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1 – Purpose

Skilltec Training recognises that members of staff and learners have a role to play in safeguarding the welfare of young people and vulnerable adults, and preventing their abuse. This policy focuses on protection from abuse and neglect and is designed to provide a basic procedure which should be followed in the circumstances defined below. These include e-safety, sexual health and exploitation, drugs and alcohol awareness, domestic violence, crime, road safety, anti-bullying, equality and diversity and emotional resilience.

Safeguarding means:

- ▶ Protection from abuse and neglect
- ▶ Promotion of health and development
- ▶ Ensuring safety and care
- ▶ Ensuring optimum life chances

2 – Scope

This policy applies to all staff members employed at Skilltec Training including temporary, hourly paid and volunteers. All have a legal responsibility to take seriously any concerns about neglect or abuse that come to their attention and to follow the procedures set out below.

3 - Policy Statement

Learners who have concerns about other learners or the behaviour of adults towards them can use this policy to ensure they are taken seriously. The Company will operate safe recruitment procedures and ensure that appropriate checks are carried out on all new staff, governors and volunteers.

4 - Definitions

The Children Act 1989 defines a child as a person under the age of 18 years.

A vulnerable adult is defined (under the Protection of Vulnerable Adults Regulations 2002) as:

“A person aged 18 or over who is receiving services of a type listed in paragraph (A) below and in consequence of a condition of a type listed in paragraph (B) below has a disability of a type listed in paragraph (C) below”

A - The services are:

- ▶ accommodation and nursing or personal care in a care home;
- ▶ personal care or nursing or support to live independently in his/her home;
- ▶ any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- ▶ social care services; or any services provided in an establishment catering for a person with learning difficulties.

B - The conditions are:

- ▶ a learning or physical disability;
- ▶ a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- ▶ a reduction in physical or mental capacity.

C - The disabilities are:

- ▶ a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- ▶ severe impairment



5 - Aims of The Policy

To support the development of all learners in ways that will foster security, confidence and independence.

To provide an environment where learners feel safe, secure, valued, respected, and feel confident, knowing how to approach staff within the Company if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and support staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring young persons and vulnerable adults known or thought to be at risk of harm, and ensure we, the Company, contribute to assessments of need and support packages for them.

To emphasise the need for good levels of communication between all members of staff.

To develop a structured procedure within the Company which will be followed by all connected to our Company in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, especially the Local Authority, the Local Safeguarding Children Board, the Youth Offending Team, the Police and Social Care.

6 - Procedures

6.1 - Reporting Procedures

If the allegation or suspicion of abuse is discovered or disclosed by a learner then they should inform a member of staff as soon as possible. The member of staff will then inform the Chief Executive Officer.

A member of staff discovering an allegation or suspicion of abuse will, similarly, report it to the Chief Executive Officer.

The member of staff should make a written record of the allegation or suspicion of abuse and discuss the situation with the Management Team who will carry out a risk assessment and contact the local Social Services Team if appropriate.

If a learner/staff member has been told about the allegation of abuse in confidence, they should attempt to gain the consent of the learner to make a referral to another agency. However, the gaining of the consent is not essential in order for information to be passed on. Consideration needs to be given to:

- ▶ the scale of the abuse;
- ▶ the risk of harm to others; and
- ▶ the capacity of the learner to understand the issues of abuse and consent.

If there is any doubt about whether or not to report an issue to Social Services then it should be reported. In emergency situations (e.g. where there is the risk or occurrence of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services must be contacted. Where a crime is taking place, has just occurred or is suspected, the police must be contacted immediately.



6.2 - Allegations against a Member of staff

- ▶ Record in full, as soon as possible, the nature of the allegation and any relevant information.
- ▶ Report the allegation/incident to the Chief Executive Officer as soon as possible.
- ▶ Ensure the safety of the young person in question and any others who may be at risk
- ▶ Report the matter to social services. Consideration will be given on whether the member of staff should be suspended on full pay pending the investigation. Suspension should not necessarily be an automatic response to an allegation and all allegations should be dealt with quickly, fairly and consistency.

6.3 - Responding to an allegation

Any suspicion, allegation or incident of abuse must be reported to the Chief Executive Officer or a Company Designated Person with responsibility for safeguarding as soon as possible and in any event within 2 hours. If after careful assessment the Designated Person considers that there is reasonable cause to suspect abuse they must, as a matter of urgency, discuss the matter with the Social Services Manager, the Duty Social Worker or the Police Service Child Protection Unit to determine whether it is a Child Protection matter. In making the assessment the Designated Person should refer to the Guidance.

If it is agreed to be a Safeguarding matter a written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported. Centralised tracking documents must be recorded within 24 hours of the referral and report forms completed and sent electronically to designated member of executive. Any referral must be notified to the Designated Person as soon as practicable and in any event within 24 hours of the initial concern arising. The Designated Person shall discuss with the Social Services department what action should be taken to inform the parents of the learner or child, unless to do so would put the young person or child at risk. A note of that conversation should be made.

Where in exceptional circumstances a member of staff deems there to be an immediate risk to a young person and it is not possible to contact a Company Designated Person or the Chief Executive Officer within the same day, s/he shall report the matter normally by telephone directly to the local Social Services Department, Duty Social Worker or Police Service Child Protection Unit. The staff member shall notify the Company Designated person and Chief Executive Officer as soon as possible and normally within one working day of the action taken and submit a written report of that action and the circumstances leading to it.

6.4 - Written records

The relevant Company Designated Person shall retain a copy of the report; any notes, memoranda or correspondence dealing with the matter; and any other relevant material. Copies of reports, notes etc. should be kept secure at all times.

The member of staff who has cause for concern shall make a full record as soon as possible. The record should include the nature of the allegation and any other relevant information including:

- ▶ Date, time and place where the alleged abuse occurred;
- ▶ Names of others present;
- ▶ Name of the complainant and, where different, the name of the young person who has allegedly been abused;
- ▶ Nature of the alleged abuse;
- ▶ Description of any injuries/incidents observed; and the account which has been given of the allegation.

A copy of all documentation is to be held centrally by the designated person.



Confidentiality

Staff must not under any circumstances discuss or disclose information to any person other than those immediately involved in the case or as necessary according to the policy.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people and vulnerable adults.

Whistleblowing

We recognise that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff and learners should be aware of their duty to raise concerns, where they exist, about the management of child protection and the protection of vulnerable adults, which may include the attitude or actions of colleagues, and are encouraged to do so.

7 - Anti-Bullying Procedures

7.1 - The Responsibilities of Staff

Our staff will:

- ▶ Foster in our learners' self-esteem, self-respect and respect for others.
- ▶ Demonstrate by example the high standards of personal and social behaviour we expect of our learners.
- ▶ Be alert to signs of distress and other possible indications of bullying.
- ▶ Listen to learners who have been bullied, take what they say seriously and act to support and protect them.
- ▶ Report suspected cases of bullying to the Training Manager.
- ▶ Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- ▶ Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

7.2 - The Responsibilities of Delegates

We expect our learners to:

- ▶ Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- ▶ Intervene to protect the learner who is being bullied, unless it is unsafe to do so.
- ▶ Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- ▶ Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.



8 - Flowchart Of The Procedure Of Safeguarding

The procedure overleaf must be followed whenever any member of staff hears an allegation from a vulnerable adult that abuse has, or may have, occurred or where there is a significant concern that there may be such abuse.

Receive

- What is said?
- Accept what you are told (you do not need to decide whether or not it is true)
- Listen without displaying shock or disbelief



Reassure

- Acknowledge the learner's courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame but avoid criticising the alleged perpetrator



React

- Respond to the learner but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything that you do not understand
- Explain what you will need to do next i.e. inform a Designated Person



Record

- Make notes as soon as possible (during the interview if you can)
- Be sure to include the date, time and place of the interview
- Describe observable behaviour and appearance
- Do not destroy your original notes - they may be needed later on and must be given to the designated person



Support

- Consider what support is needed for the learners
- Ensure you are supported - such interviews can be extremely stressful and time-consuming
- Once reported, the Designated Person will take responsibility for the matter and will take all of the necessary action. Do ask, however, if you have any questions or require additional support.



9 - Referral Guide

Types of harm to vulnerable adults	Meaning	Examples
Emotional / Psychological	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, using threatening behaviour, bullying, intimidation, harassment, deliberate isolation, deprivation.
Financial	Usually associated with the misuse of money, valuables or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance.
Physical	Any physical contact that results in discomfort, pain or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint, inappropriate sanctions.
Sexual	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital or abdominal area. Transmission of STD.
Neglect	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring resident's requests, unmet social or care needs.
Verbal	Any remark or comment by others that causes distress	Demeaning, disrespectful, humiliating, racist, sexist or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing, name calling.