	Changes to nominee	Changes to nominee
BMC	<del>Jim Woods</del>	Gertie Burke (Sept 2019)	Nuala Boyle (February 2020)	Dee McDowell (May 2024)
NRC	<del>Laura Firth</del>	Stephen McCartney (June 2022)		
NWRC	Gillian Moss			
SERC	Paul Walsh			
SRC	Lorraine McKeown			
SWC	<del>Sharon Pritchard</del>	Deborah Brown (temp for SP Nov 2019)	Sharon Pritchard (Jan 2020)	
DfE rep	Susanne Workman			
DfE rep (Policy Lead)	<del>Shauna Mullan</del>	David Broadhurst (Nov 2019)		

## Appendix 4 - Belfast Met Safeguarding Team Members

Role	Name	Contact Details
Governing Body Safeguarding Lead	Sheena McKinney	<a href="mailto:governingbodysecretary@belfastmet.ac.uk">governingbodysecretary@belfastmet.ac.uk</a> C/O The Executive Leadership Team Belfast Metropolitan College Titanic Quarter Campus 7 Queens Road Belfast BT3 9DT
Strategic Leadership Team Safeguarding Representative	Dee McDowell	<a href="mailto:DMcDowell@belfastmet.ac.uk">DMcDowell@belfastmet.ac.uk</a> 028 9026 5123 MS Teams
Designated Safeguarding Manager	Dee McDowell	<a href="mailto:DMcDowell@belfastmet.ac.uk">DMcDowell@belfastmet.ac.uk</a> 028 9026 5123 MS Teams
Deputy Designated Safeguarding Manager	Paula Irvine	<a href="mailto:PaulaIrvine@belfastmet.ac.uk">PaulaIrvine@belfastmet.ac.uk</a> 028 9026 5000 Extn: 3556 07590 228107 MS Teams
Adult Safeguarding Champion	Dee McDowell	<a href="mailto:DMcDowell@belfastmet.ac.uk">DMcDowell@belfastmet.ac.uk</a> 028 9026 5123 MS Teams
Designated Safeguarding Officer	Kate Hall	<a href="mailto:safeguarding@belfastmet.ac.uk">safeguarding@belfastmet.ac.uk</a> 028 9026 5019 07436 531780 MS Teams

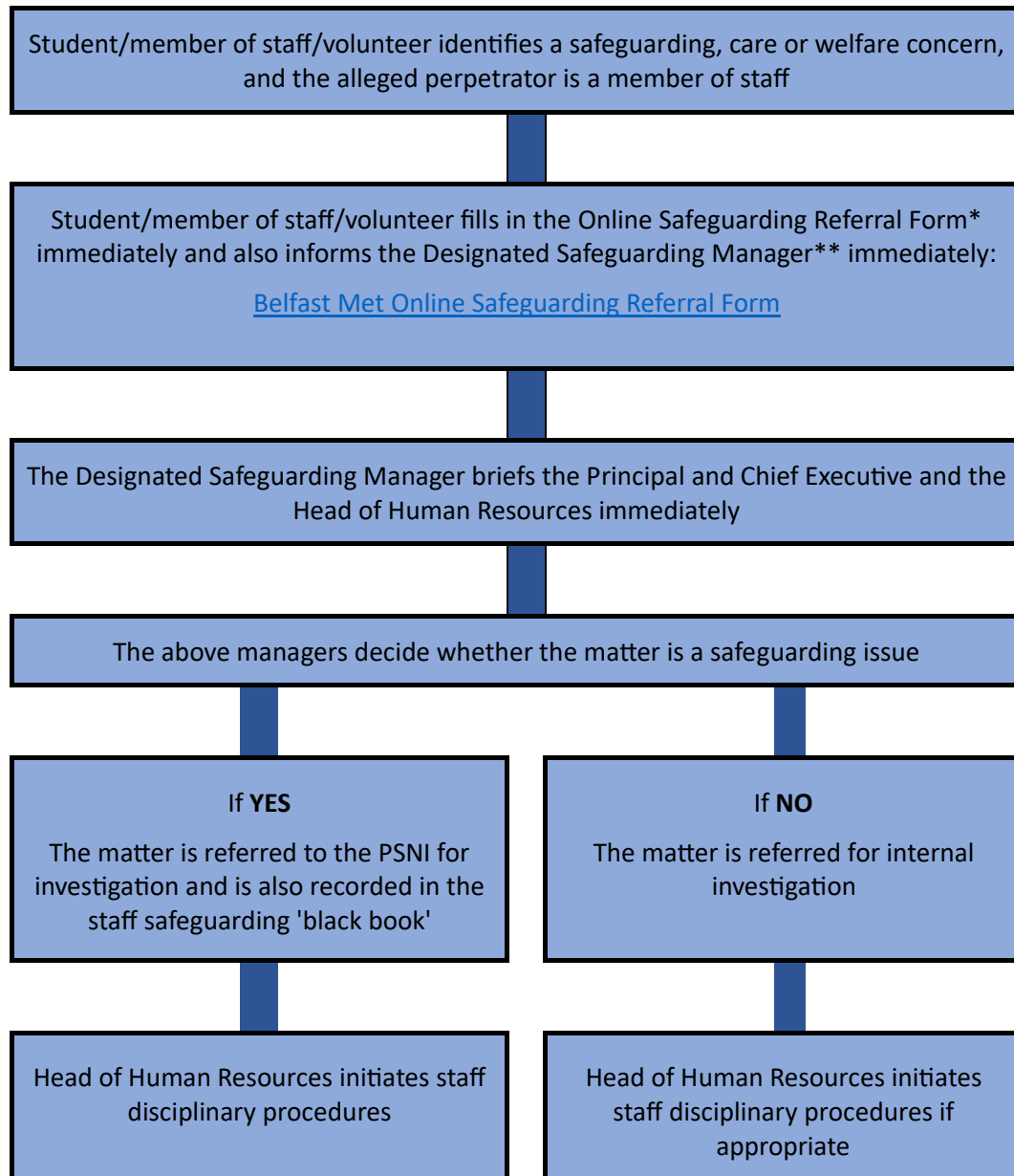
## Appendix 5 - How to Report a Safeguarding, Care and Welfare Concern

The procedure for reporting a safeguarding, care or welfare concern relating to a child, young person, adult at risk of harm or adult in need of protection at Belfast Met is shown in the table below.



## Appendix 6 - How to Report a Safeguarding, Care and Welfare Concern Involving a Member of Staff

The procedure for reporting a safeguarding, care or welfare concern arising from the activities of a member of staff towards a child, young person, adult at risk of harm or adult in need of protection at Belfast Met is shown in the flowchart below.



\* If the concern being reported is about the activities of a Designated Safeguarding Officer, it must be reported directly to the Designated Safeguarding Manager without first filling in the Online Safeguarding Referral Form.

\*\* If the concern being reported is about the activities of the Designated Safeguarding Manager or a Member of the Directorate, it must be raised directly with the Designated Safeguarding Governor without first filling in the Online Safeguarding Referral Form.

## Appendix 7 - Employer/Student Placement Referral Process

Safeguarding means protecting children, young people, adults at risk of harm and adults in need of protection from exposure to harm through abuse, exploitation or neglect.

Types of child abuse include:

- Emotional abuse
- Sexual abuse
- Physical abuse
- Neglect
- Exploitation
- Harmful sexual behaviour
- Domestic abuse
- Bullying and cyber bullying

Types of adult abuse include:

- Physical abuse
- Sexual abuse
- Psychological / emotional abuse
- Financial abuse
- Institutional abuse
- Neglect
- Exploitation

If you as an employer or placement provider believe that a Belfast Met student is experiencing one of the above forms of abuse, exploitation or neglect, please either send an email to the College's safeguarding team: [safeguarding@belfastmet.ac.uk](mailto:safeguarding@belfastmet.ac.uk) or phone the Belfast Met Safeguarding direct line: 028 9026 5019.

We will initiate our internal safeguarding procedures to follow up on your referral and take any appropriate action required to protect the student.

If you are still concerned, you can talk to the College's Designated Safeguarding Manager or Deputy Designated Safeguarding Manager.

- **Designated Safeguarding Manager** – Dee McDowell, Head of Learner Success; 028 9026 5123; [dmcowell@belfastmet.ac.uk](mailto:dmcowell@belfastmet.ac.uk)
- **Deputy Designated Safeguarding Manager** – Paula Irvine, Centre Manager for Student Wellbeing; 028 9026 5000 Extn: 3556; 07590 228107

If you still have concerns, you can contact the Designated Safeguarding Governor:

[governingbodysecretary@belfastmet.ac.uk](mailto:governingbodysecretary@belfastmet.ac.uk)

C/O The Executive Leadership Team; Belfast Metropolitan College  
Titanic Quarter Campus; 7 Queens Road; Belfast; BT3 9DT

Anyone with an immediate concern about the safety or welfare of a child, young person, adult at risk or adult in need of protection should contact the PSNI without delay so that an emergency protective response can be made.

We all have a duty of care to make a safeguarding referral where there is a reasonable belief that a child or adult is at risk of significant harm.



## Appendix 8 - Department of Education Circulars

DE Circulars apply to schools but provide advice on good practice relevant to all organisations.

1. [FE Circular 11/13 Disclosure and Barring Arrangements: Vetting Requirements for \(i\) The Recruitment of Staff to Further Education Colleges \(ii\) Existing Staff and \(iii\) Students](#)
2. [Circular 2007/01 Acceptable Use of the Internet and Digital Technologies in Schools](#)
3. [Circular 2019/14 Attendance Guidance and Absence Recording By Schools](#)
4. [Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage](#)
5. [Circular 2006/07 Child Protection: Employment of Substitute Teachers](#)
6. [Circular 2008/03 Child Protection: Pre-employment Checking of Persons To Work in Schools – New Arrangements](#)
7. [Circular 2020/07 Child Protection: Record Keeping in Schools](#)
8. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings](#)
9. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Appendix A](#)
10. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Form DOR O2](#)
11. [Circular 2006/08 Child Protection: Training Requirement for School Governors on Staff Recruitment and Selection Panels](#)
12. [Circular 2006/25 Child Protection: Vetting of School Governors](#)
13. [Circular 2022/02 Children Who Display Harmful Sexual Behaviour](#)
14. [Circular 2016/11 Class Sizes In Post-Primary Schools – Practical Subjects \(as well as other subjects that include a practical activity\)](#)
15. [Circular 2015/13 Dealing With Allegations of Abuse Against A Member of Staff](#)

16. [Circular 2012/19 Disclosure and Barring Arrangements: Changes To Pre-employment Vetting Checks For Volunteers Working In Schools From 10/09/12 – Guidance For Schools and Employing Authorities On Changes To Pre-employment Checking and Safer Recruitment Practices](#)
17. [Circular 2013/01 Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff Working In Or Providing A Service For Schools – Guidance For Schools and Employing Authorities On Pre-employment Vetting Checking and Safer Recruitment Practices](#)
18. [FE Circular 11/13 Disclosure and Barring Arrangements: Vetting Requirements for \(i\) The Recruitment of Staff to Further Education Colleges \(ii\) Existing Staff and \(iii\) Students](#)
19. [Circular 2015/23 Drugs Guidance](#)
20. [Circular 2014/24 Education Otherwise Than At School \(EOTAS\) Guidance](#)
21. [Circular 2016/26 Effective Educational Uses of Mobile Digital Devices](#)
22. [Circular 2008/10 Employment of Substitute Teachers – NI Substitute Teachers Register \(NISTR\)](#)
23. [Circular 2010/18 Every School A Good School – The Governors’ role](#)
24. [Circular 2013/25 e-Safety Guidance](#)
25. [Circular 2010/01 Guidance on Relationships and Sexuality Education \(RSE\)](#)
26. [Circular 2011/22 Internet Safety](#)
27. [Circular 2014/27 Managing Information On Persons Who Pose A Risk To Pupils](#)
28. [Circular 2016/27 Online Safety](#)
29. [Circular 2014/14 Pupil Participation](#)
30. [Circular 2015/22 Relationship and Sexuality Education \(RSE\) Guidance](#)
31. [Circular 2013/16 Relationships and Sexuality Education Policy In Schools](#)
32. [Circular 2018/07 Self-Assessment Audit Tool for Schools](#)
33. [Circular 2010/22 - School development planning - Regulations and guidance](#)
34. [DE Guidance - School Development Planning 2020/21 – COVID 19](#)
35. [Circular 2020/08 Attendance Guidance and Absence Recording by schools](#)

36. [Circular 2021/12 Addressing Bullying In Schools Act \(NI\) 2016 - Responsibilities of Schools and Boards of Governors](#)
37. [Circular 2021/13 Interim Guidance on the use of Restraint and Seclusion in Educational Settings](#)
38. [DE Circular 2021/04 - Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland](#)
39. [Circular 2003/13 Welfare and Protection of Pupils Education and Libraries NI Order 2003](#)
40. [Circular 2023/02 - Parental Responsibility: Updated Guidance for Schools](#)

## Appendix 9 - Legislation

- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Children (Leaving Care) Act (NI) 2002
- Children (Public Performances) Regulations (Northern Ireland) 1996
- Children and Young Persons Act (Northern Ireland) 1968
- Children's Services Co-operation Act (NI) 2015
- Criminal Justice and Courts Act 2015 section 33
- Criminal Law Act (NI) 1967
- Education (NI) Order 1998
- Female Genital Mutilation Act 2003
- Forced Marriage (Civil Protection) Act 2007
- Health and Personal Social Services (NI) Order
- Health and Personal Social Services Act (NI) 2001
- Health and Social Care (Reform) Act (NI) 2009
- Human Rights Act 1998
- Prohibition from Teaching and Working with Children Regulations (NI) 2006
- Protection of Children (NI) Order 1978
- Protection of Children (Northern Ireland) Order 1978 article 3
- Safeguarding Board Act (NI) 2011
- Sexual Offences Act 2003
- The Children (NI) Order 1995
- The Criminal Evidence (NI) Order 1999
- The Criminal Justice Act 1988 (Reviews of Sentencing) Order (NI) 2019
- The Data Protection Act (2018) and UK General Data Protection Regulation
- The Disability Discrimination Act 1995
- The Education and Libraries (NI) Order 2003; Articles 17 and 18
- The Family Homes and Domestic Violence (NI) Order 1998
- Mental Capacity Act (Northern Ireland) 2016
- The Mental Health (NI) Order 1986
- The Northern Ireland Act 1998, Section 75
- The Police and Criminal Evidence (NI) Order 1989
- The Public Interest Disclosure (NI) Order 1998
- The Race Relations (NI) Order 1997
- The Safeguarding Vulnerable Groups (NI) Order 2007 (amended 2012)
- The Sexual offences (NI) Order 2008
- The Special Educational Needs and Disability Order (NI) 2005 (SENDO)

## Appendix 10 - References And Resources

1. [Adversity and Trauma-Informed Practice –Young Minds 2019](#)
2. [Adverse Childhood Experiences - ensuring a better deal for children in Wales; Prof. M.A. Bellis](#)
3. [Adverse Childhood Experiences Factsheet - Volunteer Now](#)
4. [Apprenticeship NI guidelines and operational requirements](#)
5. Attendance - [Miss School = Miss out – Improving Pupil Attendance Strategy](#)
6. Attendance - [ETI Attendance Schools Good Practice Report and Case Studies](#)
7. [Department of Health, Social Services and Public Safety \(DHSSPS\) Adult Safeguarding Policy](#)
8. [Supporting Pupils with Medication Needs](#)
9. [HSENI Education articles](#)
10. [Managing Critical Incidents Guidance](#)
11. [Mental Capacity Factsheet - Volunteer Now](#)
12. [National Society for the Prevention of Cruelty to Children \(NSPCC\) - What is Child Abuse?](#)
13. [Publications and guidance on child protection issues for schools](#)
14. [Safeguarding Children & Adults at Risk Policy Standards - Volunteer Now](#)
15. [Safeguarding and Child Protection - Information and resources for school Governors, Principals, Designated Teachers/Deputy Designated Teachers and for all EA staff](#)
16. [Safeguarding Board for Northern Ireland \(SBNI\) Procedures Manual](#)
17. [Safeguarding Board for Northern Ireland \(SBNI\) Strategic Plan 2022-2026](#)
18. [The United Nations Convention on the Rights of the Child](#)
19. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
20. [FE Sector Data Retention and Disposal Schedule](#)