

Safeguarding Procedures – These procedures are to be used in conjunction with the Safeguarding policy.

The role of the designated person

It is the responsibility of the Designated Person to make themselves available for consultation by staff, visitors, children/young people/adult at risk and their families or carers.

In the absence of the designated person, a deputy or deputies must be identified.

The designated person's role includes:

- Working with the Local Safeguarding Children Board (LSCB) and the Safeguarding Adults Board (SAB) to ensure locally agreed procedures are followed.
- Ensuring that this policy is implemented throughout **Winsor Education** and all of its activities
- Ensuring that all necessary enquiries, procedures and investigations relating to safeguarding are carried out
- Reporting results of screening enquiries and preserving 'need to know' levels of confidentiality and access to secure records
- Ensuring that all confidential records relating to safeguarding matters are kept secure
- Liaising with social care and the police at a formal and informal level on safeguarding matters
- Reporting allegations and suspicion of abuse to the appropriate authorities
- Ensuring that there is adequate induction and training relating to safeguarding awareness of children and adults
- Ensuring that each activity carried out by the organisation is sound in terms of safeguarding as regards personnel, practices and premises
- Checking all incident reports made by staff, countersigning them and making such reference to the appropriate authority as is appropriate.

The role of staff

When an incident or disclosure has occurred the individual staff member will, without discussing the matter with anyone else, contact the designated officer or appointed deputy.

Safe recruitment

Recruitment is done in line with safe recruitment practices.

All staff will:

- Be given a clear job description, setting out expectations for their work and conduct (including a reference to safeguarding responsibilities)
- Show that they meet the person specification for the post or role (where applicable there will be a statement on core competency with regards to safeguarding children and adults)
- Supply the names of two referees, who will be contacted personally
- Be required to complete an enhanced DBS check on appointment (where appropriate), and every three years thereafter, giving photographic and other evidence of identity and including a formal declaration of any criminal convictions

- Be taken through safeguarding policy and procedure on induction, followed by annual refresher training to remind them of procedures and important concepts
- Be supervised by a named manager.

DBS Gap Management

The organisation commits resources to providing DBS checks on staff (paid or unpaid) whose roles involve contact with children and /or adults at risk.

In order to avoid DBS gaps, the organisation will maintain and review a list of roles across the organisation which involves contact with children/adults at risk. This will be overseen by the designated person.

- A 3 year rolling programme of re-checking DBS's is in place for holders of all identified posts
- Existing staff (paid or unpaid) who transfer from a role which does not require a DBS check to one which involves contact with children / adults at risk will be subject to a DBS check.

Service delivery contracting and sub-contracting

There will be systematic checking of safeguarding arrangements of partner organisations.

- Safeguarding will be a fixed agenda item on any partnership reporting meetings
- Contracts and memorandums of agreement for partnership delivery work will include clear minimum requirements, arrangements for safeguarding and non-compliance procedures'.

Communications training and support for staff

Induction will include

- Discussion of the Safeguarding Policy (and confirmation of understanding)
- Discussion of other relevant policies (as mentioned in this policy)
- Ensure familiarity with reporting processes, the roles of line manager and Designated Person.

Training

All staff who, through their role, are in contact with children and /or adults at risk will have access to safeguarding training at an appropriate level. Sources and types of training will include:

- Safer working practices
- Safeguarding children awareness (level 1 and 2 if required)
- Safeguarding adults awareness (level 1 and 2 if required)

Communications and discussion of safeguarding issues

Commitment to the following communication methods will ensure effective communication of safeguarding issues and practice. Mechanisms for enabling effective discussion of safeguarding issues between staff include:

- Encouraging open discussion (e.g. during supervision and team meetings) to identify and barriers to reporting so that they can be addressed.

- Inclusion of safeguarding as a discussion prompt during supervision meetings/ appraisals to encourage reflection
- How staff are reminded about policies and procedures, we provide annual refresher briefings with the designated person
- Provision of a clear and effective reporting procedure which encourages reporting of concerns
- Participation in multi-agency safeguarding procedures and meetings in order to be involved in child/ adult protection procedures
- Safeguarding will be a standing item on agendas for team meetings, SMT meetings, board meetings and one to ones.

Professional boundaries

Professional boundaries are what define the limits of a relationship between a worker and a service user. They are a set of standards we agree to uphold that allows this necessary and often close relationship to exist while ensuring the correct detachment is kept in place.

We expect staff to protect the professional integrity of themselves and the organisation.

The following professional boundaries must be adhered to:

- **We do not allow paid or unpaid staff to give gifts to or receive gifts from service users. However gifts may be provided by the organisation as part of a planned activity**
- **Personal relationships between a member of staff (paid or unpaid) and a service user who is a current service user is prohibited. This includes relationships through social networking sites such as Facebook and bebo.**
- **Do not use of abusive language**
- **Avoid accepting responsibility for any valuables on behalf of a service user**
- **Avoid personal relationships with a third party related to or known to service users**
- **Avoid being in a situation where you are alone with a child or adult at risk, e.g. taking a child/young person to an event, or dropping them off in your car**
- **Avoid spending excessive amounts of time alone with service users away from others**
- **Never accept gifts/ rewards or hospitality from individuals as an inducement for either doing/ not doing something in their official capacity**
- **Never accept money as a gift/ or borrow money from or lending money to service users**
- **Never pass on service users' personal contact details**
- **Never take family members to a service user's home**
- **Never use of punishment or chastisement**
- **Never, engage in rough, physical or sexually provocative games, including horseplay**
- **Never, allow or engage in any form of inappropriate touching**
- **Never allow individuals to use inappropriate language unchallenged**

- **Never make sexually suggestive comments, even in fun**
- **Never reduce an individual to tears as a form of control**
- **Never allow allegations to go unchallenged, unrecorded or not acted upon**
- **Never do things of a personal nature that they are able to do for themselves.**

Please note

It may sometimes be necessary for staff to do things of a personal nature for children/young people and/or adult at risk, particularly if they are young or disabled. These tasks should be carried out only with the full understanding and consent of parents/carers and of the individual involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices, where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing or where there is physical contact – for example, lifting or assisting a child/young person to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Responding to allegations of abuse

Allegations against a member of staff

Winsor Education recognises its duty to report concerns or allegations against its staff (paid or unpaid) within the organisation or by a professional from another organisation.

We will fully support and protect anyone who, in good faith, reports their concern that a colleague is, or may be, abusing a child/young person and/or adult.

Where there is a complaint against a member of staff, there may be three types of investigation: criminal investigation, child/adult protection investigation or disciplinary/misconduct investigation. The results of the police and child/adult protection investigation may well influence the disciplinary investigation, but this will not necessarily be the case.

In the first instance you should report the allegation to the designated person or in their absence the deputy designated person (use the reporting sheet appendix 3).

The designated person will contact the Local Authority Designated Officer (LADO) for children or if the allegation is in relation to abuse of an adult the Adults Helpdesk (Social Care), who will conduct an investigation into the allegation.

Internal enquiries and suspension

The designated person will make an immediate decision about whether any individual accused of abuse should be temporarily suspended, pending further police and social care inquiries.

Irrespective of the findings of the social care or police inquiries, the organisation will assess all individual cases to decide whether a member of staff can be reinstated and how this can be handled sensitively. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the organisation must reach a decision based upon the available information. This might suggest that, on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child/young person and/or adult must remain of paramount importance throughout.

Concerns about poor practice

If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue.

If the allegation is about poor practice by the organisation's designated person, or if the matter has been handled inadequately and concerns remain, it should be reported to their line manager, who will advise how to deal with the allegation and whether or not the organisation should initiate disciplinary proceedings.

The processes for raising and dealing with allegations are in line with local procedures set out by the Local Safeguarding Board and the Safeguarding Adults Board.

What to do if you suspect that abuse may have occurred

1 You must report your concerns immediately to the designated person.

The designated person will:

- Obtain information from staff, children/young people or parents/carers who have child or adult protection concerns and record this information
- Assess the information quickly and carefully and ask for further information, as appropriate
- Consult with adult/children's social care
- Ensure that the parents/carers of the child/young person and/or adult are contacted as soon as possible, following advice from the social care department (as long as this does not place the individual at risk)
- Make a referral to the Local Safeguarding Board (children) or Safeguarding Adults Board within 24 hours or to the police without delay.

If the organisation's designated person is the subject of the suspicion/allegation, the report must be made to their line manager, who will refer the allegation to social care.

2 Suspicions will not be discussed with anyone other than those named above

3 It is the right of any individual to make direct referrals to the child/adult social care. If, for any reason, you believe that the designated people have not responded appropriately to your concerns, then it is up to you to contact the child/adult social care directly

4 If an individual makes a disclosure of abuse:

- Use **TED** – Tell, Explain, Describe, do **NOT** ask the individual any leading questions
- Make notes as soon as possible (ideally within one hour of being told)
- Write down exactly what the individual has said in their words, what you said in reply and what was happening immediately before you were told (for example, what activity was taking place)
- Record dates, times and when you made the record
- Keep all your handwritten notes secure
- Report your discussion to the designated person as soon as possible
- If the designated person is implicated, you need to report to the deputy designated person
- If both are implicated, report to their line manager
- Do not discuss your suspicions or allegations with anyone other than those nominated above
- The designated person must consider carefully whether or not it is safe for a individual to return home to a potentially abusive situation, and, if necessary, they should take immediate action to contact social care in order to discuss putting safety measures into effect.

Managing information

Information will be gathered, recorded and stored in accordance with our Data protection policy and Confidentiality policy.

All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children and adults at risk. The public interest in safeguarding children and adults at risk may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by the Designated Person

All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets.

Support for dealing with the aftermath of abuse

Consideration should be given to the kind of support that children/young people or vulnerable adults, parents/carers and members of staff may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process. The Directory of the British Association for Counselling is available from the British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, tel: 01788 550 899, fax: 01788 562189.

Appendix

- 1) Definitions of abuse
- 2) Good practice guidelines
- 3) Reporting forms

Appendix 1

Definitions of abuse

Physical:	Includes hitting, slapping, pushing, kicking, and the misuse of medication, restraint, or inappropriate sanctions.
Psychological:	Including emotional abuse, threats of harm or abandonment, forced marriage, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
Sexual	Including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting.
Neglect or Acts of Omission	Including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
Institutional abuse:	Can be different from other forms because it is about who abuses and how that abuse comes about. It can be incidents or poor quality care which regularly happens and is never addressed.
Modern day slavery	It can include victims that have been brought from overseas, and people in the UK, being forced to illegally work against their will in many different sectors, including brothels, cannabis farms, nail bars and agriculture.
Self-neglect	Includes living in grossly unsanitary conditions, suffering from an untreated illness, disease or injury, suffering from malnutrition to such an extent that, without an intervention, the adult's physical or mental health is likely to be severely impaired, creating a hazardous situation that will likely cause serious physical harm to the adult or others or cause substantial damage to or loss of assets, and suffering from an illness, disease or injury that results in the adult dealing with his or her assets in a manner that is likely to cause substantial damage to or loss of the assets.
Discriminatory:	Including racist, sexist, that based on a person's disability, and other forms of harassment, slurs or similar treatment.
Financial or Material:	Including theft, fraud, exploitation, pressure in connection with wills property or inheritance or financial transactions, or the misuse or misappropriation of property.

These definitions do not minimise other forms of maltreatment. Note

Recent guidance identifies other sources of stress for children/young people, adults and their families, such as social exclusion, domestic violence, the mental illness of a parent/carer or drug and alcohol misuse. These may have a negative impact on a person's health and development and may be noticed by an organisation caring for a child/young person or vulnerable adult. If it is felt that a child/young person's or adults well-being is adversely affected by any of these situations, the same procedures should be followed.

Appendix 2

Good practice guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an open environment (for example, avoiding private or unobserved situations and encouraging open communication with no secrets)
- Treating all people equally, and with respect and dignity
- Always putting the welfare of each child/young person/adult first
- Maintaining a safe and appropriate distance with children/young people/adults
- Building balanced relationships based on mutual trust, empowering children/young people and/or adults to share in the decision-making process
- Making activities and other off-site activities, fun, enjoyable and safe
- Keeping up to date with technical skills, qualifications and insurance
- Involving parents/carers wherever possible – for example, by encouraging them to take responsibility for children, young people and/or adult in their care
- Ensuring that parents/carers, staff or officials work in pairs
- Ensuring that, when mixed groups are taken away, they are always accompanied by a male and a female member of staff (but remember that same-gender abuse can also occur)
- Being an excellent role model, including not smoking or drinking alcohol in the company of children/young people/ adults
- Giving enthusiastic and constructive feedback rather than negative criticism
- Recognising the developmental needs and capacity of children/young people and not pushing them against their will
- Securing written consent from parents/carers for staff to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment
- Keeping a written record of any injury that occurs, along with the details of any treatment given
- Requesting written consent from parents/carers, if it is necessary for staff to transport children/young people in their cars.

Good practice when responding to a disclosure

With both children and adults there are a few things to remember NOT to do:

- Do not ask any direct questions
- Do not interview the person
- Do not examine marks and injuries
- Do not ask them to remove clothing
- Do not take photographs
- Do not give an OPINION or talk about your own experiences
- Do not get them to write anything down.

Responding to a disclosure

- It is important **not** to make promises that you may not be able to keep. Do **not** say that you will keep confidential what an individual is about to tell you, as you may have a duty to share it with others
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others
- Stay calm and listen carefully to what the person is saying
- Allow the person to continue at their own pace
- Ask questions for clarification only and at all times avoid asking questions that suggest a particular answer
- Reassure the person that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- As soon as possible, record in writing what was said, using their own words
- Make a note of the date, time, any names mentioned and to whom the information was given, and ensure that the record is signed and dated.

Helpful statements to make

- 'I believe you (showing acceptance of what the person says).'
- 'Thank you for telling me.'
- 'It's not your fault.'
- 'I will help you.'

Do not say:

- 'Why didn't you tell anyone before?'
- 'I can't believe it!'
- 'Are you sure that this is true?'
- 'Why? Who? When? Where?'
- Never make promises you can't keep.

If you have any concerns about a child/young person or adult being abused, you should inform the designated person named on the first page of the policy.

Confidential recording sheet

Name of person reporting:			
Name of child/young person/adult:			
Age:		Date of birth:	
Ethnicity:		Religion:	
First language:		Disability:	
Parent's/carer's name(s):			
Home address:			
Postcode:			
Telephone numbers:			
Are you reporting your own concerns or someone else's? Please give details.			
Give a brief description of what has prompted the concerns – include date, time and an outline of specific incidents.			
Any physical signs? Behaviour signs? Indirect signs?			
Have you spoken to the child/young person/? If so, what was said?			

<p>Have you spoken to the parent(s)/carer(s)? If so, what was said?</p>			
<p>Has a specific person been alleged to be the abuser? If so, please give details.</p>			
<p>Have you consulted anyone else? Please give details.</p>			
<p>Name of person reported to:</p>		<p>Date of reporting:</p>	
<p>Signature of person reporting:</p>		<p>Today's date:</p>	
<p>Action taken:</p>			
<p>Notes</p>			