

Safeguarding Children and Vulnerable Adults

Child and Vulnerable Adult Protection Policy

Child and Vulnerable Adult Protection Policy Statement

Appleby Training and Heritage centre believes that it is always wrong for a child, young person, or vulnerable adult, to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all, by commitment to practice which protects them.

We recognise that:

- The welfare of the child/young person / vulnerable adult is paramount
- All learners regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection for all types of harm or abuse.
- Working in partnership with children, young people, parents, carers and other agencies is essential in promoting the welfare of all at the Centre.
- The purpose of the policy
- To provide protection for children, young people and vulnerable adults who use Appleby Training and Heritage Centre`s services.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person, or vulnerable adult, may be experiencing, or be at risk of, harm.

This policy applies to all students, staff, trustees, visiting and agency staff, or anyone working on behalf of Appleby Training and Heritage Centre.

We will seek to safeguard children, young people and vulnerable adults by:

- Valuing them, listening to and respecting them;
- Implementing safeguarding procedures based on national guidance and codes of conduct for staff and volunteers;
- Recruiting staff and volunteers safely, ensuing all necessary checks are made;
- Sharing with learners, parents, staff and volunteers, information about good practice in safeguarding;
- Sharing information about concerns with agencies who need to know, and involving parents and learners appropriately;
- Providing effective management for staff and volunteers through support and training.

Child and Vulnerable Adult Protection Policy and Procedures

Contact Details for Referral or Advice

Local Authority

Cumbria Safeguarding Hub
Skirsgill Depot
Skirsgill Lane
Eamont Bridge
Penrith
Cumbria
CA10 2BQ

Tel: 0333 240 1727

Fax: 01228 22157

Email: countytriage.fax@cumbria.gov.uk

LADO (local authority designated officer for dealing with allegations against staff):

Contact Multi-Agency Business Support team who will take your details and ensure a LADO returns your call:

Phone 01768 812267

Email lado@cumbria.gov.uk

LADO working hours – Monday to Thursday 9am to 5pm and Friday 9am – 4:30 pm

Appleby Heritage Centre

The designated Safeguarding Lead (DSL) is Mandy Morland

The deputy DSL is _____

The DSL trustee is Janet Hartley.

Reviewed: August 2019

Next Review: August 2020

Appleby Training and Heritage Centre Child and Vulnerable Adult Protection Policy

Introduction

The aim of this policy is to safeguard and promote learners` welfare, by fostering an honest, open, caring and supportive climate. Our learners` welfare is of paramount importance. The Centre has compiled this document with due regard to the statutory guidance, Working Together to Safeguard Children (DfE 2018) and Keeping children Safe in education (DfE 2018)

Centre commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help all learners, especially those at risk of, or suffering from abuse.

Our Centre will therefore:

- a. Establish and maintain an ethos where learners feel secure and are encouraged to talk, and are listened to. We will be alert to our learners` needs and learn to recognise when they might be distressed or concerned;
- b. Ensure that learners know that there are adults in the Centre who they can approach if they are worried or are in difficulty. We will ensure that each learner in our Centre has at least one member of staff who they might feel able to share concerns with;
- c. Where practicable include in the curriculum activities and opportunities which equip learners with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life;
- d. Follow Cumbria`s published local protocol for assessment to ensure the provision of early help as set out in statutory guidance;
- e. Ensure that wherever possible every effort will be made to establish working relationships with parents and colleagues from other agencies.

Working together with other agencies

The Centre will work closely with relevant agencies including the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the learner and the family.

The Centre recognises that the responsibilities of relevant agencies and the LA in protecting children, young people and vulnerable adults include:

- a) Supporting and advising the Centre on safeguarding and child protection issues;
- b) Evaluating referrals of concern for learners, using the multi-agency “wedge” threshold guidance on the LSCB website and,
- c) In partnership with other agencies, providing or ensuring the provision of services to children, young people or vulnerable adults and their families at the following levels:
 - Early help or early intervention
 - Targeted intervention for children or young people in need where there are more complex needs and where statutory Children Services assessment and help is provided under Section 17 of the Children Act 1989
 - Child protection intervention following section 47 statutory Children Services assessment of risks of significant harm.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children, young people and vulnerable adults. There are, however, key people within the Centre who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities are: Mandy Morland DSL and Karen Chester Deputy DSL.

The Designated Safeguarding Lead (DSL) for Child Protection is Mandy Morland. She will coordinate child protection activities, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the learner remains the central focus. In her absence the deputy who will coordinate this role is Karen Chester.

The DSL also takes responsibility, in partnership with other agencies for reporting children and young people missing from education to the local authority’s Children Services.

The trustees ensure that:

- Procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
- Their implementation is monitored for their effectiveness and that they are reviewed at least annually.
- The procedures include the management of allegations against people who work with children, young people and vulnerable adults, safe recruitment and reporting children missing from education.
- Designated safeguarding trustee is qualified.

Training and Support

The centre will ensure that all staff have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available every 3 years for all staff, but biennial for designated staff.

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Next Review: August 2020

All staff in the Centre will be trained to recognise and respond to situations where a child may be considered to be at risk.

At any time, a member of staff may consult with the DSL, or the Deputy DSL on any protection issue.

We will ensure that our staff are kept informed about child safeguarding procedures via training sessions.

We will ensure by displaying a copy of this procedure in the administration office that other adults in the Centre know what to do if there are safeguarding concerns. Copies will be available on request to learners, interested parties, parents and carers and so on.

Consent, confidentiality and information sharing

Our policy on maintain confidentiality and sharing information is as follows:

- Only those members of staff who “need to know” so as to contribute to the protection of a child, young person or vulnerable adult will be advised of concerns and action taken.
- Trustees and adults working in the Centre will be advised of our approach to confidentiality and information sharing.
- Staff (including volunteers) must never guarantee confidentiality to a learner, it might be necessary to tell someone else in order to safeguard the learner. A learner who asks the adult to keep a secret should be advised that the information may need to be shared with others.

Normally, personal information will only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human rights, Article 8). Wherever possible, consent will be obtained before sharing personal information with third parties.

In some circumstances, obtaining consent, may not be possible or in the best interest of the learner. The safety and welfare of that learner might necessitate that the information should be shared without informing or obtaining the consent of a parent. The law permits the disclosure of confidential information necessary to safeguard a child, children or adult. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice should be sought if in doubt.

If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children`s social care may be necessary.

Records and monitoring

Well-kept records are essential to good safeguarding practice. Concerns about welfare or behaviour must be recorded.

All such notes, minutes, referrals and records are to be kept separate to the learner`s main Centre file in a locked cupboard.

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If a learner transfers or leaves, the notes should be passed from our DSL direct to the receiving Centre`s DSL.

Attendance at Child Protection Conferences

A Child Protection Conference is a multi-agency meeting called to consider the child`s need for a Child Protection plan.

The Chair of the Conference extends an invitation to the Centre rather than a named person. The person who best knows the child and can contribute to the Conference will normally attend from the Centre.

Supporting learners at Risk

Our Centre recognises that learners who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This Centre may be the only stable, secure and predictable element in the lives of children, young people and vulnerable adults at risk. Whilst at the Centre, their behaviour may still be challenging and defiant, and there may even be moves to consider exclusion from the Centre.

It is recognised that some children, young people and vulnerable adults who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child, young person or vulnerable adult can receive appropriate help and support.

This Centre will endeavour to support such learners through:

- The curriculum, to encourage self-esteem and self-motivation
- The Centre ethos, which promotes a positive, supportive and secure environment and which gives all learners and adults a sense of being respected and valued
- The consistent implementation of our behaviour management policies
- Regular liaison with other professionals and agencies who support the learner and their families
- A commitment to develop productive, supportive relationships with parents
- The development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations

This policy should be read in conjunction with other related policies at the centre, including Equal Opportunities and Whistle blowing.

Safe Schools, Safe Staff

As a Centre we recognise that organisational, personal or professional difficulties can get in the way of protecting children, young people and vulnerable adults (for example fear that we might compromise relationships with parents and family). We know, however, that vulnerable children and adult`s needs are paramount.

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We recognise that physical contact with learners is sometimes part of our role “in loco parentis” but will avoid contact that might be misinterpreted.

If our staff are working in a one-to-one situation with a learner, they should be careful to ensure that another adult is close by.

Teachers are not counsellors, Centre staff should not be counselling and/or giving advice to children/young people about sexual matters, except where this is part of the Centre`s agreed curriculum.

We will follow the Centre`s policies in order to recruit and select safe staff.

We will follow the Disciplinary procedure when staff are faced with allegations of abuse.

Child and Vulnerable Adult Protection Procedures

We will follow the procedures set out below where it is believed that a child, young person or vulnerable adult is either:

- Suffering from, or is at risk of, significant harm or
- Has needs that cannot be met and we believe co-ordinated intervention is required.

The prime concern at all stages must be the interests and safety of the child, young person or vulnerable adult. Where there is a conflict of interest between the child/young person/vulnerable adult and parent, or the child/young person/ vulnerable adult and other adults, the interests of the child/young person/vulnerable adult must be paramount.

Dealing with emerging concerns

If any member of staff is concerned about a child, young person or vulnerable adult, he or she must inform the Designated Safeguarding Lead (DSL)

All staff and volunteers should be concerned about a child, young person or vulnerable adult if he/she presents with indicators of possible significant harm. Generally in an abusive relationship the child, young person or adult may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to his/her age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of “boundaries”, lack stranger awareness
- Appear wary of adults and display “frozen watchfulness”.

Dealing with a disclosure

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Next Review: August 2020

If a child, young person or vulnerable adult discloses any kind of abuse, the teacher / member of staff should only seek initial clarification from the learner- tact and sympathy is vital. Under no circumstances should any member of staff attempt to obtain further information, or to investigate what the learner is saying. (See Annex 3 for guidance).

The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children`s Services of concerns about a child/young person.

If the DSL does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.

When making a referral the DSL will complete the Single Contact. The member of staff who first referred the concerns to the DSL must keep a log of the incident, to include:

- Learner`s full name
- Address
- Sex and date of birth
- Parent(s) and guardian(s) name(s)
- Known aliases
- Contact addresses and telephone numbers during school hours
- Name of teacher making the referral / making the comment
- Nature of injury (if any)
- Grounds for suspicion
- Action taken, including dates and times.

The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an early help assessment by staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to Children`s Services, Cumbria Safeguarding Hub, followed up in writing for confirmation. The DSL should then forward the Single Contact Form to the Cumbria Safeguarding Hub.

Dealing with a disagreement over referral outcomes

Where the Centre believes that insufficient action has been taken with regard to a concern raised about a child or young person, the DSL will follow the Local safeguarding Children Board (LSCB) conflict resolution protocol.

Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.

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If the point of discussion cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the DSL, Centre Manager and the relevant Children's Social care team Manager.

Should the issue remain unresolved, the DSL or Centre Manager should refer the matter to the relevant Service Manager, Social care whose role is to ensure county wide standards are being applied.

The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be access via <http://www.cumbrialscb.com/LSCB/procedures.asp>.

Procedures to follow if an allegation is made against a member of staff

An allegation against a member of staff is potentially extremely serious – for the learner, staff member and Centre. The Centre will follow the disciplinary procedure in the event of a complaint of this nature.

Support

Dealing with a disclosure from a child and safeguarding issues can be stressful. The member of staff / volunteer should, therefore, consider seeking support for him / herself and discuss this with the DSL.

Annex 2

Child volunteering information

If a child, young person or vulnerable adult volunteer's information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through acting out, storytelling etc. Children, young people or vulnerable adults will talk about their concerns and problems to people they feel they can trust. The person a child, young person or vulnerable adult, talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reaction. Be re-assuring – (you can say "that must have been sad/hard for you"; "it's right to tell someone because you need help"). Ask if the child has told his / her parents if the alleged abuse is outside the home or the other parent if one parent is implicated.

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- Rather than directly questioning the child, just listen and be supportive.
- It may be appropriate to check that the child is indicating abuse or neglect.
- Check if the child is hurt and might be in need of medical attention.
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school. It is important to know if an incident has happened recently and who the child is saying has hurt her / him.
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child`s own language and colloquialisms. The sign it and had the record to the DSL straight away.

Things you must NOT do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to keep them or other children safe.
- Malign the character of the alleged perpetrator.
- Jump to conclusions.
- Ask leading questions.
- Ask for lots of details about the alleged event(s).
- Speculate or accuse anybody yourself.
- Make promises you can`t keep.
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning skills

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

The following are examples of both

Closed questions

- Do
- Did
- Can
- Would
- Could
- Are etc.

Open questions

- Tell me
- Explain to me
- Describe to me
- Who
- What
- When

Avoid using WHY? This can confuse a child and lead to feelings of guilt.

Initial Responses to child

When a child has made a disclosure, it can be a relief for them; however, they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child:-

Do say:

“Thank you for telling me”

“I am sorry it has happened to you”

“I am going to help you, and will tell you what I am going to do”

“It should not have happened”

“You are not to blame”

Do not say

“It will be all right soon”

- Anything which you will not be able to fulfil
- That it is anybody`s fault.

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Mandy Morland or Karen Chester if they have a safeguarding concern about a child in our school.

Full name of learner	Date of Birth	Year group	Your name and position
Nature of concern/disclosure			
Please include where you were when the learner made a disclosure, what you saw, who else was there, what did the learner say or do and what you said.			
Was there an injury? Yes / No		Did you see it? Yes / No	
Describe the injury:			
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No			
Was anyone else with you? Who?			
Has this happened before?		Did you report the previous incident?	
Who are you passing this information to? Name: Position:			
Your signature: Time: Date:			

Action taken by DSL

Referred to...

Designated
school

Police

School Nurse

Children's
Services

CSH

Other

Parents/family informed? Yes / No (If No, state reason)

Feedback given to...?

School DSL

Tutor

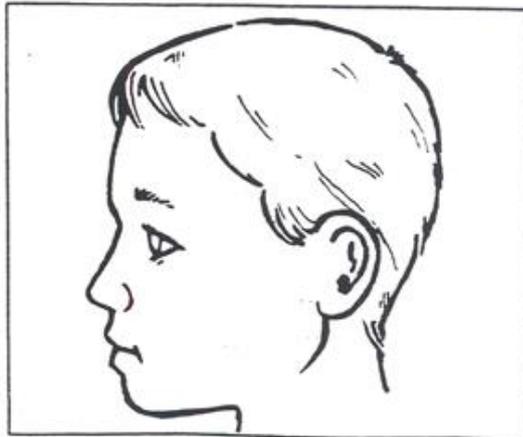
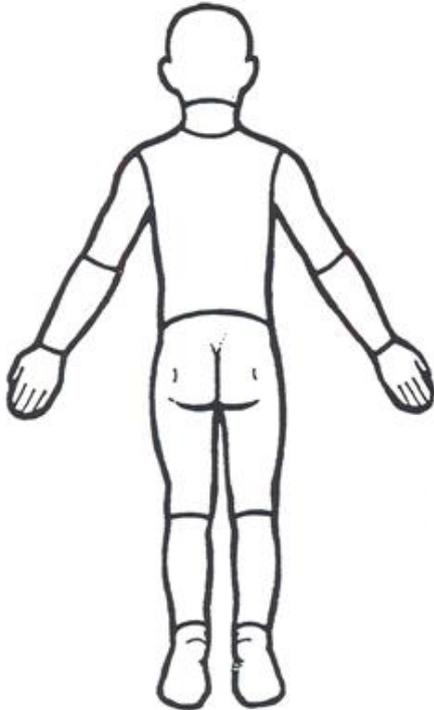
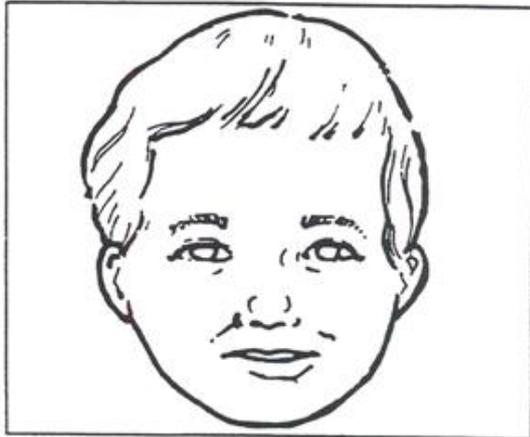
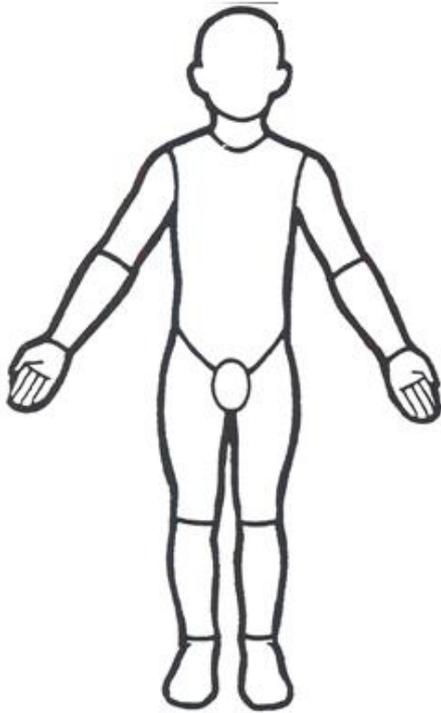
Student

Person who recorded disclosure

Full name:

DSL Signature:

Date:



Prevent Strategy

Schools and training providers are expected to build students` resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Extremism is defined as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces, whether in the UK or overseas.

Staff have a responsibility to be aware of, and alert to, students who may be at risk of radicalisation. The Centre, and its staff, have a legal responsibility to report any concerns to the DSL, the LSCB and if necessary the Police Force to enable quick and effective intervention strategies to be implemented to support the student and eliminate the risk of radicalisation, through the Channel programme.

All staff, and students, receive regular training in PREVENT through the following mediums:

- E-learning modules, such as Channel awareness
- Attending suitable external training
- CPD
- Through delivery by suitable external partners
- Staff and students promote British Values

When staff have concerns about a particular student they should follow the normal safeguarding procedures, including discussing with the Centre`s designated safeguarding lead, or deputy, and where deemed necessary with children`s social care. As a sub-contracted provider the DSL would liaise with the home school or lead provider, such as Cumbria County Council or Carlisle College. Where appropriate the local police force can be contacted by dialling 101 (the non-emergency number).

The Department for Education also has a dedicated telephone helpline 020 7340 7264 to enable staff and governors, or trustees, to raise concerns relating to extremism directly. Concerns can also be e-mailed to counter.extremism@education.gsi.gov.uk. In an emergency situation, such as a child being at immediate risk of harm or a security incident then the normal emergency procedures should be followed by contacting the emergency services on 999.