



Professionalism in PCET and Introduction to Safeguarding

ECPT5001 & ECPT6003

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Aim

- To consider what a professional is in PCET education
- Outline how we, as PCET educators, can demonstrate professionalism
- Explore the concept of safeguarding in post-16 education
- Discuss safeguarding responses to specific situations
- Explore Aces and the impact on adult learners

What is professionalism?

- On your table define professionalism.
- Share with the group

Some writer's views...

- Avis, Fisher and Thompson (2010) - 'Professionals are thought to possess particular skills and expert knowledge, acquired through training which should be used for the benefit of society' p. 40.
- Those occupations which can define their relationships with clients (Johnson 1972)
- The ability of an occupation to attain autonomy within society (Avis, Fisher and Thompson, 2010)
- An idea based in employment that infers subject expertise (Armitage et al, 2012)

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- Curzon and Thomas (2013) state that ‘professionalism within the FE sector... causes considerable debate’ (p. 424)
 - Why do you think they say that?
 - ‘An individual's adherence to a set of standards, code of conduct or collection of qualities that characterise accepted practice within a particular area of activity’ (McGettrick, 2004 p. 4)

So...

- What does a professional PCET teacher look like, sound, act?
- However, is the answer different depending on the setting?

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- Curzon and Tummons (2013) ...‘teacher professionalism should be recognised in different ways, mindful of the different contexts in which FE teachers work... suggested that professionalism should be understood in terms of teacher autonomy, creativity, innovation and expertise in judgement making’ (p. 149)
 - The knowledge skills and practices needed in order for teachers to be effective educators

Or...Is it a set of values?

- Trust
- Respect
- Integrity
- Honesty
- Fairness
- Tolerance
- Commitment
- Equality
- Service

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- Where do the professional standards come into this?
 - Principles to follow that ensure professional practice?

Things to consider – why?

- Timekeeping
- Curriculum knowledge
- Integrity
- Authenticity
- Continual professional development
- Social network sites
- Safeguarding responsibilities
- Delivering to appropriate level
- Collaborating with others
- Mentoring
- Coaching
- Pedogeological knowledge
- Maintaining subject knowledge
- Dress code

Being held to account...

- How are we held to account as professional teachers?
- [Academic Quality Handbook | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](http://uwtsd.ac.uk)
- Have a look at the above, how can lecturers be held to account by this policy?

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- These should be available in all settings

- Code of Conduct
- Equality and diversity policy
- Health and Safety
- Welsh Language Standards
- Data Protection Policy

- [Strategies and Policies | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](http://uwtsd.ac.uk)

So...

- What is professionalism?
- And... how do can you demonstrate this in your practice?



Safeguarding in PCET

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What is safeguarding?

- Protecting children and adults at risk from abuse and neglect
- Making sure the health and development of children and adults at risk aren't impaired in anyway
- Making sure everyone can grow up safely and take full advantage of the opportunities offered by life

What is safeguarding UWTSD?

- Providing a safe environment for all its staff, students and visitors;
- Providing an environment that is safe from harm for those under the age of 18;
- Upholding the rights of children, young people and vulnerable adults to protection from harm, freedom from injury and a safe and healthy environment.

Adult at risk

- Has needs for care and support
- Is experiencing, or is at risk of abuse or neglect
- Is unable to protect themselves against abuse or neglect
- This might be because of a mental or physical illness or disability or, because of their age

Forms of abuse

- Emotional
- Physical
- Sexual
- Financial
- Neglect
- Online
- Socio-cultural
- Radicalisation
- Modern slavery
- Criminal exploitation

In Groups find a definition to one of these

Radicalisation

- The process through which someone is encouraged or persuaded to adopt an ideology that supports terrorism
- Isn't just a safeguarding issue but safeguarding is a vital part of the prevent strategy
- The 2011 Prevent strategy was explicitly changed to deal not just with all forms of terrorism and violent extremism but also with:
- “non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit”

Cont...

- This presents challenges, especially in the context of the right to hold views that others might find offensive or extreme but are perfectly legal.
- A radical is someone who advocates political or social change through a political party or as part of a movement. A radical can be progressive.
- But in the context of Prevent, and at an individual level, radicalisation is a process through which influences are exerted that cause a person to become vulnerable to being drawn into terrorism.

Cont...

- An important consideration at the core of the Prevent strategy and duty is that people drawn into radicalisation, and therefore at risk of recruitment into terrorist activities, can be identified and supported and ultimately prevented from being radicalised. It is on this premise that Prevent is regarded as essentially a safeguarding and welfare issue for staff and students.
- [Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)

Physical

- Hurting a child or adult at risk
- Causing bodily harm through:
 - Hitting
 - Shaking
 - Poisoning
 - Burring
- Anything that causes physical harm
- Domestic abuse and violence can be included here

Emotional

- Psychological abuse that is persistent emotional maltreatment of a child or adult at risk
- making them feel worthless
- allowing them to witness drug misuse
- Allowing them to witness violence or aggression

Financial

- Theft, unlawful acquisition or malicious control of a child or adult at risks money, income property, inheritance or other form of asset.
- The abuser may be taking money from a bank account or misusing someone's benefits or allowances
- Children and adult at risk can be particularly vulnerable to scam phone calls, mail, doorstep and computer crime

Modern Slavery

- Trafficking, recruitment or harbouring of individuals for the purpose of exploitation:
 - Forced labour – form of slavery in which someone is forced to carry out work because of a threatened penalty if they do not
 - Human trafficking - using humans in trade, commonly for slavery or sexual exploitation. Involves moving a victim within a country, or across borders, it can be as 'small' as from one room to another in a hotel.

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- Domestic servitude – forced labour in which the victim is forced to carry out domestic work and is unable to leave on their own free will
 - Forced sexual exploitation – a form of slavery where an adult (over 18) is forced into prostitution
 - Victims are typically coerced, deceived or threatened into slavery and children and adults at risk can be particularly vulnerable

Socio-cultural

- Globally there are a few societies that perpetuate customs and practices that, under our laws, are considered abusive and unlawful:
 - Forced marriage – a marriage where one or both parties are getting married against their will (different to arranged marriage)
 - Female genital mutilation (FGM) – procedure that intentionally alter or causes injury to the female genital organs

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- Honour Based Violence – umbrella term that encompassing a range of practices that are used to control behaviour within families or societal groups in order to protect a perceived cultural or religious belief, this happens when the perceived belief has been broken and a family is shamed
 - Witchcraft-based child abuse – abuse of a child due to belief they have been possessed by evil spirits

Sexual

- Forcing or enticing a child or adult at risk to take part in sexual activities, including:
 - Taking photos
 - Showing pornographic materials
 - Engaging in sexual activity
 - Forcing them to watch sexual activity
- Sexual exploitation:
 - A group or individual coerces, manipulates a child or adult at risk into sexual activity for example in payment of 'goods' or in exchange for something they want. Can happen online, in person, over time or at a party

Neglect

- Persistent failure to meet the basic physical or psychological needs of a child or adult at risk:
 - Failing to provide adequate shelter
 - Clothing
 - Nutrition
 - Medication
 - Healthcare
- It is possible for cases of self-neglect – venerable person neglecting their own wellbeing

Online

- Also known as cyber bullying
- Children or vulnerable adults are bullied online via social media, messaging apps and online forums
- Includes more exploitative behaviour such as
 - grooming or
 - enticing a child or adult at risk to share intimate photos,
 - enticing a child or adult at risk to share financial information...

Criminal Exploitation

- Children or vulnerable adults are coerced, manipulated, intimidated or deceived into taking part in criminal activity:
 - County lines – transport of drugs or money from one area to another
 - Sexual exploitation
 - Shoplifting
 - Committing acts of violence – gang induction
 - Cuckooing
- Victim often appears willing to take part in these activities but they have been coerced into them

Who's responsibility is safeguarding

EVERYONE STAND UP - I AM GOING TO LIST SOME GROUPS OF PEOPLE. IF YOU DO NOT THINK IT'S THIS GROUPS RESPONSIBILITY TO SAFEGUARD CHILDREN AND VENERABLE ADULTS SIT DOWN.

- Parents and carers
- Police
- Social care personnel
- Teachers
- Fire service
- Friends
- Lecturers
- Neighbours
- The community
- Health service personnel
- Strangers and passers-by
- Ambulance staff

What do you do?

- Having concerns about someone's wellbeing might feel like nothing but it is not something you should ignore. What should you do...
- Be discreet and respect the persons privacy – don't pry or investigate your concerns yourself
- Tell your mentor of your concerns – this is not gossiping but expressing concern
- Any disclosure to a member of University staff is a disclosure to the University and must be shared. This protects both students and staff.
- Depending on the situation refer the person to the normal support and student services

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- Raise your concern with a safeguarding lead – they will be able to recommend a course of action
 - Write down your concerns and actions
 - Make sure you are aware of the safeguarding policy of your placement as they might be slightly different
 - Cause for Concern form: [UWTSD Wellbeing Service \(uniticms.com\)](https://uniticms.com)

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- The University (UWTSD) can only work within our safe abilities. There are situations which require escalation to emergency services or specialist agencies – this is not your decision
 - Your responsibility is to report concerns.
 - Although the above statement is about UWTSD, this is true for ALL safeguarding concerns in ALL settings

If someone directly discloses abuse to you

- What do you think you should do?
- The person's immediate safety is most important – if they are injured or in immediate danger, call the police or seek medical attention
- Alert the person responsible for safeguarding and tell them everything (they may or may not take over at this point)
- Note down everything you were told, actions you took
- Do not investigate or try and sort it out yourself
- Look after yourself – how?

Do's and Don'ts

- Do –
- Try to remain calm and receptive
- Do not promise secrecy
- Listen to them
- Make it clear they were right to tell you
- Reassure them they are not responsible for the abuse
- Let them know exactly what you will do and how you will keep them informed
- Report it

Don't

- Ask leading questions
- Show disgust at what you are being told
- Play down the significance of what they are saying
- Avoid making negative comments about the abuser
- Don't make promises you can't keep, e.g. that you can intervene and stop the abuse happening
- Keep it to yourself

However...

- Safeguarding is more than responding to the worst end of the spectrum
- Mixture of general, targeted and specialist support and responses to safeguarding issues
- Windshield washer of support for safeguarding concerns

The Right Help at the Right Time Framework



Universal Services (Prevention)

- Student support services – if someone is worried about:
- Workload
- Ability to make friends
- Coping financially
- Ability to complete work
- Concerned they might have an ALN
- Universal, general support at this level can prevent these issues becoming a safeguarding concern

Targeted support (Monitoring)

- If more specialised support is needed for a child or adult at risk
- Drug and alcohol use
- Self harm
- Bullying
- Mental ill-health (although not a safeguarding concern in itself does link in with safeguarding)
- Targeted support from professional agencies would be considered here

Specialist support (Statutory)

- At the most severe end of the spectrum where
- Abuse
- Neglect
- Criminal exploitation
- Serious safeguarding issues are raised
- Social care would be responsible for the response offered, would also possibly involve health services and police

ACEs

- An example of issues that students might have faced, in childhood, that impact our student's ability to learn, which is not necessarily safeguarding (but might be)

ACEs Definition

- Adverse Childhood Experiences (ACEs) are traumatic events occurring before age 18.
- There is a significant relationship between the number of ACEs a person experienced and a variety of negative outcomes in adulthood, including poor physical and mental health, substance abuse, and risky behaviours.
- The more ACEs experienced, the greater the risk for these outcomes.

ACEs 'Scoring Sheet'

- There are 10 indicators that are scored against counted towards ACES.
- Split into three categories:
 - Abuse
 - Neglect
 - Household Dysfunction

Abuse

- Physical - 17%
- Emotional - 23%
- Sexual - 10%

Neglect

- Physical - 17%
- Emotional - 23%

Household dysfunction

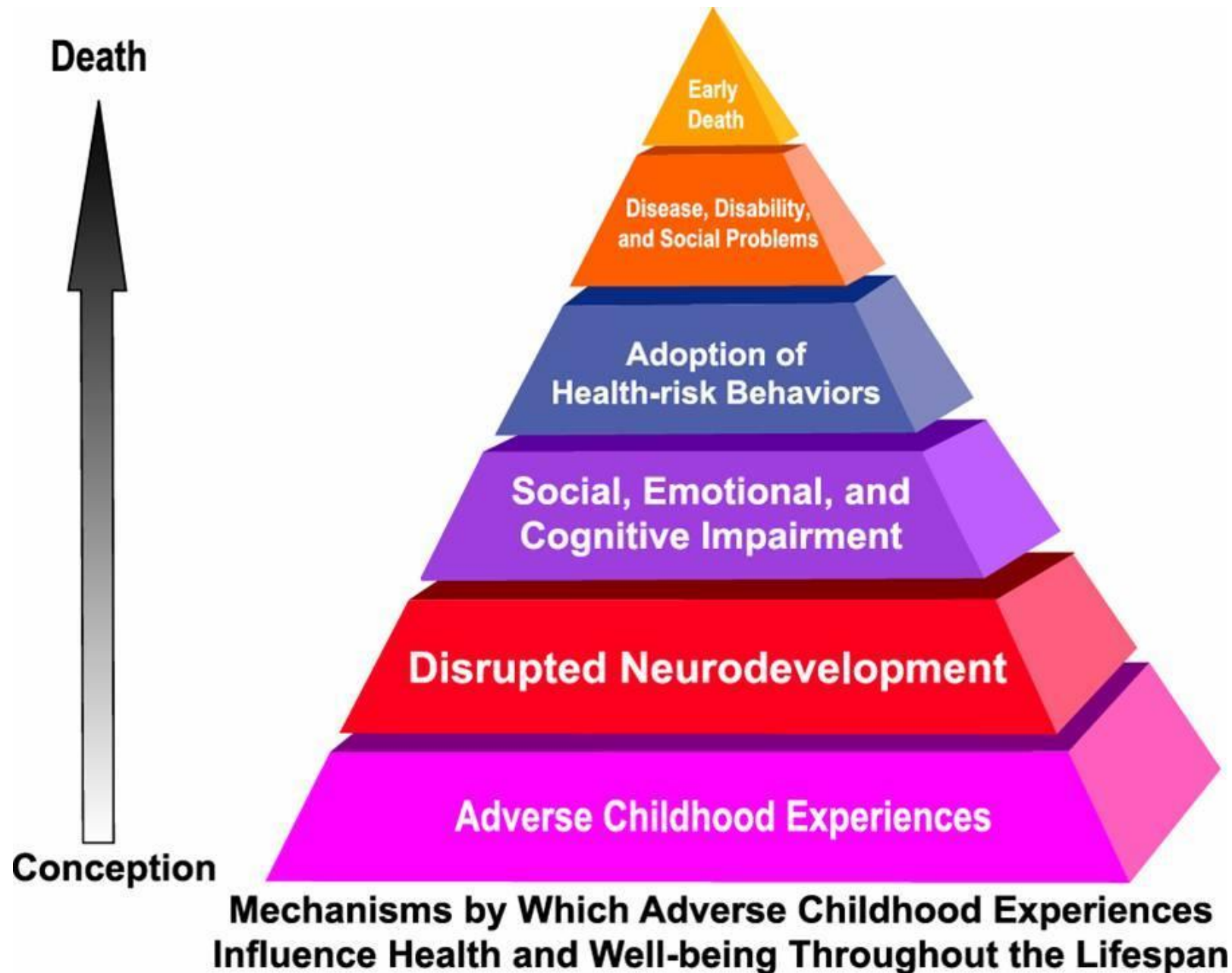
- Domestic Abuse and violence – 16%
- Separation or Divorce – 20%
- Substance Abuse of parent or caregiver – 19%
- Incarceration of household member, parent or caregiver – 5%
- Mental illness – 14%

Stats Wales (2015)

- In Wales (NHS)
- 53% of adults have no ACEs in childhood
- 20% experienced 1 ACE
- 13% experienced 2 or 3 ACEs
- 14% experienced 4 or more ACEs in childhood

ACEs: Impact on brain, body and behaviour

- <https://www.youtube.com/watch?v=W-8jTTIsJ7Q>
- For more info...
- [Home - ACE Hub Wales](#)
- [Adverse Childhood Experiences \(ACEs\) | Violence Prevention Unit \(violencepreventionwales.co.uk\)](#)
- [Adverse Childhood Experiences - Public Health Wales \(nhs.wales\)](#)



What does that mean?

- Compared to adults with no ACEs those with 4 or more are:
- 4 times more likely to be a high-risk drinker
- 6 times more likely to have had or caused uninitiated teenage pregnancy
- 6 times more likely to smoke e-cigarettes or tobacco
- 6 times more likely to have had sex under the age of 16
- 11 times more likely to have smoked cannabis

phw.nhs.wales/files/aces/infographic-aces-and-their-impact-on-health-harming-behaviours-in-the-welsh-adult-population/

What does that mean?

- 14 times more likely to have been a victim of violence in the last 12 months
- 15 times more likely to have committed violence against another person in the last 12 months
- 16 times more likely to have used crack cocaine or heroin
- 20 times more likely to have been incarcerated at any point in their lifetime

Preventing ACEs in future generations could reduce...

- Heroin/crack cocaine use (lifetime) by 66%
- Incarceration (lifetime) by 65%
- Violence perpetration (past year) by 60%
- Violence victimisation (past year) by 57%
- Cannabis use (lifetime) by 42%

cont...

- Unintended teen pregnancy by 41%
- High-risk drinking (current) by 35%
- Early sex (before age of 16) by 31%
- Smoking tobacco or e-cigarettes (current) by 24%
- Poor diet (current; <2 fruit and veg portions daily) by 16%
- phw.nhs.wales/files/aces/infographic-aces-and-their-impact-on-health-harming-behaviours-in-the-welsh-adult-population/

Safeguarding Myth busters

- For each of the following statements stand either at true or false:
- Children and venerable adults are usually abused by strangers
- False – 76% by a parent of legal guardian ([National Children's Alliance](#))
- Children and venerable adults are usually lying when they make claims of abuse
- False
- Children and venerable adults who are abused by a care giver are always taken into care
- False

-
- Children and venerable adults with disabilities are more likely to become victims of abuse
 - True
 - Children and venerable adults are always safe when women or other children and venerable adults are around
 - False stats change depending on the form of abuse
 - The sexual exploitation of Children and venerable adults by gangs or groups is limited to one or two cities and particular ethnic groups
 - False

Safeguarding and teaching remotely

- Why is it important to consider this separately?
- What do you need to consider when teaching online and remotely?

-
- Your environment -
 - You should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background
 - Platforms for teaching -
 - Always make sure you are logged into the teaching platform (teams...) with your work account
 - Contacting students -
 - You should only contact students via their registered academic accounts e.g. email, online video platform, teams...

- Dress Code -

- You should dress in appropriate day-to-day clothing to teach or interact with students via video platforms

- Reporting issues -

- You should report any disclosures of abuse, or concerns about students in terms of their safety, to a person responsible for safeguarding

What about our students online?

- Same rules apply!
- Set the ground rules with students early to avoid confusion or conflict.

Case studies

- In the last slides we will be looking at some possible safeguarding case studies
- I will ask you yes or no questions as to what your response would be.

Some examples 1 -yes or no

- A college discusses their concerns about a student who has AS. The student has over the last few weeks been arriving late, looking dirty and poorly dressed and his behaviour is becoming increasingly erratic. She has taken no action other than mentioning it to you
- Do you...
- Recommend she has a quiet word with the students tutor to find out if anything is already being done
- Yes

-
- Find out who the students care givers are and let them know about the situation
 - No
 - Suggest she contacts the person responsible for safeguarding to seek advice
 - Yes
 - This is an emergency; she should call the police if she hasn't done so already
 - No

-
- Advise her to do nothing as the student's tutor is bound to be aware of the situation
 - no

Example 2

- Amy, a 16-year-old student, tells you she is pregnant and wants information about a termination. She says she's afraid of her boyfriend who is in a gang and has become abusive and controlling. She can't tell her mum as she'll go "absolutely ballistic"
- Do you...
- Call the police if Amy appears to be in immediate danger, or is the victim of sexual exploitation
- Yes

-
- Alert a person responsible for safeguarding. This is a safeguarding issue.
 - Yes
 - Talk to Amy's mother to find out if she is being sufficiently supportive
 - No
 - Introduce Any to our student support and welfare services
 - Yes

-
- Have a quiet chat with Amy's friends to find out if there are any underlying problems behind her behaviour
 - No

Example 3

- Nimah, a 20-year-old student tells you that she thinks her parents are planning to take her 17-year-old sister abroad to be married against her will, they tried to do this to her when she was 16 but she ran away and has had not had any contact with her parents since.
- Do you...
- Nothing as Nimah is not a child or adult at risk
- No
- Alert a person responsible to safeguarding. This is a safeguarding issue
- Yes

-
- Explain to Nimah that her parents are free to follow their own cultures traditions, including forced marriages
 - No
 - If the situation is very urgent, contract the local authority, the police or the Forced Marriage Unit directly
 - Yes
 - Try to contact Nimah's parents to discuss the situation
 - No

Example 4

- For the 3rd time in less than a month Ben, a 34-year-old student with cerebral palsy, asks you to lend him some money for lunch. He lives with his sister and tells you he doesn't like to ask her for money as she can be aggressive and violent towards him and her two children
- Do you...
- Call the police
- No
- Refer Ben to student support and welfare services
- Yes

-
- Ask Ben directly if his sister is abusing her children
 - No
 - Alert a person responsible for safeguarding, especially if Ben suggests he or his sister's children are in danger
 - Yes
 - Organise a whip-round to buy Bens's lunch
 - No

Example 5

- As you are having lunch you notice a group of students at a nearby table laughing over a laptop. You can see they're on a social media website and are egging each other on to send increasingly passionate proclamations of love to Hannah, a student, 21 with muscular dystrophy
- Do you...
- Confiscate the laptop and store it somewhere secure so the messages can be deleted
- No

-
- Report the incident to a person responsible for safeguarding
 - Yes
 - Contact Hannah to make sure she knows the messages aren't real
 - No
 - Speak to the students to let them know that their behaviour is unacceptable
 - Yes

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- Log into the social media site to see if you can establish exactly what messages have been sent to Hannah
 - No

Example 6

- A colleague tells you that he thinks a 17-year-old student called Heather has a crush on him and shows you some email messages that Heather has sent to his personal email address
- Do you...
- Tell him not to worry, he should be flattered
- No
- Advise him not to give out personal contact details in the future to avoid issues like this
- Yes

-
- Call the police
 - No
 - Contact a person responsible for safeguarding if you're at all unsure of what to do
 - Yes
 - Recommend that he speaks to Heather's personal tutor
 - Yes
 - Recommend he speaks to his line manager

• Yes

Example 7

- Tom, a mature student with mental health problems, tells you he's not getting on with other students in his group and that he feels threatened and intimidated by them. He has discussed this situation with his tutor, but nothing has been done about it. He tells you he's very unhappy and is considering dropping his course and returning to live with his parents where he feels safe.
- Do you...
- Contact a person responsible for safeguarding, especially if Tom seems in real distress, or seems at risk of harming himself

• Yes

-
- Ask Tom who the main culprits are in his group, and offer to speak to them
 - No
 - Refer Tom to student support and welfare services
 - Yes
 - Offer to talk to Tom's tutor as group dynamics falls within the tutor's responsibility
 - No

-
- Encourage Tom to snap out of it and stand up for himself
 - No

Example 8

- Its 9.30pm on Saturday evening. You receive a text message from Charlotte, a 28-year-old female student with ALN, telling you she's been beaten up by her partner and thrown out of the house with no money or clothes
- Do you...
- Explain to Charlotte that it would not be appropriate for you to take any action
- No
- Inform a person responsible for safeguarding of the situation
- Yes

-
- Collect Charlotte and offer for her to stay at your place
 - No
 - Encourage Charlotte to call the police and report the assault
 - Yes
 - Reflect on why Charlotte has your personal mobile number
 - Yes

UWTSD policies

- [Strategies and Policies | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/strategies-and-policies)
- [Academic Quality Handbook | UWTSD](#)
- [Safeguarding | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/safeguarding) – updated policy is coming soon!

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