

Child Protection Policy & Vulnerable Adults Policy

Authorized by:	The principal
Date:	July 2017
Effective date of the policy:	July 2017
Circulation:	Head of Departments, other staff (upon request)
Last review date:	July 2021
Next review date:	July 2022

Safeguarding: Child Protection Policy & Vulnerable Adults Policy

The scope of this policy applies to all staff and contractors that are responsible for or will come into contact with young learners or vulnerable adults at London PT College.

The objective of this policy is to protect and safeguard young learners and vulnerable adults attending London PT College.

1.0 Introduction

1.1 “Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

1. Providing a safe environment for children and young people to learn in education settings; and
2. Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.”

(Safeguarding Children and Safer Recruitment in Education, DfES 2007)

2.0 London PT College’s Commitment

2.1 “Education staff have a critical role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.”

(Working Together to Safeguard Children 2010)

2.2 London PT College is committed to safeguarding and promoting the welfare of all its young learners under the age of 18. This is the responsibility of all London PT College staff that is responsible for or in contact with learner at the College.

2.3 London PT College will therefore:

- establish and maintain an environment where learners feel secure and are encouraged to talk and are listened to;
- ensure that staff are able to identify welfare concerns and take appropriate action to address their concerns;
- ensure learners know that there are adults at the centre whom they can approach if they are worried or concerned;
- recognise that each young learner’s welfare is of paramount importance and that some learners may be especially vulnerable to abuse, e.g. those with special educational needs, and those living in adverse circumstances, e.g. those witnessing violence.

3.0 Safer Recruitment and Selection

3.1 Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks.

4.0 Safer Working Practice

4.1 Staff is referred to the *Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings* (DCSF 2009).

4.2 Safe working practice ensures that pupils are safe and that all staff is aware that the nature of their work places them in a position of trust.

5.0 Arrangements for dealing with allegations of abuse

5.1 London PT College staff dealing with young learners is particularly vulnerable to accusations of abuse. Their relationship with young learners may lead to allegations being made against them by young learners or adults with parental responsibilities. In such cases these procedures need to be applied, a quick investigation conducted, and resolution is a priority. The procedures to be followed, including when the alleged abuser is a volunteer or young learner, are as follows:

- *Always stop and listen straight away* to someone who wants to tell you about incidents or suspicions of abuse. If the time and place are inappropriate, arrange a suitable time and place as soon as possible.
- *If you can, write brief notes* of what young learners are telling you while they are speaking. Retain your original notes
- *Never make a promise that you will keep what is said confidential or secret.* If you are told about abuse you have a responsibility to report it so that action can be taken. Give reassurance that only those who need to know will be told.
- *Do not ask leading questions* that might give your own idea of what might have happened.
- *Immediately inform the Principal*, providing a detailed written note of allegations of abuse.
- *Discuss with the Principal* whether any steps need to be taken to protect the person who has told you about the abuse.

- *Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people; social services and the police are the people trained to do this.*

5.2 Suspension of a member of London PT College staff should not be a default response to an allegation; it should be used only if there is no reasonable alternative. Suspension may be appropriate where:

- a child or children are at risk;
- allegations are so serious that dismissal for gross misconduct is considered;
- suspension will allow the investigation to proceed unimpeded.

5.3 Allegations found to be unfounded, unsubstantiated, or malicious should be removed from personnel records and not mentioned in employer references.

5.4 London PT College's anti-bullying policies outline acceptable behaviour towards other young learners. Allegations of abuse by one young learner against another young learner must be reported to the Principal, who will take necessary measures to safeguard the young learner.

5.5 Young learner induction must include informing them of London PT College's child protection policy and procedures in plain English and outline that they should contact a member of staff.

6.0 Guidance to staff on appropriate behaviour

6.1 The following guidance is given to all staff to avoid putting themselves or young learners at risk of harm or allegations of harm to a young learner:

- One-to-one tuition or coaching should be approved by a senior member of staff and last-minute or informal arrangements for such tuition should be avoided. If you are on your own with a young learner in a classroom, ensure the door is always open, so visibility into the room is clear, and that, where possible, there is another member of staff nearby.
- Avoid any physical contact with a young learner and offering any young learner a lift.
- Ensure that parents, carers, and/or the Principal authorises all out-of-school contact with young learners.
- Seek advice from the Principal if you do not feel comfortable with a young learner's request to speak to you.
- Recognise that bullying can develop into abuse; also, be generally vigilant for early warning signs of abuse or neglect.

Electronic Communication

DO NOT

- give your personal contact details, including e-mail, house or mobile telephone numbers, unless the need to do so is agreed with senior management and parents;
- share or store personal mobile numbers of young learners on personal mobile phones;
- view photographs / videos on an electronic device you have confiscated from a young learner.

DO

- keep phone contact and e-mail communication formal (i.e. by using London PT College e- mail addresses) and copy-in another member of staff if communication is not coursework-related.
- when using a social networking site, ensure that details are not shared with young learners and that privacy settings are set at maximum. Think carefully before 'friending' former young learners, especially those with friends who are current young learners.
- Delete any young learner data you have temporarily stored on your personal phone (e.g. a photograph for a newsletter or a young learner contact details) the moment it is no longer needed. Be prepared to demonstrate that any young learner data captured on your personal equipment has only ever been used for professional, centre-based purposes.

Supplementary Reading

- *Safeguarding Children and Safer Recruitment in Education*, DfES (2006)
- *Guidance for Safer Working Practice for Adults who Work with Children and Young People*, DCSF (01/2009)
- *Working Together to Safeguard Children*, DCSF (03/2010)
- *Principles for Safeguarding children and vulnerable adults*, JCQ (2011)

7.0 Vulnerable adults

7.1 A 'vulnerable adult' is a person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm, abuse or exploitation.

7.2 From the "No Secrets" publication (LAC (2000): *No secrets – guidance on developing multi-agency policies and procedures to protect vulnerable adults from abuse: guidance on developing multi-agency policies and procedures to protect vulnerable adults from abuse*, Department of Health), this could include:

- people with learning disabilities;
- people with mental health problems;
- people with a physical disability or impairment.
- older people

Their need for additional support to protect them may be increased when it is complicated by additional factors, such as:

- physical frailty or chronic illness;
- sensory impairment;
- challenging behaviour;
- drug or alcohol problems;
- social or emotional problems;
- poverty or homelessness.

7.3 Where any member of staff is concerned about or approached by a vulnerable adult learner concerning abuse, they must tell the learner that they are bound to pass on the information to a designated person in senior management (in this case the Principal) as a matter of urgency. No learner can be promised that anything they say will be kept confidential if the matter is related to vulnerable adult protection or abuse.

7.4 Risk assessments must be carried out for all activities involving vulnerable adults, and reasonable, proportionate adaptations made to those activities as a result in order to safeguard the wellbeing of vulnerable adults.

7.5 London PT College reserves the right to refuse to admit a vulnerable adult to a programme of study, or other London PT College -managed activities, if London PT College judges that the adaptations necessary to safeguard that individual's wellbeing go beyond what is reasonable and proportionate, including measures to manage inappropriate or disruptive behaviour.

7.6 Regulated and Controlled Work: The Safeguarding Vulnerable Adults Act 2006 requires work that involves contact with children or vulnerable adults is designated as either "regulated" or "controlled" and hence requiring an enhanced DBS check [see <https://www.gov.uk/government/organisations/disclosure-and-barring-service>]. Where London PT College provides a programme wholly or mainly for people with learning disabilities to help them learn a particular skill or support them in living independently, this will be regulated activity. The exception to this is where a tutor is teaching one vulnerable adult in a group of learners aged 18 and over. In this instance, London PT College will not be engaged in regulated or controlled activity.

8.0 Reporting instances of abuse

8.1 Abuse, in the context of vulnerable adults, includes the following:

- Physical
- Neglectful
- Sexual

- Financial
- Psychological/emotional
- Institutional or
- Discriminatory in nature

8.2 This procedure must be followed whenever any member of London PT College staff hears an allegation of abuse from a vulnerable adult or there is a significant concern that a vulnerable adult may be abused:

RECEIVE

- What is said
- Accept what you are told
- Listen without displaying shock.

REASSURE

- The learner
- Acknowledge their courage in telling
- Do not promise confidentiality
- Remind them that they are not to blame – avoid blaming the alleged perpetrator
- Do not promise that “everything will be alright now”.

REACT

- Report any suspicions or concerns without delay
- Respond to learners, but do not interrogate
- Clarify anything you do not understand
- Explain what you will do next (i.e. inform senior management).

RECORD

- Make notes as soon as possible
- Describe observable behaviour and appearance
- Cross out mistakes.
- Do not destroy your original notes.

SUPPORT

- Consider what support is needed for the learner
- Ensure you are supported.