



Introduction and Aims

Hopefields Education have a duty to ensure that the highest regard is given to the need to safeguard and promote the welfare of children, young people and vulnerable adults.

All staff should be aware of their responsibilities and how to act in ways that protect themselves from wrongful allegations of abuse.

DEFINITIONS FOR THIS POLICY

Member of staff: All members of staff employed by Hopefields; permanent or temporary. This includes paid and voluntary staff.

The DBS is a national organisation conducting police checks to enable an assessment to be made on the suitability of a person to care for or work with children, young people or vulnerable adults.

A child: A person who is of compulsory school age (a child is of compulsory school age until the last Friday in June in the school year in which they reach age 16).

A young person: A person under the age of 18.

A vulnerable adult is classified as 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,
- who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

This could include:

- people with dementia
- people with learning difficulties
- people with mental health problems or people with drug or alcohol problems
- people with sight, hearing or physical disabilities
- people who through age or illness are dependent on other people to help them or people who care for others.

A person aged 18 or over who has a condition of the following type:

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



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Parent : A mother, father or a person appointed by a legally recognised court to represent a child's, young person or vulnerable person's best interests (as legally appointed guardian or carer)

Contracted staff: Those working for organisations contracted by Hopefields to provide services or agency staff.

Centre Manager: A term used throughout this policy to describe person who is responsible for handling all cases of abuse/suspected abuse within Hopefields. This is Emily Greenhalgh.

In the absence of Emily Greenhalgh, Alison Laws, Director is second in charge of safeguarding.

Health and welfare: Health means 'physical or mental health' and development means 'physical, emotional, social or behavioural development'. Children/young people's health and development and vulnerable adults' health, well-being and independence.

Safeguarding and promoting the welfare of children and young people:

This means:

- protecting children and young people from maltreatment
- preventing impairment of children's/young people's health or development
- ensuring that children/young people are growing up in circumstances
- consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children/young people to have optimum life chances and to enter adulthood successfully.

Adapted from the Children's Act 1989.

Safeguarding and promoting the welfare of vulnerable adults:

This means:

- protecting vulnerable adults from maltreatment
- preventing impairment of vulnerable adults' health and well-being
- ensuring that vulnerable adults are living in circumstances consistent with their needs and with the provision of safe and effective care; and
- undertaking that role so as to enable those vulnerable adults to have optimum life chances and independence.



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RESPONSIBILITIES

Emily Greenhalgh is responsible for safeguarding and promoting the welfare of children, young people and vulnerable adults throughout Hopefields Education.

The Centre Manager(above)must ensure that their staff are subject to appropriate DBS checks. All documentation relating to staff DBS checks and registration on the update service are complied on the Single Central Record.

The Directors are responsible for ensuring that their staff undertake appropriate training.

The Directors are responsible for ensuring that recruitment procedures for posts with direct access to children, young people or vulnerable adults are in line with this policy and that appropriate training is provided.

All members of staff are responsible for carrying out their duties in a way that safeguards and promotes the welfare of children, young people and vulnerable adults in line with this policy. They must also act in a way that protects them from wrongful allegations of abuse as far as possible, in line with this policy and bring matters of concern about the safety and welfare of children, young people and vulnerable adults to the attention of the Centre Manager.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS

As well as our duty to safeguard children, young people and vulnerable adults, all staff are expected to promote the welfare of these groups, and all children have the right to legal protection. The following teams in particular can contribute to this:

Environmental Protection and Food and Safety:

Environmental Health Officers should pay regard to the safeguarding and promotion of the welfare of children, young people and vulnerable adults in their day to day work.

Leisure:

There must be at least one qualified coach leading every coaching session.



It is the responsibility of the Centre Manager to ensure that organisations delivering leisure services on our behalf have regard to safeguarding and promoting the welfare of children and vulnerable adults.

RECRUITMENT AND CRIMINAL RECORD CHECKS

Recruitment Procedures

The Centre Manager is responsible for ensuring that the appropriate recruitment procedures take place as detailed below.

If the applicant will have any direct access to children, young people or vulnerable adults the following statement will be included in the job description:

"The post holder must at all times carry out their duties and responsibilities with due regard to the Child Protection Act (1999), the Children's Act (2004) and the Council's "Safeguarding Children, Young People and Vulnerable Adult Policy".

Information provided by applicants and referees will be scrutinised by:

- taking up and satisfactorily resolving any discrepancies or anomalies
- verifying identity and any academic or vocational qualifications
- obtaining independent professional and character references
- checking previous employment history and experience
- checking that a person has the health and physical capacity for the job
- making the application for criminal record checks, where appropriate, and responding to any disclosures - as set out below.

Criminal Record Checks

The Directors are responsible for ensuring that members of staff in relevant posts will be subject to the appropriate level of criminal record check.

POSITIVE DISCLOSURES

In the event of any positive disclosure the proprietor, will undertake a risk assessment (see Appendix 3) to ascertain the suitability of the member of staff in the specified role.



The applicant will not be employed or the post holder will have their employment terminated if the positive disclosure reveals either:

- a caution or conviction related to children, young people or vulnerable adults or
- a caution or conviction related to a violent offence.

TRAINING

The Directors are responsible for ensuring that members of staff in relevant posts have the appropriate level of training for their role, as set out below.

All new members of staff, paid or voluntary, will be briefed on their responsibilities towards children, young people and vulnerable adults during their induction.

All members of staff, who are:

- in contact with children, young people or vulnerable adults during the normal course of their role; or
- responsible for a child or young person for any period during the work experience placement

All teaching staff will be required to attend Safeguarding Training.

WORK EXPERIENCE WITH CHILDREN, YOUNG PEOPLE OR VULNERABLE ADULTS

All members of staff responsible for children, young people or vulnerable adults for any period during the work experience placement scheme will be required to attend a briefing on safeguarding and promoting the welfare of children, young people and vulnerable adults.

The member of staff responsible for the work experience placement must be satisfied that we can meet the health and safety needs of every student and will ensure that the above training takes place and for the following:

- acquiring a signed parental/carer permission for the student to take part in the scheme, where they are under 16
- acquiring information from parents/carers about any medical conditions and emergency contact information for parents/carers
- acquiring any relevant information about the student's history or behaviour from the organiser of the work experience that might impact on the placement
- ensuring that a confidentiality and a statement of responsibility form is signed by the student



- ensuring that there is a timetable of activities for the extent of the placement, including which member of staff will be supervising the student at any one time
- ensuring that there is an up-to-date risk assessment for all activities, which is returned to parents/carers either directly or via the organiser of the work experience
- ensuring that the student is aware of health and safety, fire and first aid procedures while they are on the placement
- being the initial point of contact for the student to report any complaints/incidents to during their work experience particularly if in relation to their supervisor.

TRANSPORTING A CHILD, YOUNG PERSON OR VULNERABLE ADULT

Wherever possible it is advisable that transport is undertaken in the vehicle of either Director, if necessary. All insurance documentation for full business use and the transporting of children and young people will be located in the vehicle at all times. All school children and vulnerable adults shall be transported by arrangement of their individual school. Hopefields staff will ensure that pupils are escorted into the Taxi.

RISK ASSESSMENTS

Work and Work Experience:

For the purposes of work experience placements, all students are regarded as employees.

Managers must assess the risks to children, young people and vulnerable adults before they start work, taking into account their inexperience, lack of awareness of risks, immaturity and other specific needs. An exploratory visit will be carried out by a Director to each workplace to assess suitability against the needs of the young person.

There is no requirement to carry out a new risk assessment each time a young person starts work, as long as the current risk assessment takes account of the characteristics of children, young people and vulnerable adults.

Other activities:

A risk assessment should be carried out for events that we organise for groups of children, young people or vulnerable adults, for example disability panel meetings and young people's networking events.



For regular events, there is no need to carry out a new risk assessment for each occurrence if there is a standard risk assessment which takes account of the activities and characteristics of different children, young people and vulnerable adults attending.

RECORDING IMAGES

Staff should be aware of the potential for the recording of images to being misused for pornographic or 'grooming' purposes.

Images of Children and Young People

Images recorded of children/young people should be functional as opposed to attractive and children/young people should be fully clothed.

Staff should be clear about the purpose of recording images and what will happen to the photographs.

Photographs where children are identifiable require parental/carer written consent if the young person is under 16 years of age. This can be satisfied by the written confirmation from a school or youth organisation that the parents/carers of all children have already given consent for the recording and use of images.

Photographs where young people over the age of 16 are identifiable should have the young person's written consent.

Any images of children/young people published publicly should not include names without specific parent/carer (children) or young person (over 16) written consent.

Images of Vulnerable Adults

Photographs where vulnerable adults are identifiable require consent from the subject(s) of the photograph. The photographer should satisfy themselves that this consent is informed and should record this either as a signature from the adult or as a written record or signed permission on their referral form.

In some circumstances it is acceptable to seek the views of the adult's carer as to whether this consent is informed.



CONCERNS

You may become concerned about the safety or welfare of a child, young person or vulnerable adult in a number of ways:

- the person may tell you
- the person may say something that worries you
- a third party may voice their concerns
- you may see something - an incident or an injury or other sign.

Procedure for dealing with concerns

All concerns that a child, young person or vulnerable adult has been harmed or is at risk of harm must be reported immediately to Emily Greenhalgh at the earliest opportunity, or Alison Laws if E G is not on site/unavailable.

All concerns must be recorded using the appropriate report of concern on CPOMS and be:

- brief
- factual (who, what, when, where, how)
- supported by available evidence e.g. a summary of what has been disclosed.

It is not the individual responsibility of any member of Hopefields staff to decide if abuse is taking or has taken place. The incident should be reported, following the correct procedure, and left to the Directors to escalate the matter through the appropriate channels.

Emergencies

Where an immediate police or medical response is required i.e. if the child, young person or vulnerable adult is in immediate danger of harm/injury you should contact the emergency services and inform the Director at the earliest opportunity once it is safe to do so.

Responding to a verbal allegation of abuse

The person who receives information concerning actual/suspected abuse should:

- react calmly and quietly
- take the allegation seriously
- say little and give time for the other person to talk
- keep questions to an absolute minimum, do not probe or lead
- make a full record of what has been said as soon as possible
- pass the information to the Director



Do not:

- make promises to keep secrets
- panic
- allow your shock/distaste to show
- speculate or make assumptions
- make negative comments
- approach the alleged abuser

Confidentiality

Do not discuss the nature of your concern with anyone other than the Director. It is the Director responsibility to decide what action to take and who to share these concerns with.

It is important that information is shared appropriately and sensitively with the relevant agencies. This will be the decision of the Director who will take advice from the school/Local Authority (in a case involving a child or young person).

BEHAVIOUR OUTSIDE THE WORKPLACE

Where there are concerns about a member of staff's behaviour outside of the workplace towards a child, young person or vulnerable adult that may constitute abuse, this should be reported to the Director at the earliest opportunity.

Staff should not establish or seek to establish social contact with children/young people/vulnerable adults that they have met through work for the purpose of securing a friendship or to strengthen a relationship. If a child/young person or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise their professional judgment in making a response and be aware that such contact could be misconstrued as grooming.

COMMUNICATION WITH CHILDREN/YOUNG PEOPLE/VULNERABLE ADULTS USING TECHNOLOGY

Children, young people and vulnerable adults use technologies as a positive, productive and creative part of their activities. Children, young people and vulnerable adults often use these methods to make plans with friends or organise events so if you are working with children, young people and vulnerable adults it may be necessary to communicate with young people in this way.



By technologies we mean:

- mobile phones
- email
- social networking sites eg) Facebook - socialising with friends and making new ones within online communities
- Instant Messenger - chatting with friends live online.

Staff should not give their personal contact details to children/young people/vulnerable adults including e-mail, home or personal mobile telephone numbers.

Adults should, where possible, only use equipment provided through work to communicate with children/young people/vulnerable adults.

SOCIAL NETWORKING SITES

Under no circumstances should personal accounts in social networking sites be used to communicate with children/young people/vulnerable adults that staff members have met during the course of their work. The use of the Hopefields Twitter account is carefully managed by Directors only.

If children, young people or vulnerable adults you don't know "invite you to be a friend" you should not accept their invitation.

Do not pass on any child, young person or vulnerable adult's email or mobile phone number without their permission.

Lone Working

Lone Work

Staff should avoid spending time alone with a child/young person. Where possible, they should ensure that there is visual access and/or an open door in one to one situations.

If home tuition is taking place, an appropriate adult will need to be in attendance within the home at all times.



PHYSICAL CONTACT

There are occasions when it may be appropriate for staff to have physical contact with children or young people or vulnerable adults e.g. sports coaching (see below), but it is crucial that they only do so in ways appropriate to their professional role.

It is not possible to be specific about the appropriateness of each physical contact. Staff should use their professional judgment at all times. They should be aware that any physical contact may be misconstrued.

Staff should:

- never touch a child, young person or vulnerable adults in a way which may be considered indecent. A 'side hug' is appropriate for some young people, and will be, at times, instigated by them, with another member of staff present at all times
- never indulge in horseplay, tickling or fun fights
- always encourage children or young people, vulnerable adults, where possible, to undertake self-care tasks independently
- always be prepared to explain actions and accept that all physical contact be open to scrutiny, an open dialogue and explanation is paramount to Hopefields young people

Extra caution may be required where it is known that a child or young person or vulnerable adult has suffered previous abuse or neglect. In the child/young person/vulnerable adult's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse.

SPORTS COACHING

Some staff, for example, those who coach sports will, on occasions, have to initiate physical contact with children/young people/vulnerable adults in order to support them so they can perform a task safely, to demonstrate the use of a particular piece of equipment or assist them with an exercise. This should be done with the agreements of the young person.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child/young person.



POWER AND POSITIONS OF TRUST

A relationship between a member of staff and a child/young person/vulnerable adults that they have met through the course of their work cannot be a relationship between equals. There is potential for exploitation and harm and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should avoid behaviour, which might be misinterpreted, and report and record any incident with this potential.

CONFIDENTIALITY

Confidential information about a child or young person or vulnerable adult should never be used casually in conversation or shared with any person other than on a need -to -know basis. In circumstances where the child/young person/vulnerable adult's identity does not need to be disclosed the information should be used anonymously.

For circumstances in which a member of staff is expected to share information about a child/young person/vulnerable adult, for example when abuse is alleged or suspected, they have a duty to pass information on without delay, but only to those with designated child/young person/vulnerable adult protection responsibilities, in this case the Directors, Emily Greenhalgh and/or Alison Laws

DRESS AND APPEARANCE

Staff should consider the manner of dress and appearance appropriate to their professional role. Staff should ensure they are dressed decently and appropriately for the tasks they undertake. Hopefields staff wear a uniform, provided by the centre. No vests, sleeveless tops or shorts significantly above the knee are permitted.

Heels are not suitable for the teaching day at Hopefields, with smart, comfortable shoes and/or trainers being required, subject to the tasks and planning of the day.

MISSING FROM SITE

At Hopefields, we are committed to a positive behaviour policy which encourages individuals to make positive behaviour choices.

However, there are occasions when individuals may feel the need to "escape" from any issues that are bothering them and this may mean going missing or absconding from site.



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Entry to Hopefields is via key fob entry system, with the keys available to staff only. The rear outdoor area is fenced to the public, but a young person could, if they wished, freely walk off site. Hopefields also teach in community spaces and may visit workplaces and areas meant for public use. This policy is written to guide staff in the event of a vulnerable adult or student going missing from the centre or has absconded.

Staff are reminded to read the following policies and guidelines in conjunction with this policy.

- Health and Safety Policy
- Care plan Documentation
- Behaviour Management Plan on CPOMS
- Individual Risk Assessment

ON SITE

A register is taken every morning on arrival at 9:30.

In the event of discovering a person is missing on site, the Director or Deputy in her absence is informed and an immediate search of the buildings and fields is carried out by all available staff. This search should not exceed 10 minutes.

If the person is not located, a phone call to the young person's on roll school or care home is made and local police are notified (Stockton Police Station) with a description of the person and their clothing. Contact parents/carers of the student who is missing.

If appropriate, a member of staff may search the locality. **DO NOT CHASE** the individual. Keep colleagues informed.

OFF SITE

If a student/vulnerable adult absconds or goes missing on an off site visit, the same procedure apply – but staff may only leave the group if pupil/staff ratio allows.

In such stressful circumstances, it is important that all staff remain calm.

Following an incident

It is important that following an incident, the issues that arise are addressed and staff should:

- Review the individual risk assessment for the person involved
- Review the person's behaviour management plan or implement one if necessary
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- complete an absconding form, a copy of which should be given to on roll school/parents/person's file
- keep colleagues informed and discuss in staff meetings
- review procedures for the individual every half term to ensure appropriate control measures are in place and all staff are fully informed.

DEFINITIONS OF ABUSE IN CHILDREN

Child is taken to mean a person under that age of 18.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (i.e. rape, buggery or oral sex) or non - penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless, unloved or inadequate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of children.



NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

DEFINITIONS OF ABUSE IN VULNERABLE ADULTS

PHYSICAL ABUSE

Being physically hurt or harmed, or put at risk of harm, either deliberately or through rough, careless or thoughtless behaviour.

Physical abuse may include:

- non-accidental actions causing injuries, such as bruising, lacerations or welts, burns, fractures or dislocations
- threats of violence
- refusing to provide food as a punishment for disobedience
- hitting, smacking, biting, shaking or kicking
- pulling arms, hair or ears
- bending back fingers or bending an arm up behind the back
- placing hot substances in the mouth
- leaving a person in clothing or bedding that has been soiled
- physical restraint which is not justified, authorised or excused by law
- being lifted or moved roughly or carelessly or in a way that makes the person frightened or puts them at risk
- misuse of medication, e.g.
- giving medication that hasn't been prescribed
- giving too much medication or over-prescribing medication like anti psychotics i.e. to make the care of people with dementia or challenging behaviours easier for staff
- giving over the counter medication without first checking with the consumer's doctor for appropriateness or any potential harmful side effects.



EMOTIONAL ABUSE OR BULLYING

Being humiliated or put down or made to feel anxious, frightened or intimidated. Some level of emotional abuse is involved in all forms of ill treatment, though it may also happen on its own. Emotional abuse is often the first sign of other forms of abuse happening.

Emotional abuse may include:

- humiliating the person for losing control of their bladder or bowels
- shouting orders
- using humiliating or patronising names, or failing to address the person in their preferred manner
- treating adults as children
- humiliation, emotional blackmail, blaming, swearing, intimidation, name calling or isolation from friends and relatives
- the use of social isolation (ignoring)
- locking the person in their bedroom
- using other service users to provide physical control over another service user

- harassing a person to eat food they don't want to eat (or which is contrary to their cultural or religious beliefs)
- threats of harm or abandonment
- verbal or racial abuse
- isolation or withdrawal from services or emotional supports.

FINANCIAL ABUSE

Includes theft, fraud or exploitation, the misuse of a position of authority for financial gain.

Financial abuse may include:

- denying the person access to or control over their money and personal finances
- taking the person's money or other property without their consent (which is likely to also constitute a criminal offence) or where their consent is fraudulently obtained
- misappropriation of money, valuables or property
- changes to wills or other legal documents, by coercion, misrepresentation or where consent for changes was fraudulently obtained
- denying the person access to information or documentation concerning their personal finances or individualised funding package
- personal use of a person's telephone which is not recorded or reimbursed
- staff borrowing or asking to borrow client's money or personal possessions even for a brief period, e.g. CDs, lawn mowers etc



- staff purchasing client's possessions at grossly below the real and accepted value of the item
- staff using clients vehicle for their own purposes
- theft or burglary
- grooming for the purposes of financial gain.

NEGLECT

- ignoring a person's medical or physical care needs
- withholding the necessities of life, such as medication, food/drink and heating
- failure to provide access to appropriate health, social care or educational services.

Neglect may also occur where there is a failure to take appropriate action to safeguard a person's welfare or to be negligent in the face of risk.

Concerns or allegations of physical or sexual abuse are often seen as more serious than neglect. But long standing physical neglect is often a major factor in deaths from abuse.

Neglect may include:

- not giving the necessary help or support so that the person can eat or drink
- failure to provide adequate food or drink or ensure that the person can eat or drink it, e.g. by placing it out of reach or not providing the equipment the person needs
- not providing adequate food, shelter, clothing or basic personal health care
- not using the person's communication devices to allow the expression of needs, choices or preferences
- failing to recognise or acknowledge non-verbal messages conveyed of people who have limited communication abilities
- leaving the person alone in a vehicle for extended periods
- not obtaining or seeking the appropriate medical, specialist, therapy or other health support the person may need e.g. dental care
- not ensuring that a person has access to regular medical support including assessments for medication blood levels, blood pressure, diet and nutrition or access to regular health screening tests
- failure to access or provide proper care or medical services for the person
- failure to report concerns
- negligence in the face of risk taking
- failure to give prescribed medication.



SEXUAL ABUSE

This includes all unwanted sexual acts or being made to do something that you don't want to, didn't or couldn't agree to. Sexual abuse doesn't have to be physical, for example it could include jokes or comments or being made to watch, look at or listen to something that makes you feel uncomfortable or embarrassed.

All adults have a right to express their sexuality. However, where there is any doubt as to a person's capacity to make informed decisions it is essential that the concern is reported and the necessary assessments are carried out in accordance with the Mental Capacity Act.

Sexual abuse may include:

Non contact:

- unwanted comments or sexual innuendo
- involving people against their wishes, or where they are unable to consent, in looking at, or in the production of pornographic material or sexual activities
- encouraging a person who lacks capacity to behave in a sexually inappropriate or provocative way e.g. dressing provocatively, soliciting

Contact:

- unwanted sexual touching or touching the person could not consent to or was coerced into
- other sexual activity the person could not consent to or was coerced into e.g. masturbation, oral sex or rape.