



# Hampshire Learning

## Policy and Procedures for the Safeguarding of Children and Vulnerable Adults

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## Hampshire Learning

### Policy and Procedures for Safeguarding Children and Vulnerable Adults

#### 1 Introduction: A Whole Organisation Approach to Safeguarding

Hampshire Learning, including all partner adult and family learning providers, must consider how the whole of their organisation can implement safer working practices, environments and policies. A safer learning environment is more than safer recruitment of staff, and it is also more than protecting children<sup>1</sup> and vulnerable adults from harm. These are both vitally important, but should be seen as part of the overall strategy and processes to promote an ethos of well-being, safety and security, which applies to all learners and all staff.

This policy document considers strategic approaches to safeguarding, learner involvement and dissemination activities and outlines a quality framework for assessing the extent to which safeguarding policy and practice are embedded and are effective across the whole organisation.

Learning providers have responsibilities to ensure the safety of children and those adults deemed 'vulnerable'. A vulnerable adult is defined by the Law Commission as:

Someone of 18 years or over who:

- 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 him or herself, or unable to protect him or herself against significant harm or exploitation.

("Making Decisions" Lord Chancellor's Department 1999)

This is also the definition and reference used in Safeguarding adults/adult protection policy 2008: a tripartite policy between Hampshire, Portsmouth and Southampton.

Responsibilities for protecting children from abuse and neglect is enshrined in law in the form of The Children Act 2004 and explained in detailed guidance in Working Together to Safeguard Children 2010 and must be identified within each learning provider. Providers must take appropriate advice and make contact with individual Local Safeguarding Boards for adults and children. Safeguarding, personal safety and security issues should be embedded in the ethos and quality processes of providers. The approach will vary depending on the type of provider organisation.

Hampshire County Council has specific duties for child and vulnerable adult safeguarding both as social care and education providers. Where the teaching and learning is provided by Hampshire County Council organisations, it will be the County Council's responsibility to ensure overall procedures are in place, and that the individual centres of provision have proper procedures. Learning providers that are independent of Hampshire County Council, such as voluntary and community groups and private organisations, can access advice, support and training provided by Hampshire Learning. [Hampshire Safeguarding Children Board \(HSCB\)](#) is responsible for co-ordinating and ensuring the effectiveness of local work to safeguard and promote the welfare of children and [Hampshire Safeguarding Adults Board](#) is a partnership of agencies committed to working together to safeguard vulnerable adults.

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<sup>1</sup> In this document, a child is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout.

Each provider must review and develop their strategic, support and operational responsibilities as outlined below:

### **Strategic responsibilities**

Learning providers must ensure the following are in place:

- A safeguarding policy with effective systems for monitoring its implementation
- Effective planning and co-ordination of services and allocation of resources
- Effective partnerships with other agencies including health services; Adult and Children's Services' safeguarding teams; and local Safeguarding Boards
- Senior named person to have specific responsibility for safeguarding issues

### **Support**

All staff and volunteers must be aware of their responsibilities for safeguarding children and vulnerable adults and creating an environment that promotes well-being and ensures personal safety and security.

### **Operation**

All staff and volunteers must ensure that a safe environment is provided for children and vulnerable adults and that policies and procedures are put into operation for recruiting staff and volunteers, risk assessments, record keeping and dealing with allegations of abuse. In the case of abuse having taken place there should be clear arrangements to support individuals involved as the top priority and consideration. Support for those involved in a wider context including learners, staff and local community should also be a consideration.

## **2 Promoting the Safeguarding of Learners**

The **Common Inspection Framework for Further Education and Skills 2009** (CIF) includes the following question:

*How effectively does the provider promote the safeguarding of learners?*

Inspectors will make their judgements by evaluating the extent to which:

- learners are safeguarded and protected;
- staff take action to identify and respond appropriately to users' welfare concerns;
- safeguarding is prioritised;
- providers work together with agencies and professionals to safeguard learners.

Further guidance from the CIF is included at Appendix 1.

## **3 Definitions of Abuse, Harm And Neglect**

Children and vulnerable adults can be put at risk of harm through a variety of actions, inadequate policies and procedures and failures to act.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children. Abuse may be physical, emotional or sexual. 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 or development.

Abuse of vulnerable adults has been defined by the Department of Health as a violation of an individual's human and civil rights by any other person or persons and has been classified and includes the following six categories: physical; sexual; psychological/emotional; financial or material; neglect and acts of omission; and discriminatory.

Further information about abuse of children is contained at Appendix 2 and of vulnerable adults at Appendix 3.

#### **4 Vetting and Barring Scheme**

The Vetting and Barring Scheme (VBS) aims to improve the existing arrangements that are in place to stop unsuitable people from working, or seeking to work with children or vulnerable adults and strengthens the Criminal Records Bureau (CRB) and List 99 checking processes. The VBS has come about as a result of the Safeguarding Vulnerable Groups Act.

The Act requires people who work or volunteer with children or vulnerable adults to register with the Independent Safeguarding Authority (ISA). It also covers people who have access to data, specifically that relating to social care, education or health records. More information about the scheme is available from the ISA website [www.isa.gov.org.uk](http://www.isa.gov.org.uk).

The ISA Vetting and Barring Scheme, which forms part of this policy, is underpinned by legislation and guidance, details of which can be found at Appendix 4.

#### **5 Recruitment Procedures**

Providers must develop safer recruitment procedures for paid and voluntary staff. All employers of volunteers and paid staff engaged in the post-16 learning and skills sector must have robust procedures that minimise the risk of recruiting unsuitable people. Vetting staff and volunteers by conducting various checks is one of a menu of actions that education and training providers should undertake when recruiting. It is important to remember that none of the processes are fail-safe, and that obtaining clear CRB or other list checks does not guarantee that the person is suitable to work with children and vulnerable adults. Furthermore, the nature of the job role must be looked at on a case-by-case basis and decisions about the suitability of applicants for the role should be taken. It is important to reduce risk as much as possible. It is also important to remember that the final decision on whether to employ an individual in a paid or voluntary position rests with the named responsible person within each organisation.

(Safeguarding Children and Safer Recruitment in Education 2007)

#### **6 Induction, Training and Development**

All employees and volunteers should receive relevant induction that includes advice on appropriate conduct with children and vulnerable adults and should be given direct access to the organisation's Safeguarding Policy and clear guidance on safeguarding procedures. Appropriate ongoing training for staff should be provided, including training on the issues of safe working practices and on creating safe environments for children and vulnerable people.

All staff need to be aware of the processes to be followed if there are concerns about the conduct of colleagues or other adults towards children and vulnerable adults and the need to record and share all such concerns, however, minor. Staff should be alert to any indications that a child or vulnerable adult may need to be safeguarded from harm and know who to contact if they have concerns.

Where appropriate, staff appraisal reviews should include discussion about safeguarding issues.

Training for all staff on safeguarding children and vulnerable adults is available through Hampshire Learning. Providers are responsible for ensuring that staff are conversant with the policies and procedures, have undertaken initial training and receive regular and ongoing training and support.

A checklist of key actions relating to recruitment, induction and development of staff and volunteers and general awareness of safeguarding practice can be found at Appendix 5.

## **7 Learner Involvement**

Learner involvement in the management and organisation of the learning provision is important for the quality improvement agenda. Learners should be involved in creating a safe learning environment through induction, consultation, reviews and curriculum-based activities.

Initial assessment and individual reviews provide opportunities for tutors to identify areas of concern for learners and address these through individual learning and/or course plans. These should be regularly reviewed by tutors and learners. Learners are asked for feedback during and at the end of their course and their personal safety and well-being should be included in this process.

## **8 Disseminating Information to Learners and Staff**

Providers should ensure that information and knowledge about discrimination, equality, wellbeing, personal safety and security are conveyed and embedded in the curriculum and are supported by the culture of the organisation and corporate and individual behaviour.

Reference to these aspects should be included in learner and staff handbooks, learner contracts, posters and information leaflets, web-based resources and any other forms of communication with staff and learners.

Further guidance on the types of information that should be disseminated to learners and staff is contained in Appendix 6.

## **9 Principles of Obtaining, Recording and Sharing Information**

Where there are concerns about the safety and well-being of children or vulnerable adults it is vital that information is shared with relevant organisations: most decisions to share information require professional judgement. There must be a legal basis for sharing information and a legitimate purpose for doing so. Whenever information is shared, it is important that the information should be recorded along with the date, the person(s) it was shared with and for what purpose.

A failure to share information, even at a level of 'niggling worry' may have serious consequences for the welfare of a child or vulnerable adult and it is important that individuals are not deterred from sharing information because of perceived legal hurdles, or assuming that the 'safer' course is not to share information.

It is unlikely that the Data Protection Act will be a barrier when information is being shared to safeguard and promote the welfare of a child or vulnerable adult as long as there is an established legal basis for sharing the information. Confidential information may be shared without consent where there is an overriding public interest in disclosure. **There is a statutory or professional duty to share relevant information in circumstances where children need to be safeguarded.**

The main principles of obtaining, recording and sharing information in relation to employees, as well as guidance for tutors and other staff are contained at Appendix 7.

## **10 Photographic Images**

Since the introduction of the Data Protection Act in 1998, there is a requirement to obtain the permission of anyone appearing in photographs, DVDs and webcam images. This includes children and adults.

Managers are responsible for ensuring that clear guidance is available to staff and volunteers; that staff are aware of the requirements and that appropriate consent forms are readily available.

## **11 Dealing with Concerns**

Staff should be made aware of the procedures to follow if s/he has a concern about any child's or vulnerable adult's welfare. In cases where a child or vulnerable adult discloses that s/he is being, or has been, harmed or abused, or such a disclosure is made by a staff member, learner or member of the public, the member of staff should record the nature of the concern in writing and speak to his/her line manager who will contact the Safeguarding Officer. It is the role of the Safeguarding Officer to assess the concerns to determine whether an external referral to Children's Services, Adult Services or the police needs to take place, or whether the matter can be addressed via the County's internal procedures. The Safeguarding Officer should have received adequate safeguarding training and their role and responsibilities should be clearly defined in their job descriptions

Where a referral is to be made externally, the appointed officer will report the matter to Children's Services or Adult Services, and/or to the police. The external agency will conduct their own investigation with regard to their policies and guidelines. Anonymity may not be maintained on reporting.

## **12 Dealing with Allegations of Abuse**

In all cases where there are allegations of abuse, it is vital that these are dealt with fairly, quickly and consistently.

### **Allegations against members of staff**

If an allegation is made against a member of staff this should be reported immediately by the Senior Designated Officer or to a member of the senior management team. Actions should be taken both to protect vulnerable adults and the accused member of staff. These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place. Where it is appropriate, relevant Human Resources procedures may be initiated and/or a referral made to an external agency.

### **Allegations about events outside of the provision**

Children or vulnerable adults may allege that abuse or harm has occurred at home or in other situations outside of the learning and training provider's remit. It is important that these allegations are treated seriously and that staff follow reporting procedures. Learning providers should work in partnership with local safeguarding partnerships or committees in dealing with these situations.

A flowchart identifying the actions to be taken in the case of concerns or allegations about abuse of, or harm to a child or vulnerable adult or allegations of abuse against a member of staff is contained in Appendix 8.

A recording form for allegations/concerns is included at Appendix 9. Contact details for the Senior Designated Officer, Children's and Adult Services and the police are provided in Appendix 10..

### **13 Embedding Quality Processes in Safeguarding Practice**

It is important that learning providers have a quality assurance framework for safeguarding practice in their organisations. A set of standards enables providers to carry out a self-assessment of the provision. This quality process, and any subsequent evaluation of the quality process, is an effective way of ensuring that safeguarding practice is checked.

A framework for self-assessment of safeguarding practice incorporating the duties and responsibilities of learning providers is included at Appendix 11. This framework outlines guidelines for good practice in safeguarding. However, it is the responsibility of each learning provider to identify the most appropriate strategic approach and adapt this to their circumstances.

Information contained in this Policy document has been taken from:

No Secrets (Department of Health) 2000

The Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Safeguarding adults/adult protection policy 2008 (A tripartite policy between Hampshire, Portsmouth and Southampton)

Safeguarding Children and Safer Recruitment in Education (DfES) 2007

Safer Practice, Safer Learning (NIACE) 2007

Working Together to Safeguard Children 2010 DCSF-00305-2010

Hampshire County Council: Culture, Communities and Rural Affairs (CCRA) Safeguarding Policy 2010

## Appendix 1

Extract from Common Inspection Framework 2009

### How effectively does the provider promote the safeguarding of learners?

Inspectors will take into account:

- whether the provider has a policy for the protection of children under age 18 and vulnerable adults that is reviewed annually
- the provider's compliance with its statutory duty to assist local social services departments on child protection matters and, as appropriate, liaison with the Local Safeguarding Children Board
- whether, when a learner reports abuse, the provider has taken appropriate action
- how well the provider is fulfilling the duty of employers to inform the Independent Safeguarding Authority of any individual (paid employee, volunteer or other) who poses a threat to children or vulnerable adults
- how well the provider ensures that appropriate training on safeguarding has taken place for all staff, governors and volunteers, which is regularly updated
- whether all staff, governors and volunteers working regularly with children under age 18 and vulnerable adults have been trained to recognise signs of abuse, and how to respond to disclosures from learners
- whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level
- the extent to which effective and thorough risk assessment across the provision provides the basis for a provider's safeguarding policy and plans
- whether there are sound arrangements for appropriate checks on provider staff, including Criminal Records Bureau checks on staff appointed after 2002 who have regular, unsupervised access to children and young people up to age 18, and where appropriate (based on risk assessment) for governors and volunteers
- whether there is a single, central record of all checks on provider staff and, where appropriate, governors and volunteers
- where the provider works with employers, how well staff liaise with the employer to ensure appropriate arrangements for safeguarding learners up to age 18 and vulnerable adults (as defined in the Vetting and Barring Scheme) on employers' premises
- whether the provider has contact details for a parent, carer or person acting in loco parentis for learners aged up to 18 (and up to age 25 for learners with learning difficulties and/or disabilities)
- whether policies on bullying and discrimination are effectively implemented
- the extent to which all learning and development sites provide a safe learning environment and safe working practices are promoted in training and at work
- whether the curriculum includes understanding of bullying, abuse and internet safety.

## Appendix 2

### Child Protection - Patterns of Abuse

#### Identifying a Child Protection Issue and Recognising Patterns of Abuse

Child abuse may be physical, sexual, emotional or the result of neglect.

#### Defining Abuse

Abuse can occur wherever there are children or young people of any age. The effects of abuse can be damaging and if untreated they may cause serious problems in adulthood including the possibility of difficulty in maintaining stable, trusting relationships, involvement with drugs or prostitution, attempted suicide or abuse of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Abuse may take place in a family, institutional or community setting by those known to them, or more rarely by a stranger. Abuse can be from peers or adults. There are five main categories of abuse:

**Neglect** – when adults fail to meet a child’s basic physical and/or psychological needs and is likely to result in a serious impairment of the child’s health or development. This could include failure to provide adequate food, shelter, clothing, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment.

**Physical Abuse** – when someone physically hurts or injures a child by hitting, shaking, throwing, poisoning, burning, biting, or scalding; suffocating, drowning or otherwise causing physical harm.

**Sexual Abuse** – where boys and girls are sexually abused when adults (male or female) use them to meet their own sexual needs. This could include:

Full sexual intercourse, masturbation, oral sex, fondling.

Showing children pornographic books, photographs or videos, or taking pictures for pornographic purposes.

**Emotional Abuse** – the persistent emotional ill treatment 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 or unloved, inadequate, or valued insofar as they meet the needs of another person. It may occur if children are subjected to constant criticism, name-calling, and sarcasm, bullying, racism, or unrealistic pressure to perform to high expectations consistently.

**Bullying** – is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. It may be physical e.g. kicking, verbal e.g. racist, emotional e.g. ignoring and isolating, or sexual e.g. unwanted physical contact.

It may also include more general activities that have the potential to create significant harm to all children such as downloading or using inappropriate material.

A child protection concern about a member of staff or volunteer may arise from a specific allegation or may evolve from a number of more minor incidents or activities that create concern or suspicion about the motives of the individual concerned. These issues may be more difficult to identify, but require the same processes described in these guidelines to be applied.

**Significant harm.** If the incident under consideration on its own, or in combination with other concerns, could reasonably constitute significant harm to a child, then this will require such a referral, confirmed in writing.

You should however always talk to the department's Designated Senior Officer in the first instance, who will liaise with the LADO who will help determine whether to make a referral.

### **Patterns of Abuse**

Most incidents of abuse by staff and volunteers towards children, when seen with hindsight, contain prior indications of the potential for abuse that have been missed, ignored or overlooked by the department. Sexual abuse in particular is likely to be characterised by a process of **grooming** of one or more youngsters prior to a specific act. This will often consist of blurring of boundaries with children to allow opportunities for abuse to take place. It is essential that managers are fully aware of this possibility and are alert to indications of conduct that could be part of a grooming process. "Grooming" can constitute an offence and applies to specific behaviour towards children up to 16 years. Further, whilst the age of consent for sexual activity is 16, any sexual activity between a pupil/student up to the age of 18 and a member of staff, even if perceived to be with the consent of a pupil, is an 'Abuse of Trust' offence and should be brought to the immediate attention of the Designated Senior Officer who will liaise with the Allegations Officer (see Appendix 10 for contact details)

Activities that might arouse suspicion or merit further investigation, especially when conducted in a clandestine manner, and are contrary to the department's policy, and which **occur in combinations in relation to the same member of staff or volunteer** might include:

- Meeting or visiting children and young people outside of the activity
- Offering extra support to individual children and young people
- Placing themselves in closed rooms or inappropriate situations with a child or young person
- A series of minor concerns about physical contact
- Inappropriate behaviour/conduct/boundaries with children or young people
- Use of inappropriate and/or familiar language
- Texting or e-mailing children or young people
- Underperforming in their job linked to other behavioural concerns
- A history of frequent moves from job to job working with young people or children
- Constantly ignoring rules about safe levels of staff to children/ young people ratios

## Appendix 3

### Vulnerable Adults – Patterns of Abuse

Definitions to assist in the identification of abuse

A “vulnerable adult”...is a person “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 him or herself, or unable to protect him or herself against significant harm or exploitation.”

“Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.” (Department of Health 2000)

The following main different forms of abuse have been identified:

- **Physical abuse**  
Including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions
- **Sexual abuse**  
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. Sexual abuse might also include exposure to pornographic materials, being made to witness sexual acts and encompasses sexual harassment and non-contact abuse
- **Psychological abuse**  
Including emotional abuse, threats of harm, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks
- **Financial or material abuse**  
Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits
- **Neglect and 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
- **Discriminatory abuse**  
Including racist, sexist, that based on a person’s disability, and other forms of harassment, slurs or similar treatment.

## Appendix 4

ISA Vetting and Barring Scheme which forms part of this policy is underpinned by the following legislation / guidance :

### **Safeguarding Vulnerable Groups Act 2006**

The Safeguarding Vulnerable Groups Act lays the legislative foundation for a new vetting and barring scheme for those working with children and vulnerable adults which was implemented from autumn 2008.

The Independent Safeguarding Authority (ISA) was set up to fulfil this role.

The Act defines a number of activities in relation to vulnerable adults as regulated activities. This will include teaching and training vulnerable adults frequently (which takes its normal meaning) intensively (defined as three or more days in any 30 day period) or overnight. All those involved in regulated activity will need to have been centrally vetted by the scheme.

### **The Rehabilitation of Offenders Act (ROA) 1974**

Aimed at helping people who have been convicted of a criminal offence and who have not re-offended since. Once a conviction is 'spent', a convicted person does not have to reveal it, in most circumstances.

However, if a person wants to apply for a position that involves working with children or vulnerable adults they are required to reveal all convictions (including driving offences), both spent and unspent on application. This also includes cautions, warnings and reprimands.

### **The Protection of Children Act (POCA) 1999 / The Children Act 2004 (Revised 2005)**

"Children" are defined here as those people under 18 years of age.

The POCA ensures that those individuals who, during the course of their employment, have abused, neglected or otherwise harmed children, or placed children at risk of harm, are placed on the Department of Health's POCA List, which was then checked by prospective employers.

For those in the Education sector, an additional list was held by the Dept for Children, Schools and Families (DCSF), known as List 99. From October 2009, the ISA will merge the POCA list and List 99 to provide one list of those people who are banned from working with Children - known as the "Children's Barred List". ISA will hold this list rather than the Department of Health / DCSF.

### **The Protection of Vulnerable Adults (POVA) Scheme 2004**

The POVA Scheme ensures that those individuals who, during the course of their employment, have abused, neglected or otherwise harmed vulnerable adults, or placed vulnerable adults at risk of harm, are placed on to the Department of Health's POVA List, which is then checked by prospective employers.

From October 2009, the POVA List will cease to exist and will be replaced by the "Adults' Barred List". ISA will hold this list rather than the Department of Health / DCSF.

### **The Data Protection Act 1998**

Underpins the way in which vetting and barring information will be applied for, used, stored, destroyed and shared. Information will only be used for the specific purpose for which it was requested and for which the applicant's / employee's full consent has been given – for example, to

make a recruitment decision, or, following a positive re-check, to make a decision to keep an individual in post.

Information will be kept securely, in lockable, non-portable storage containers with restricted access.

### **Freedom of Information Act 2000**

The FoIA is part of the Government's 'modernisation' drive intended to generate renewed levels of interest in public affairs. It came into force on 1 January 2005 and gives anyone the right to access recorded information held by a public body.

However, providing vetting, barring or CRB information to anyone except the individual, or others associated with managing or hiring the individual constitutes a breach of confidence and also contravenes the data protection act.

## Appendix 5

Checklist of key actions for implementation of child and vulnerable adult safeguarding practice relating to staff and volunteers.

Recruitment and Selection		
1	The department's policy statement on Safeguarding is clearly set out in all recruitment and selection materials	
2	Every interview panel includes at least one person who has been on Recruitment and Selection Training.	
3	All potential employees and volunteers are questioned about their motives and beliefs in working with children and / or vulnerable adults	
4	All potential employees and volunteers are informed of the implications of inappropriate conduct towards children	
5	All of the prescribed pre-employment checks on potential new staff have been completed.	
6	No new employees are allowed to start in their full role without the current appropriate ISA /CRB Disclosure certificate being in place	
Induction and Development		
7	All employees and volunteers receive appropriate induction that includes advice on appropriate conduct with children and vulnerable adults.	
8	All employees and volunteers are given direct access to the appropriate sections of the department's guidance documents.	
9	All employees and volunteers are given direct access to the department's Safeguarding Policy.	
10	Staff meeting agendas routinely include discussions on child protection and vulnerable adult issues and standards of staff conduct.	
11	All staff are aware of the processes to be followed when they have any concern about the conduct of colleagues or other adults towards children and vulnerable adults; and the need to record and share all such concerns, however minor.	

12	All staff are aware of the consequences of conduct that might raise suspicions about their motives towards children.	
13	IPP reviews include discussions about child protection and vulnerable adults including maintaining appropriate dealings with children at all times.	
<b>General Awareness</b>		
14	All managers know the contact details for discussing and reporting child and adult protection concerns about staff to the department's Designated Senior Officer	
15	All staff are aware of the concept of "Patterns of Abuse", and how inappropriate actions can lead them to be the subject of investigations in connection with child protection and/or vulnerable adults allegations	
16	All managers are aware of the importance of giving full and accurate reference information about all aspects of child protection and/or vulnerable adult concerns about an individual.	
17	All staff and volunteers have received relevant handouts from the department's guidance documents.	
18	All child and adult protection concerns about staff, however minor, are recorded and placed on individual files, with a copy provided to the member of staff concerned and reviewed regularly.	

**Centre** .....

**Centre Manager** .....

**I confirm that the Child and Vulnerable Adult Protection Guidance as set out in this checklist and related guidance document and implementation pack, has been fully implemented at this Centre**

**Signed** ..... **Date** .....

## Appendix 6

### Information for learners and staff

It is recommended that guidance for learners and staff should include information about well-being, personal safety, security and safeguarding issues.

For learners this may include:

- a description of the provider organisation that includes the mission statement, organisational structure with a message stating a commitment to well-being, security and a safer environment
- what to expect from the provision regarding its commitment to learners and their safety
- details of the learner induction programme which should include sessions on individuals' rights and responsibilities in relation to personal safety, security and well-being
- how to use the Internet, to include guidance on internet security
- arrangements for learning support; how to access support and counselling, (both that available within the provision as well as from external bodies and providers) and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- policies and procedures on expected behaviours and codes of conduct
- equality and diversity policies that make it clear that discrimination, abuse, harassment and bullying is not tolerated
- who to contact in different situations such as reporting abuse, security issues or unreasonable behaviour
- children and vulnerable adult safeguarding procedures.

For staff this may include:

- the aim of the provision showing how its work fits into both the national and local context.
- details of partners, including those involved in well-being initiatives, personal safety and safeguarding vulnerable adults
- who to contact in different situations such as dealing with allegations of abuse, security breaches or unreasonable behaviour;
- the services available including learning support, human resources, staff counselling and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- how to use the Internet, to include the policy and practice on Internet security
- information, policies and procedures on expected behaviour and codes of conduct
- the policy on providing transport and safer recruitment of transport staff for vulnerable adults
- equality and diversity policies that make it clear that discrimination, abuse, harassment and bullying is not tolerated
- vulnerable adult safeguarding procedures
- details of the staff induction programme to include sessions on staff responsibility in relation to personal safety, security and well-being
- an explanation of how diversity issues, safer practice and appropriate conduct are embedded into the curriculum
- safer recruitment of staff and volunteers policy and
- risk assessment procedures.

## Appendix 7

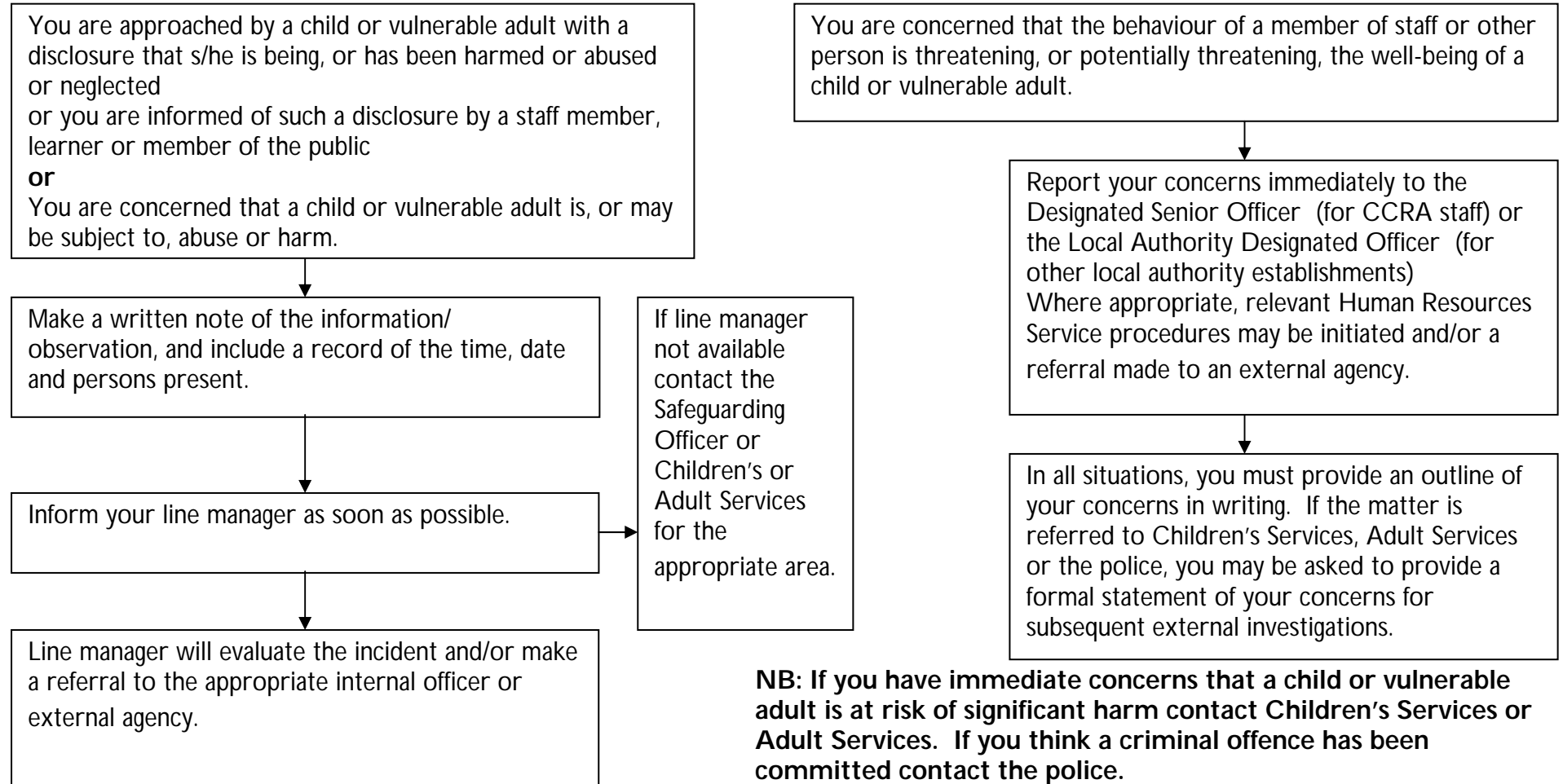
### Sharing information in relation to employees

- Proper and thorough pre-employment checks must be carried out on all potential staff prior to offers of employment, including full references, CRB and ISA checks, verification of qualifications etc. Further advice can be found in the CCRA 'Safer Recruitment' Policy.
- Managers must seek full information on previous employment records from past employers and examine this to assess whether there is any basis for concern.
- Managers must keep secure records of any concerns or incidents relating to individual staff, on confidential files. This includes where there is insufficient evidence to determine whether they are true or false. Patterns of such incidents over time may be significant. Such records should be made accessible to the member of staff.
- Any disciplinary or capability warnings about child protection or vulnerable adult issues must be retained beyond their expiry date as part of recording patterns of concern
- Managers must be willing to share full and relevant information concerning child protection and vulnerable adults allegations or concerns about an employee when they are moving to a new employer, prior to any offer of employment being made.
- References should include all relevant matters which relate to the job for which the employee has applied, to assist the recognition of patterns of behaviour, which may not be obvious when considered in isolation.
- Employees should be allowed to see any reference a Manager has prepared.
- All staff and volunteers must be encouraged to discuss child protection and vulnerable adult issues and to share in confidence any concerns they may have about other staff, volunteers, contractors, hirers etc. It must be made clear to all staff to whom such matters should be reported, which would normally be Designated Senior Officer.
- Information or concerns raised by people outside of the department about the actions of staff or volunteers must be treated with the same level of seriousness and addressed in accordance with these guidelines, even if those concerns are raised anonymously.
- These approaches will enable complete information to be shared openly and the identification of an 'audit trail' in those rare cases where a genuine child protection or vulnerable adult problem exists.

## Sharing Information in relation to concerns about children and vulnerable adults

- You should explain to children and vulnerable adults at the outset, openly and honestly, what and how information will or could be shared. You should seek their agreement. The exception to this is where to do so would put that child, vulnerable adult or others at increased risk of significant harm.
- You must always consider the safety and welfare of a individual when making decisions on whether to share information about them. Where there is concern that the individual may be suffering or is at risk of suffering significant harm, the individual's safety and welfare must be the overriding consideration.
- You should, where possible, respect the wishes of children or vulnerable adults who do not consent to share confidential information. You may still share information, if in your judgement there is sufficient need in the public interest, or in the case of children where there is risk of significant harm to override that lack of consent.
- You should seek advice where you are in doubt.
- You should ensure that the information you share is accurate and up-to-date.
- You should always record the reasons for your decision, whether it is to share information or not.

## Appendix 8



**NB: If you have immediate concerns that a child or vulnerable adult is at risk of significant harm contact Children's Services or Adult Services. If you think a criminal offence has been committed contact the police.  
(See Appendix 10 for contact details)**

## Appendix 9

All allegations of abuse or concerns about children and vulnerable adults must be recorded without delay. This is to ensure that accurate information is passed on to the relevant person and that there is a written record of the key information.

### CONCERNS/ALLEGATIONS – RECORDING FORM

Item	Details
Name of person completing report	
Source of information	
Name of vulnerable adult(s) or child(ren)	
Name and role of employee/volunteer (in the case of an allegation against a member of staff)	
Date and location of incident(s)	
Nature of concern/allegation (attach additional sheet if required)	
Concern/allegation discussed with: (name and job role of member of staff)	
Outcomes of discussion	
Actions agreed	
Signed:	Date:
Actions resolved or details of any further actions as issue is addressed	
Signed:	Date

## Appendix 10

### Contact details

#### Dealing with Concerns

If you become aware of concerns that a child or vulnerable adult is being abused, or if you have any concerns, you must report it to your **line manager**. If you think someone is being abused, don't assume that someone else is doing something about it. Your line manager will make contact with the relevant **Safeguarding Officer**.

If you need to contact Children's Services or Adult Services, use the phone numbers below:

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<b>Children's Services: 0845 603 5620</b>	<b>Monday - Thursday 8.30am to 5pm Fridays 8.30am to 4.30pm All other times and for Weekends and Bank Holidays please use the Out of Hours number</b>
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<b>Out of hours: 0845 600 45 55</b>	<b>Monday - Thursday 5pm to 8.30 am. Friday 4.30 pm to Monday 08.30 am. All day on Bank Holidays and Christmas Day.</b> The helpline is staffed by social workers and other specialists who can deal with anything.
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<b>Adult Services: 0845 603 5630 see call charges</b>	<b>Monday - Thursday 8.30am to 5pm Fridays 8.30am to 4.30pm All other times and for Weekends and Bank Holidays please use the Out of Hours number</b>
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<b>Out of hours: 0845 600 45 55</b>	<b>Monday - Thursday 5pm to 8.30 am. Friday 4.30 pm to Monday 08.30 am. All day on Bank Holidays and Christmas Day.</b> The helpline is staffed by social workers and other specialists who can deal with anything from advice about how best to help an elderly relative to getting help in an emergency.
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If you believe a crime has been committed, or the child or vulnerable person is in immediate danger contact your local police on 0845 045 45 45

## Dealing with Allegations

Where there are concerns or specific allegations about the conduct of a member of staff or a volunteer, the line manager should contact a senior officer who will liaise with the Local Authority Designated Officer (LADO) who is the **single point of contact** on such issues. It is the responsibility of the LADO to liaise with other agencies such as Human Resources or the police in appropriate cases.

The Local Authority Designated Officer (LADO) for Allegations is:

**Barbara Piddington**  
Telephone: 01962 876265  
E-mail: [barbara.piddington@hants.gov.uk](mailto:barbara.piddington@hants.gov.uk)

**Address:**  
The Safeguarding Unit  
Children's Services Department  
Clarendon House, Monarch Way  
Winchester SO22 5PW

The LADO should be advised of all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.

For allegations involving staff working with vulnerable adults the contact is:

**Jane Selvage**  
Safeguarding Manager  
Adult Services  
Telephone: 01962 845214    Email: [jane.selvage@hants.gov.uk](mailto:jane.selvage@hants.gov.uk)

## Appendix 11

### A Quality Framework for protecting children and vulnerable adults from abuse and neglect

Theme	To what extent	Evidence
1 Partnership	<ul style="list-style-type: none"> <li>▪ is there a commitment to working with existing local safeguarding boards and other health and social care partnerships?</li> </ul>	
2 Accountability, roles and responsibility	<ul style="list-style-type: none"> <li>▪ are there clear lines of accountability within the senior management, governing body or corporation of the organisation that show where responsibility lie?</li> <li>▪ is there a clear indication of who has the responsibility and at what level for different aspects of safeguarding children and vulnerable adults</li> </ul>	
3 Rights and values	<ul style="list-style-type: none"> <li>▪ is there a clear statement that shows the organisation's values and belief in relation to individual rights to freedom from abuse and harm?</li> <li>▪ does it state the expectation for the whole organisation to demonstrate these values through corporate and individual behaviour?</li> </ul>	
4 Tolerance levels	<ul style="list-style-type: none"> <li>▪ is there a clear statement for all learners and staff which indicates that there is zero tolerance of abuse and other harmful behaviours?</li> <li>▪ do policies and procedures direct both staff and learners towards taking appropriate actions when abuse and harmful behaviours occur?</li> <li>▪ are these policies and procedures having an impact?</li> </ul>	

5 Risk assessment	<ul style="list-style-type: none"> <li>▪ does the risk management system work in relation to safeguarding vulnerable groups?</li> </ul>	
6 Policy	<ul style="list-style-type: none"> <li>▪ are there policy and procedures for safeguarding children and vulnerable adults?</li> <li>▪ do all staff know about these?</li> </ul>	
7 Staff and volunteer recruitment	<ul style="list-style-type: none"> <li>▪ does the organisation demonstrate their commitment to good quality processes in the recruitment and vetting of new staff and the monitoring of existing staff and volunteers?</li> </ul>	
8 Capacity and capability	<ul style="list-style-type: none"> <li>▪ is there a clear commitment to training all staff at all levels on the issue of safeguarding vulnerable adults?</li> <li>▪ is there a range of staff training opportunities?</li> </ul>	
9 Information and communications	<ul style="list-style-type: none"> <li>▪ is information for learners and staff (on safe guarding, abuse and how to seek help) both available and accessible:</li> <li>▪ is there a clear communications system for issues of safeguarding, including reporting of allegations or concerns:</li> <li>▪ does information on safeguarding and health feature in all communication processes, such as on the Internet, intranet, in handbooks and on notice boards?</li> </ul>	
10 Curriculum	<ul style="list-style-type: none"> <li>▪ are personal safety rights and responsibilities embedded into the curriculum for all learners?</li> </ul>	
11 Including stakeholders and induction	<ul style="list-style-type: none"> <li>▪ has the organisation ensured that learners are included in identifying, developing and monitoring the impact of safeguarding work, from developing the partnerships, policies and procedures to monitoring and evaluating its effectiveness?</li> <li>▪ Is safeguarding part of induction for all learners and staff?</li> </ul>	