

CHILD PROTECTION AND SAFEGUARDING VULNERABLE ADULTS: POLICY AND GUIDANCE

Definitions

A **child** in this policy is defined as *anyone under the age of 18*.

A **Vulnerable Adult** is defined in accordance with The Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 2002 as *a person aged 18 or over who has a condition of the following type:*

- (i) a substantial learning or physical disability;*
- (ii) a physical or mental illness or mental disorder, chronic or otherwise, including an addiction to alcohol or drugs; or*
- (iii) a significant reduction in physical or mental capacity.*

Safeguarding: There is no legal definition of safeguarding. However, in this policy, any references to safeguarding are in keeping with the Government report in 2006, *Making Safeguarding Everyone's Business*, in which there was a shift in emphasis from protecting children and vulnerable adults from harm, to preventing abuse and neglect in the first instance. Therefore safeguarding is defined here as *both safeguarding and promoting welfare together, through:*

- (i) protecting children, young people and vulnerable adults from maltreatment;*
- (ii) preventing impairment of children, young people and vulnerable adults' health and/or development; and*
- (iii) ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care to enable them to have optimum life chances such that they enter adulthood successfully.*

The following **acronyms** are used throughout the document:

- PSO: Principal Safeguarding Officer
SO: Safeguarding Officer
DBS: Disclosure and Barring Service
LSCB: Lewisham Safeguarding Children Board

Background

S-Factor Academy (the "Academy") believes that every young person and vulnerable adult has the right to be safe and that their welfare is paramount. This includes young people and vulnerable adults of any gender, ethnic background, sexuality or religion, or with any disability. It is committed to safeguarding and promoting the welfare of young people and vulnerable adults and seeks to ensure that all of its services, staff and volunteers work to achieve the best outcomes for young people and vulnerable adults.

As safeguarding underpins all of the work of the Academy, it is essential that the work is carried out under a robust safeguarding policy framework. The Academy recognises that safeguarding is the responsibility of everyone, and therefore seeks to make safeguarding a priority throughout the organisation. Resources are allocated to support this commitment and towards making the Academy a safer organisation for all those associated with it.

The Academy is committed to putting into practice Article 12 of the Convention on the Rights of the Child, which states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard within the family, the school or the community. As part of this commitment, this policy seeks to ensure that any barriers to young people's participation are addressed.

To achieve success, the Academy will: have clear lines of accountability for safeguarding throughout the organisation

- set up effective performance management arrangements
- set clear goals and monitor and review progress undertake regular annual reviews of its safeguarding processes and practices maintain the resources necessary to support this commitment; and
- provide training to staff at all levels of the organisation in applying safeguarding principles to every aspect of their work. Internal training will be carried out for staff in how to best implement safeguarding policies and procedures. The Principal Safeguarding Officer (PSO) will also register staff for relevant external training as legislation and practice is updated.

Legislation and Government Guidance

Over the past decade there has been a wealth of legislation and government policy relating to protection of Children, Young People and Vulnerable Adults.

It is within this policy context that the Academy operates its Safeguarding Policy and associated policies and procedures.

- The Academy is committed to: exercising proper care in the selection, appointment and support of those working with children, young people and vulnerable adults whether paid or voluntary
- working in partnership with young people and vulnerable adults, valuing their contributions, while ensuring they are safe and protected while partaking in the Academy's activities and programmes
- working in partnership with parents and carers and offering support, encouragement and advice
- working in partnership with other agencies who are concerned with the well-being of children, young people and vulnerable adult
- working with young people and vulnerable adults and including them in creating a safe environment where they can take part in development activities and consequently increase in confidence; and
- implementing and maintaining a process for dealing with concerns about possible abuse.

POLICY AND GUIDANCE DOCUMENT CONTENT

The Policy sets out agreed processes in relation to the following areas:

1. The Roles and Appointment of Staff and Volunteers.
2. Codes of Conduct for Staff, Apprentices and Volunteers
3. Staff Supervision
4. Appointment of a Safeguarding Officer
5. Responding to possible abuse
6. Abuse of Trust Guidelines
7. Whistleblowing Procedure
8. Parental consent for day trips and residential trips
9. Appendices:
 - Appendix A: Recognising signs of abuse.
 - Appendix B: The role of the Principal Safeguarding Officer.
 - Appendix C: Responding to abuse and Incident Form.
 - Appendix D: Contact details.

1. THE ROLES AND APPOINTMENT OF STAFF AND VOLUNTEERS

1.1 The authority to appoint staff, apprentices and volunteers to organisation

1.1.1 The ultimate responsibility for the appointment of staff and apprentices is held by the CEO, Lisa Miller. For the purpose of administering the policy, the process of appointment may be delegated to a member (or members) of the Academy's Committee

1.1.2 The ultimate responsibility for the appointment of volunteers and 'youth volunteers' is held by the CEO. The placement and supervision of volunteers and youth volunteers needs to be agreed by the department managers they are placed in and reviewed by the team on a regular basis. The Academy confirms its commitment to recruit all staff, apprentices and volunteers in accordance with the Disclosure and Barring Service (DBS) Code of Practice and legislative requirements.

1.2 Appointment procedures

1.2.1 All paid positions should have a job description and a person specification. Voluntary jobs should have a volunteer's agreement.

1.2.2 All prospective staff, apprentices and volunteers (hereafter referred to as the 'applicant') are required:

- to send in a curriculum vitae including previous experience and a personal statement, as well as completing an equal opportunities form that includes personal details and declaration of any criminal offences or allegations
- to provide details of 2 referees; and
- to agree that they will co-operate with an enhanced DBS disclosure and may be requested to complete an application form at this stage so that the procedure can be completed as soon as possible if appointed. Reluctance to do this will not prejudice the selection panel's decision.

1.2.3 The procedure for the appointment of staff will involve:

- an informal meeting with a selection of staff members, young people and volunteers working on existing projects with opportunities for all parties to feed back to the Director or allocated member of senior staff. All conversations are to be treated as confidential and exist to provide a forum for young people and workers to comment on the applicant's suitability to work with young people, and enable applicants to gain an understanding of how the projects function; and
- an interview involving at least two from: the Director, the Committee members, , a young person representative, and the post line manager or supervisor (if applicable).

1.2.4 The Director in consultation with the Committee makes the final decision for appointment.

1.2.5 The procedure for the appointment of volunteers will involve:

- an interview with the relevant line manager
- each volunteer signing a Volunteer Agreement with their supervisor that makes reference to their roles and responsibilities. A signed copy of which must be returned to Human Resources; and
- volunteers being required to read and sign a copy of the Safeguarding Policy and return this to their supervisor.

1.2.6 The procedure for the appointment of Apprentices will involve:

- an interview with the Retention Worker for the Apprenticeship Programme or with a Line Manager and member of the Academy Committee
- each apprentice signing an Apprentice Agreement with their supervisor that makes reference to their roles and responsibilities. A signed copy of which must be returned to Human Resources; and

- Apprentices being required to read and sign a copy of the Safeguarding Booklet and return this to their supervisor.
- 1.2.7 If a suitable applicant is identified for the post the following conditions apply:
- they are offered the position subject to a 3 month probation period and an enhanced disclosure using the DBS process
 - they can submit a DBS certificate already held as long as the certificate has all the correct personal details and was issued not more than 12 months prior to the post starting date
 - the probation period may not be ended until the return of the DBS certificate
 - staff members and volunteers who are waiting for a DBS certificate to be returned may start working for the Academy, but must be supervised while working with young people until the DBS is returned. This means that they must always be within eyeshot or earshot of someone who has been DBS checked; and
 - on the return of the DBS certificate, should an offence against a child or children be revealed then the applicant would be informed they are unsuitable for the post after the Principal Safeguarding Officer has sought advice from the London Borough of Lewisham Children's Services in ensuring best practice in responding to the situation.
- 1.2.8 On appointment, the applicant or volunteer is provided with a contract that includes a job description and outlines their responsibilities with reference to this Safeguarding Policy terms and a signed agreement.
- 1.2.9 Youth Volunteers come to the Academy to be trained and gain experience as well as being young people themselves. The Academy is committed to ensuring the safety of both the young volunteers, young people and vulnerable adults attending the sessions. As such, youth volunteers do not have to undergo the same procedure. Instead, they are to be the responsibility of a named supervisor, as agreed upon in the volunteer contracts, and do not have to undertake the same interview procedure. Youth volunteers must be recommended for placement by a team member who has worked with them previously. This recommendation functions as a reference. They will need to make a declaration of any criminal offences or allegations; all other information including personal details, previous experience, and personal statement can be provided in an informal interview with their appointed supervisor.

2. CODES OF CONDUCT FOR STAFF, APPRENTICES AND VOLUNTEERS

The following code of conduct applies to all Academy staff, apprentices and volunteers working with children, young people and vulnerable adults whether acting in a paid or unpaid capacity.

- 2.1 Avoid unnecessary physical contact.
- 2.2 Avoid taking a young person alone in a vehicle on journeys, however short.
- 2.3 Unless circumstances make it impossible to comply, avoid taking a child or vulnerable adult to the toilet unless either (a) another adult is present or (b) another adult is aware (this may include a parent or group leader).
- 2.4 If you find you are in a situation where you are alone with a child, young person or vulnerable adult, wherever practicable make sure that others can clearly observe you.
- 2.5 Avoid close personal relationships with a child, young person or vulnerable adult in relation to whom they are in a position of trust
- 2.6 Never make suggestive or inappropriate remarks to or about a child, young person or vulnerable adult, even in fun, as this could be misinterpreted.
- 2.7 If a child, young person or vulnerable adult accuses a student or member of staff of abuse or inappropriate behaviour this should be reported immediately to the relevant person.
- 2.8 The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour.

- 2.9 Recipients of any complaint or accusation from a child, young person or vulnerable adult, must listen without making or implying any judgement as to the truth of the complaint or accusation.
- 2.10 If a child, young person or vulnerable adult makes a complaint, or if there are other reasons for suspecting abuse, this should be reported immediately to the designated staff member responsible for the safeguarding of children, young people and vulnerable adults named in section 4 of this policy.
- 2.11 All staff and volunteers should participate in the training available to support them in your work with children, young people and vulnerable adults.
- 2.12 Staff and volunteers should remember that those who abuse children, young people and vulnerable adults can be of any age (even other children and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- 2.13 Good practice includes valuing and respecting children, young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct, which would exclude bullying, aggressive behaviour and discrimination in any form.
- 2.14 Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome.
- 2.14 Although allegations should be reported only on a “need to know” basis, staff and students making allegations need not be concerned that they will be breaching confidentiality or the Data Protection Act, as complying with the policy overrides such obligations. If the person making the allegation feels they need counselling or other appropriate support from the Academy, they are encouraged to seek it; and appropriate licencing laws must be complied with.

3. STAFF SUPERVISION

- 3.1 On appointment all staff, volunteers and youth volunteers will be provided with a timetable of provision for supervision, monitoring and support and are expected to comply with these expectations.
- 3.2 All staff, volunteers, and ‘youth volunteers’ are expected to become familiar with the Safeguarding Policy. It is the responsibility of the PSO to identify or provide suitable training opportunities for staff and volunteers and ensure ‘youth volunteers’ know how to identify and address child protection and vulnerable adult issues within Academy projects.

4. THE APPOINTMENT OF THE SAFEGUARDING OFFICER

- 4.1 The Academy recognises the importance of appointing a named member of staff to handle any concerns regarding the safety of children, young people and vulnerable adults (hereafter referred to as Principal Safeguarding Officer).
- 4.2 The position of Principal Safeguarding Officer (PSO)/ Welfare Officer is held by: **Miss Stephanie Hanson**

In order to provide an effective and accessible service, there are identified Safeguarding Officers (SO) as part of the safeguarding team. The Safeguarding Officer is: **Miss Stephanie Hanson (who hold a combined Safeguarding Officer and Welfare Officer role)**
- 4.3 Significant safeguarding issues that arise should be made known to Stephanie Hanson.

The responsibilities of the PSO are detailed in ‘The Role of the Principal Safeguarding Officer’ in Appendix B and the contact details are given in Appendix E.

5. RESPONDING TO POSSIBLE ABUSE

The guidelines in this section are for all staff and volunteers responding to incidences of or concerns regarding abuse. Official definitions of abuse and advice on recognising signs of abuse can be found in Appendix A.

5.1 What to do if abuse is suspected to have occurred

- 5.1.1 Report concerns as soon as possible to the PSO who has been nominated to act on behalf of the Academy, referring allegations or suspicions of neglect or abuse to the statutory authorities. Reports should be made using the designated incident form in the format provided at Appendix D. In the absence of the PSO, all concerns should be referred to the Welfare/Safeguarding Officer(s).
- 5.1.2 If the suspicions in any way implicate the PSO the report should be made directly to a SO. If all the SOs and PSO are implicated in the suspicions, contact the referral desk of the local Social Services, alternatively the report should be made to Lewisham Safeguarding Children Board (020 8314 6660). LSCB will be able to provide independent advice to the person making the report. Contact information will vary due to project location, it is best to contact the Social Services that cover the young person's or vulnerable adult's home address or school, as they will hold any previous records.
- 5.1.3 Suspicions should not be discussed with anyone other than those named on this document unless specifically requested by the child, young person or vulnerable adult involved. It is good practice to ensure young people and vulnerable adults feel supported through any safeguarding process; confidentiality should work to protect young people and vulnerable adults, not to deny them support from wider members of staff, volunteers and youth volunteers. It is the role of the PSO to ensure that any wider staff do not take on direct responsibility of dealing with an allegation and only take on a supporting role.
- 5.1.4 All reports, including electronic reports, should be kept in a locked or secure place. Reports should be kept for a minimum of 7 years although requirements may vary under contracts from different partners.
- 5.1.5 It is the right of any individual as a citizen to make a direct referral to the child protection or vulnerable adult agencies, or to seek advice from LSCB, it is hoped that all members of staff and volunteers will follow this procedure. If however, they feel that the response of the Principal Safeguarding Officer or Safeguarding Officers has not been appropriate it open to staff to contact the relevant agencies directly.

5.2 What to do when a child, young person or vulnerable adult talks about abuse

- 5.2.1 The following guidelines are not designed to be a step by step process, but rather an indication of helpful ways to respond to a young person or vulnerable adult who talks about abuse:
- Show acceptance of what you are being told, even when the story seems to be unlikely
 - Keep calm, and ensure your body language remains reassuring
 - Tell the young person or vulnerable adult that the best way you can help them is to tell someone else, but you will only tell other people who can help them like yourself
 - Assure the young person or vulnerable adult they are not to blame
 - Be aware that the young person or vulnerable adult may have been threatened or bribed not to tell, this is especially relevant where grooming has taken place
 - Never push for information, if you feel a young person or vulnerable adult was about to tell you something and then changes their minds, it is important to accept that they have decided not to tell you at this time, however it is important that the child is left knowing that you are always ready to listen.
 - Helpful things to say:
 - "Thank you for telling me."*
 - "It's not your fault."*

"I will help you and only tell other people who can help you like me."

5.2.2 Let the child know everything you are doing step by step. This allows the child to feel that they still have some control over what is happening to them, e.g. "I am going to leave the room now and call someone who can come and help us, when I come back I am going to tell you what was said."

5.2.3 Things NOT to say:

"I am shocked!"

"Why did you not tell anyone before?"

"I can't believe it!" or "Are you sure this is true?"

WHY? HOW? WHEN? WHO? WHERE?

Never make a promise that you cannot keep.

5.3 What to do following a child or vulnerable adult talking about abuse

5.3.1 Make notes as soon as being told, preferably within an hour on the incident form referenced in 5.1. When making a recording, it is important to write down exactly what the child/vulnerable adult has said, what you said in reply, when it was said, and what had happened immediately before hand (a description of the activity). Record dates and times of the events and when you made the report. Keep all hand written notes even if these have been typed at a later time.

5.3.2 Follow the guidance given in 5.1 with regards to informing the PSO.

5.3.3 Ensure appropriate follow up has been arranged for the child/vulnerable adult, taking into consideration whether it is safe for the child to return home. This is part of the responsibility of the PSO, unless the PSO is implicated, (see Appendix B, for the process the Principal Safeguarding Officer will follow).

6. 'ABUSE OF TRUST' GUIDELINES.

- 6.1 Young people and vulnerable adults who are over the age of consent are still in need of protection. The home office have produced guidelines that, although hold no statutory force, contain the principles of good practice in protecting vulnerable young adults or adults where a relationship of trust has been built up with an adult looking after them. The Academy is committed to protecting all those that they work with. It will therefore be unacceptable for any member of staff or volunteer to engage in behaviour that might allow a sexual or an 'inappropriate' relationship to develop while the relationship of trust continues.
- 6.2 Young volunteers are volunteers who have previously been young people within the Academy projects. They have shown an ability and desire to assist with the running of projects throughout the organisation. A relationship of trust therefore exists between them and the Academy. It will therefore be unacceptable for any member of staff or volunteer to engage in behaviour that might allow a sexual or an 'inappropriate' relationship to develop while the relationship of trust continues. Supervisors need to be mindful to hold their volunteers and members of staff to account in how they are supervising young volunteers.
- 6.3 Young volunteers are trainees and should be assigned a supervisor; the supervisor needs to ensure that the young volunteer is not left in any position where they could be accused of any misconduct with a young person. The PSO also needs to provide, or source, child protection training that is at a suitable and understandable level for individual young volunteers.

7. WHISTLEBLOWING PROCEDURES

This section outlines guidance and recommendations regarding whistleblowing and raising concerns regarding Academy staff.

7.1 Staff responsibilities

- 7.1.1 Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of young people or vulnerable adults may be at risk.
- 7.1.2 Even where staff do not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or fear harassment or victimisation, this must never result in a child, young person or vulnerable adult continuing to be unnecessarily at risk and concerns should always be reported.

7.2 Reasons for whistleblowing

Each individual involved in the Academy has responsibility for raising concerns about unacceptable practice or behaviour for the following reasons:

- to prevent the problem worsening or widening
- to protect or reduce risks to others; and
- to prevent themselves from becoming implicated.

7.2 Challenges in whistleblowing

Staff and volunteers may experience the following concerns when contemplating whistleblowing, which will need to be overcome:

- starting a chain of events which spirals
- disrupting the work or project
- fear of getting it wrong
- fear of repercussions or damaging careers; or

- fear of not being believed.

7.4 How to raise a concern

- 7.4.1 You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- 7.4.2 Try to pinpoint exactly what practice is concerning you and why.
- 7.4.3 Approach the Academy's PSO.
- 7.4.4 If your concern is about your immediate manager or a Safeguarding Officer at the Academy contact the LSCB Duty team on the contact details at the back of this policy.
- 7.4.5 Make sure you get a satisfactory response - don't let matters rest
- 7.4.6 Ideally you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- 7.4.7 A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.

7.4 What happens next

- • You should be given information on the nature and progress of any enquiries
- • Your employer has a responsibility to protect you from harassment or victimisation
- • No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- • Malicious allegations may be considered as a disciplinary offence

7.5 Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children, young people or vulnerable adults.

7.6 Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union

8. PARENTAL CONSENT, DAY TRIPS AND RESIDENTIAL TRIPS

The Academy recognises that children and young people can be actively involved in ensuring their own safety. Young people will input into the planning of all residential and day trips, in particular the ground rules for any such activity. The Academy believes it can promote self and peer monitoring.

8.1 Parental Consent

- 8.1.1 No children will be allowed to participate in any activity without the written consent of parent or carer.
- 8.1.2 Consent forms should provide parents / carers with a rundown of all events that will take place within a program, evening session or on a day trip or residential. Parents or carers should be given the opportunity to opt out of any activity that they do not wish their child to partake in.

8.1.3 The Academy understands it has a duty to support parents and carers in completing parental consent forms and communicating information to parents and carers in a way that allows them to make an informed decision on their child's care. Consent forms should be written by the PSO.

8.1.4 Consent forms are confidential and any information provided on them may not be shared with any other party unless consent has been sought from the parent or carer, the information provided on the consent forms will be stored in accordance with the data protection act 1998 . When consent forms are disposed of it, is the duty of the Academy to ensure that all information is removed from the computer network as well as paper files being destroyed.

8.2 Consent for the use of Image

8.2.1 Parental consent will be sought for the use of images of young people under the age of 16. Young people 16 years and over are able to give their own consent for their use of their images. Any photographic or video images will only be used for purposes stated on the consent form, and will only be shared with partners and external organisations if given express permission to do so.

8.3 Health Information Consent Forms

8.3.1 All children and young people on any activity should have completed a Health Information and Consent Form that are held in duplicate. A copy of the forms is kept secure and accessible at the Academy, and one copy is to be kept by a named Team Manager present on the residential or day trip; these need to be accessible at all activities.

8.3.2 Information on health consent forms needs to be disposed of in the same manner as parental consent forms (see 8.1)

8.4 Staff Supervision during activities and trips

- The Academy acknowledges that when working with vulnerable young people, higher levels of staff is best practice. We therefore aim to have a ratio of 1:12 for our work with 7 to 19 year olds.
- Staff and volunteers will follow the usual good practice guidelines.
- Any incidences will be recorded.
- Staff and volunteers will meet regularly for briefing/supervision meetings.

8.5 Health and Safety

8.5.1 **Personal Safety:** It is the responsibility of all workers to know the whereabouts of all children and young people involved in the activity. Children and young people will be given full guidance of permitted areas of access and any rules related to the movement around or off site. Only young people whose parents have agreed to access off site will be allowed unsupervised access for short, specific periods of time.

8.5.2. **First Aid:** At least one worker will be appointed as First Aider during any session or residential and this will be made known to the children, young people and parents. He/she will be a qualified first aider and ensure that:

- A first aid box is provided and the location is made known.
- The first aid box contains items as required for group size and activity.
- Any accidents and injuries are recorded in the first aid log book and on the individuals first aid form.
- That the location and telephone numbers of the nearest doctor and hospital are readily available.

- That all medication for the young people is kept in a secure place and is administered in the way indicated by the parents on the medical consent forms.
 - That all medication and a first aid box, is available during all journeys taken as part of the residential.
- 8.5.3. **Food Hygiene:** Food preparation will be supervised by a worker who has been awarded the Basic Food Hygiene Certificate and will maintain an overview of food safety during any session or residential. This will include the preparation, handling and storage of food and disposal of waste.
- 8.5.4. **Fire Safety:** Everyone on an activity will be made aware of the danger of fire. Where a building is used, everyone will be made aware of fire exits and, where appropriate, a drill will be practised on the first day of the residential.
- 8.5.5. **Site Safety:** The use of any activity site will be checked for compliance with health and safety regulations for its use and special consideration will be given to the use of fires and electrical appliances.

8.6 Transportation for Day Trips and Residential Trips

- 8.6.1 Taking care of children and young people who are away from home involves special additional responsibility for their wellbeing at all time. Staff should be prepared for all eventualities and anticipate situations where there is the potential for harm. Staff must take measures to minimise these risks. The guidance provided below is in addition to all previous points which should also be practised in preparation for and during a residential activity.

- 8.6.2 **Transportation:** The staff member responsible for the residential will ensure that any driver will have adequate car insurance if they are transporting children in related activities. When a minibus is used, the staff members responsible for the residential will ensure that appropriate insurance and permits are in place for the use of the minibus and that the driver holds a valid licence that entitles them to drive a minibus.

Workers may not transport individual young people in their vehicles as this exposes both workers and young people to unnecessary levels of risk.

All travel, whether via public transport or in private vehicles, must be risk assessed, as well as being covered by the normal levels of staff ratios and first aider provision.

- 8.6.3. **Sending young people home:** If for any reason a young person needs to be removed from a residential, the parents must be informed immediately as to why the young person is being removed and what arrangements have been made to transport the young person home. The parents must consent to an independent journey being made and parents may be asked to pay the cost of any travel arrangements. If consent for an independent journey is not given, parents must immediately collect their child from the residential or request for a staff member to escort the child home, either by private vehicle or public transport, the parents can be asked to cover the costs of transport for both the staff member and child. If a staff member cannot be spared from the residential as this will affect the staff-child ratio, a member of staff with a current DBS certificate will need to travel up to the residential and escort the child home.

8.7 Sleeping Arrangements

- 8.7.1 Children and young people will be accommodated in separate rooms according to gender. Any residential site will have secure sleeping areas and workers will be accommodated separately, except where dormitories are in use and separate accommodation is unavailable (in such circumstances there will always be two members of staff allocated to each dormitory).

8.8 Disciplinary procedure

- 8.8.1 Young people and parents must be informed before the residential trip what types of behaviour will result in them being sent home or removed from an activity. At all residential trips young people will be made aware that the possession or use of any illegal substances or alcohol will result in them being removed from the activities or residential. So too will any behaviour that the lead worker deems to be dangerous or harmful, either physically or emotionally to any other member of the group or staff, or behaviour that is judged to be seriously inappropriate.

8.9 Adventure Activities

- 8.9.1 No adventurous activities will be engaged in without the written consent of the parents/carer. The Academy will ensure that staff leading such activities are properly trained and qualified and that the correct ratio of staff to young people is met. If use is made of an activity centre or organisation whose staff undertake instructing activities, then the Academy will ensure that the premises are licensed. If the activities come within the scope of the Adventure Licensing Regulations 1996, the Academy will also ensure that the outside organisation have adequate public liability insurance.

8.10 Insurance

- 8.10.1 The Academy holds appropriate insurance for public liability and will ensure appropriate insurance policies are in place at any residential centres. Parents and young people will be advised that they require their own insurance for the purposes of personal accident and personal property.

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Definitions and Signs of Abuse

Definitions of abuse

Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold and starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Emotional

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill-treatment. This category is used where it is the main or sole use of abuse.

Physical

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

Sexual

Actual or likely exploitation of a child or adolescent. The child may be dependent and/or developmentally immature (Sexual exploitation represents the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or violate social taboos or family roles).

Organised

Abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in cohort to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority to recruit children for abuse.

Recognising signs of abuse

The following signs may or may not indicate abuse, in the event that one or more of the signs is present the possibility of abuse should be considered:

Neglect

- under-nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care.

Physical

- any injuries not consistent with the explanation given for them.
- injuries which have to receive medical attention.
- reluctance to change for, or participate in, games or swimming.
- repeated urinary infections or unexplained abdominal, 'tummy' pains; or
- bruises, bites, burn, fractures etc. which do not have an accidental explanation.

Emotional

- changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy. Also depression, aggression and extreme anxiety
- nervousness, frozen watchfulness, persistent tiredness
- obsessions or phobias.
- sudden under-achievement or lack of concentration
- inappropriate relationships with peers or adults
- attention seeking behaviour; or
- running away, stealing, and lying.

Sexual

- any allegations made by a child concerning sexual abuse
- a child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who engages in age-inappropriate sexual play
- sexual activity through words, play or drawing
- child who is sexually proactive or seductive with adult
- inappropriate relationships with peers and or adults
- severe sleep disturbances with fears, phobias, vivid dreams or nightmares
- eating disorders – anorexia or bulimia; or
- evidence of grooming by individuals or groups of adult.

Appendix B

The Role of The Principal Safeguarding Officer

The Principal Safeguarding Officer (PSO) acts as person responsible for Child Protection and Vulnerable Adult issues reported by staff, volunteers and members of the public. The PSO will follow set procedures in responding to a Child Protection or Vulnerable Adult Report. In the absence of the PSO, the SOs will follow the same procedures. The PSO is responsible for assisting staff in the follow up of allegations and ensuring best practice is maintained.

Allegations of Physical Injury or Neglect

If the young person or vulnerable adult has a physical injury or symptom of neglect the PSO will:

- Contact Social Services for advice in cases of deliberate injury or where there are concerns about the young person or vulnerable adult's safety. The parents should not be informed by the PSO in circumstances where a parent/carer or close family member is suspected.
- Where emergency medical attention is necessary it will be sought immediately. The PSO will inform the doctor of any suspicions of abuse.
- In other circumstances the PSO will speak with the parent/carer and suggest medical help/attention is sought for the young person or vulnerable adult. The doctor or health visitor will then initiate further action, if deemed necessary
- If appropriate the parent/carer will be encouraged to seek help from the Social Services Department.
- Where the parent/carer is unwilling to seek help, if appropriate, the PSO will offer to go with them. If they still fail to act the PSO should, in case of real concern, contact Social Services for advice.
- The PSO will follow up any referral made to the Social Services Department so best practice can be maintained with any on-going work with that young person or vulnerable adult. Any workers working alongside that child will only be given the information that they need to ensure the physical and emotional wellbeing of young person or vulnerable adult is being met.

Allegations of Sexual Abuse

In the event of allegations or suspicions of current sexual abuse the PSO will:

- Contact Social Services duty social worker or Police Child Protection team directly. The PSO will not speak to the parent or carer or anyone else about the suspicion. The PSO may inform their line manager of events to ensure best practice is met.
- Under no circumstances will the PSO try and carry out an investigation into the allegations or suspicions of sexual abuse.
- While allegations or suspicions of sexual abuse will normally be reported to the PSO, the absence of the PSO and SO should in no way delay the referral to Social Services. Staff may ask for assistance and guidance from the designated Safeguarding lead in their team or the most senior member of staff if they feel that they are unable to follow the child protection procedure in the absence of the PSO and SOs.
- The Academy supports the role of the PSO and SOs and accepts that any information that they may have in their possession will be shared in a strictly limited way on a need to know basis.
- The PSO will follow up any referral made to the Social Services Department, so best practice can be maintained with any on-going work with that child. Any workers working alongside that child will only be given the information that they need to ensure the physical and emotional wellbeing of the child is being met.

APPENDIX C

RESPONDING TO ABUSE FLOW CHART (THIS FLOWCHART ALSO APPLIES TO ABUSE SITUATION CONCERNING A VULNERABLE ADULT)

(1) SIGN. SYMPTOM. DISCLOSURE: *Is this possibly child abuse?*

Yes: go to 2

No: go to 3

(2) Discuss with PSO who will limit information to those that need to know. *Is it safe for the young person to return home?*

Yes: go to 7

No: go to 5

(3) *Is this a risk to the young person's welfare?*

Yes: go to 4

No: go to 6

(4) Discuss with PSO/SO for appropriate action.

(5) Discuss with Lewisham Safeguarding Children Board Tel: 020 8314 6660.

(6) No action required.

(7) *Are the symptoms suggestive of sexual abuse?*

Yes: go to 8

No: go to 9

(8) Don't speak with parents/carers of the child. *Is the young person suggesting that they were sexually abused within the past 24 hours?*

Yes: go to 12

No: go to 5

(9) *Is this suggestive of physical or emotional abuse or neglect?*

Yes: go to 11

No: go to 10

(10) Observe situation and reactivate if necessary.

(11) Speak to parent. Suggest that they seek help from GP/Health Visitor/SSD, but read detailed policy first. *Is this effective?*

Yes: go to 6

No: go to 13

(12) Contact the Police directly so Police Surgeon can see the young person immediately.

(13) Offer to take parent to GP etc. *Is this effective?*

Yes: go to 6

No: go to 5

Appendix D

Child Protection/Vulnerable Adult Incident Form

CONFIDENTIAL DOCUMENT

DATE AND TIME OF INCIDENT:

DATE AND TIME OF REPORTING:

LOCATION AND CONTEXT OF INCIDENT:

NAME OF CHILD/ YOUNG PERSON/ VULNERABLE ADULT:

DOB:

ADDRESS:

NAME OF PERSON OF REPORTING EVENTS:

DETAILS: SEQUENCES OF EVENTS, ACTUAL WORDS USED AND OBSERVATIONS.

ACTION TAKEN:

**NAME OF PERSON CONTACTED:
(SPO/ SSD/ POLICE)**

DATE AND TIME:

FURTHER NOTES:

Appendix E

Key Contacts and References

PRINCIPAL SAFEGUARDING OFFICER/ WELFARE OFFICER:

Stephanie Hanson 07956 422 222

SAFEGUARDING OFFICER:

Stephanie Hanson 07956 422 222

SOCIAL SERVICES

Lewisham Safeguarding Children Board Tel: 020 8314 6660 or out of hours call 020 8314 6000

POLICE

In emergency call 999

NSPCC

Child Protection Helpline: 0808 800 5000

PARENTLINE

A national Helpline for parents under pressure: 0808 800 2222

CHILDLINE

Freepost 1111, London N1 0BR

Tel: 0800 1111

ANN CRAFT TRUST

Tel: 0115 951 5400

A national association working with staff in the statutory, independent and voluntary sectors in the interests of people with learning disabilities who may be at risk from abuse.

MIND INFOLINE

Tel: 0845 766 0163

Information regarding mental health related issues. Help in finding out options and local services. Mon – Fri 9.15 – 5.15.

RESPOND

Tel: 020 7383 0700

Provides therapeutic intervention for people with learning disabilities who have been abused.

SANELINE

Tel: 0845 767 8000

National helpline for anyone coping with mental illness