



## STAFF and LEARNERS

### CHILD PROTECTION AND SAFEGUARDING POLICY

#### 1. Introduction

The training provider is fully committed to safeguarding and promoting the welfare of all learners.

The training provider has a statutory and moral duty to ensure that Reach4Skills functions with a view to safeguarding children, young people and vulnerable adults receiving education and training. This policy is available publically; parents should be aware that Reach4Skills will make referrals about suspected abuse or neglect.

These procedures have been developed with reference to the Local Safeguarding Children Boards and their Child Protection Procedures. This policy will also be used to cover the procedures for working with employers and for the use of work placements on employer premises. Reach4Skills will refer concerns that a child, young person or vulnerable adult might be at risk of **significant harm** to Social Care or the appropriate agencies as agreed with the Local Safeguarding Children Board.

All staff, are subject to a DBS Disclosure and are required to work within Reach4Skills policies and guidelines. On appointment, all staff will be made aware of the Reach4Skills's commitment to safeguarding children, young people and vulnerable adults and will be briefed on their safeguarding duties and this policy.

The Centre Manager is designated with special responsibility for issues concerning safeguarding. **The Designated Safeguarding Person (DSP) with lead responsibility for safeguarding children, young people and vulnerable adults is Tina Frenett.**

#### 2 Safeguarding Information for Learners

The training provider is committed to ensuring that learners are aware of any behaviour towards them that is not acceptable and how they can keep themselves safe. All learners know that the training provider has a DSP with responsibility for safeguarding. We inform learners of whom they might talk to training provider, their right to be listened to and heard and what steps can be taken to protect them from harm. We make learners aware of these arrangements through induction.

#### 3 Partnership with Parents/Carers/Supporters/Employers

We are committed to working with parents/carers/employers to safeguard the welfare of learners and preventing abuse. We will share with parents/carers/employers/relevant agencies concerns we may have about their child/employee, unless to do so may place a learner at risk of harm or the young person has exercised their right to confidentiality. We communicate our

commitment to safeguarding through our website, and communication with employers.

#### **4 Designated Safeguarding Person (DSP)**

The DSP has a key duty to take lead responsibility for raising awareness within the staff on issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for everyone within the Reach4Skills. They will keep up to date with developments in safeguarding issues.

The DSP is responsible for:

- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with Local Safeguarding Children Board
- maintaining a proper record of any referral, complaint or concern (even where that concern does not lead to a referral)
- reporting concerns to the Lead Provider
- ensuring that parents/carers/guardians of children, young people and vulnerable adults within the Reach4Skills are aware of the Reach4Skills's policy

#### **5 Definitions of Abuse**

**The training provider recognises the following as definitions of abuse:**

Abuse may fall into a number of categories e.g. physical, emotional, neglect and sexual with the additional categories for vulnerable adults of acts of omission, psychological, financial or material, institutional or professional abuse. Someone may abuse or neglect a young person by inflicting harm, by failing to act to prevent harm or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally.

Young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

#### **6 Staff Code of Conduct**

All staff must maintain proper and professional relationships and behave responsibly at all times to safeguard themselves and their learners. All staff are required to adhere to the guidelines on setting and maintaining professional boundaries and to work effectively and safely with learners and to successfully complete the mandatory training.

#### **7 Information Sharing and Confidentiality**

Child Protection information is shared only on a need to know basis. However, it is important to understand that staff have a duty to share information where that information will help to inform the Social Care Service or Police enquiries. The child, young person or vulnerable adult's needs are paramount and where staff have concerns about a young person or vulnerable adult they must share their concern through the safeguarding procedures. The Data Protection Act does not prevent information sharing with investigating agencies where the information will help to safeguard welfare.

#### **8 Dealing with Disclosure of Abuse and Procedure for Reporting Concerns**

**All staff**, whether contracted, directly employed or voluntary, have a duty to discuss immediately with designated staff any knowledge, suspicion or concerns that a learner is being abused.

### **What if you suspect a young person is being abused?**

It is not your concern to establish whether or not the individual is telling the truth or to investigate the matter. It is your job to pass on your concerns. Child protection procedures need to be operated at the point of concern. Contact the DSP immediately.

### **9 Record Keeping**

Make sure that you make a written record of your concern and how you dealt with it. Records should be made as soon as possible and every possible effort should be made to record precisely what was said along with the context. Sign and date the record. The Designated Safeguarding Person will advise and store the safeguarding records. Records may be used in court.

If a learner tells you about possible abuse, you should:

- Listen carefully and stay calm.
- Do not interview them, but be sure that you understand and check what the person is telling you.
- Do not put words into their mouth.
- Reassure them that, by telling you, they have done the right thing.
- Inform them that you must pass the information on to a designated staff member. Inform them to whom you will report the matter.
- Make a detailed record of the date, time, place, what the child, young person or vulnerable adult said, did and your questions etc. and pass this directly to the Designated Safeguarding Person (DSP).

### **10 Prevent Duty**

Reach4skills recognises their duty to prevent children, Learners and families being drawn into terrorist or extremist behaviour and employ the following methods:

- Staff must complete Prevent training
- We value all Learners and their families equally
- We promote the development of positive attitudes and behaviours to all people, whether they are different from or similar to themselves
- We have a commitment to challenging prejudice
- Report any concerns about Children, Learners, staff or families to the relevant authorities

### **APPENDIX 1**

Examples of abuse are outlined below. The examples noted are by no means exhaustive.

a) **Physical Abuse**

Actual or likely physical injury to a child or young person, or failure to prevent physical injury (or suffering) to a child or young person, including intentional poisoning, suffocation and fabricated or induced illness e.g.:

- Multiple bruising
- A history of unexplained falls and/or minor injuries
- Finger marks
- Burns not consistent with possible explanations
- Global or specific deterioration of health without obvious cause
- Increasing immobility
- Dehydration
- Over or under use of medication
- Fractures not consistent with falls or explanation of the injury
- Unexplained loss of hair, in clumps
- Cuts not likely to be explained by self-injury

b) **Emotional Abuse**

Persistent emotional ill-treatment of a child or young person, as to cause severe and persistent adverse effects on the child's emotional development. This may involve conveying to a child or young person that they are worthless or unloved, inadequate, or valued in so far as they meet the needs of another person. It may include persistent scapegoating, name calling (racial, religious and sexual orientation), hostility, ridicule, frightening or threatening behaviour or cruelty. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of children, though it may occur alone.

c) **Neglect or Omission**

The persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child or young person from physical harm or danger or failure to ensure access to appropriate medical care or treatment, e.g.

Persistent hunger; Loss of weight; Poor hygiene; Inappropriate dress; Consistent lack of supervision for long periods, especially during activities which hold danger for them; Constant fatigue or listlessness; Physical problems and medical needs that are not attended to or general abandonment; Denial of religious or cultural needs

d) **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration or non-penetrative acts. They may include non-contact activities, such as involving children in looking

at, or in the production of, pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways e.g.

- Unexplained bruising around the vaginal or genital areas
- Unexplained difficulties in walking
- Reluctance of the person to be alone with an individual known to them
- Unexplained behaviour change
- Unexplained bleeding from vaginal or genital areas
- Stained or bloody underclothing
- In residential care, fear of staff offering help with undressing, bathing etc.

e) **Psychological Abuse**

This can affect young people through humiliation, insults, bullying, threats, enforced isolation, ridicule, depriving a person of due respect, dignity and affection and can demoralise the individual concerned e.g.:

- Strain within the relationship
- Indication that the abuser acts differently with the worker present than at other times with the vulnerable adult
- An air of silence in the home when the alleged abuser is present
- A general lack of consideration for the vulnerable adult's needs
- Refusal to allow the vulnerable adult an opinion of his or her own
- Denial of privacy in relation to their care, feelings or other aspects of their life
- A denial of access to the vulnerable adult, especially where the adult is in need of assistance, which they will consequently not receive
- Denial of freedom or movement e.g. locking a young person in a room
- Alterations in the psychological state, possibly withdrawal or fear.

f) **Financial or Material Abuse**

This is likely to involve access to and misappropriation of funds, possessions or benefits of a vulnerable adult. This can include, for example, the use of money or property without the informed consent of the vulnerable adult or making transactions which they do not understand. Other examples include stealing, using pressure to obtain rights to property or a will or preventing the sale of a property which would release capital to fund care packages or a residential home placement, that otherwise will put the vulnerable adult at risk e.g.

- Situations where, despite having a pension/benefits, the vulnerable adult is without money shortly after its receipt, particularly where that person is not able to spend money without assistance
- Unexplained withdrawals from savings accounts (large and small). The victim may have no realistic idea of how much money is in the account or what is happening to their financial affairs
- The unexplained disappearance of financial documents e.g. building society books and bank statements
- An unexplained shortage of money, despite a seemingly adequate income.

g) **Institutional or Professional Abuse**

Institutional abuse may be defined as both abuse by a regime itself and/or by an individual(s) of that regime. On occasions, institutions may develop practices which allow the abuse of those in their care as a matter of the daily routine of the

organisation. Factors that may undermine the creation of a positive, caring culture might be, for example: weak or oppressive management, poor pay and conditions, the absence of appropriate training and support for staff, a lack of policy and clear procedures and poor channels of communication.

h) **Forced Marriage**

**The difference between an arranged and a forced marriage**

The tradition of arranged marriages has operated very successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced marriage and an arranged marriage. In **arranged marriages**, the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangement remains with the individuals. In **forced marriage**, at least one party does **not consent** to the marriage and some element of duress is involved. Forced marriage is primarily an issue of violence against women. Forced marriage is a criminal offence; the offences can include abduction, physical violence and threatening behaviour. Sexual intercourse without consent is rape. If you suspect that one of your learners is being forced into a marriage against their will or if a female ethnic minority student leaves Reach4Skills unexpectedly and without explanation, contact the Designated Safeguarding Person.

This policy was adopted by: Charlotte White Centre Manager, Reach4Skills	Date: 1.1.18
To be reviewed: Annually	Signed: 