

Safeguarding

Introduction:

The Dudley ACL Team safeguarding procedure looks at keeping children, young people and vulnerable adults safe and promotes preventative action, not just reaction. **Safeguarding aims to promote the welfare of learners by protecting them from sexual, physical or emotional harm.**

An open and supportive culture promotes the safety and well being of all members of the organisation and means that:

- Learners can thrive and achieve
- Staff, volunteers and visitors can feel secure
- Everyone is assured that their welfare is a high priority

The ACL Team procedure is linked to the overarching Safeguarding policy of the Dudley Safeguarding Board.

Scope of Procedure

This procedure covers all aspects of the work of the team, including:

Staff

- Provision of a healthy and safe working environment;
- Completion of appropriate risk assessments to control risk;
- Training and professional development;
- Consultation and involvement;

Learners

- Provision of a healthy and safe learning environment;
- Clear system of personal care where appropriate, and personal safety;
- Behaviour, discipline and exclusions – it is important to remember that children (under 18), young people and vulnerable adults can also abuse and such incidents fall within this policy

Other Organisations

- Carers consultation and involvement;
- Collaboration with external organisations/stakeholders;
- Contracting and sub-contracting arrangements

The Dudley MBC established policies in relation to Safeguarding which should be used in conjunction with this document.

Definition of an 'Adult at Risk' (Vulnerable Adult)

The term 'adult at risk' has been used to replace the term vulnerable adult. This is because 'vulnerable adults' may wrongly imply that some of the fault of the abuse lies with the adult being abused. Therefore adult at risk is used as an exact replacement

for vulnerable adult but it is useful to understand in a bit more depth what the term can mean in practice.

An adult at risk means a person aged 18 years and 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 him or herself, or unable to protect him or herself against significant harm or exploitation”.
(As defined in ‘No Secrets – Department of Health 2000.’)

An adult at risk’s vulnerability is determined by a range of inter-connected factors including personal characteristics factors associated with their situation or environment and social factors.

Community care services include all care services provided in any setting or context.

This description can include a person who;

- **Frail due to age, ill health, physical disability or cognitive impairment or a combination of these.**
- **Has a learning disability**
- **Has a physical disability and/or sensory impairment**
- **Has mental health needs including dementia or a personality disorder.**
- **Has a long term illness/condition**
- **Misuses substances or alcohol**
- **Is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse.**
- **Is unable to demonstrate the capacity to make a decision and is in need of care and support.**

In the context of safeguarding adults, the vulnerability of the adult at risk is related to how able they are to make and exercise their own informed choices free from duress, pressure or undue influence of any sort and the extent to which they can protect themselves from abuse, neglect and exploitation.

Vulnerability is not a rigid concept, and there may be conflicting views about an individual’s capacity and situation. In considering whether adult protection procedures should be used, staff should assume they are relevant until and unless information suggests that this is not the case.

Definition of a Child

A child is anyone under the age of 18. Dudley ACL works with children in crèche provision and Family Learning.

What is Safeguarding? – The 5 R’s

Safeguarding, if it is to impact on all aspects of the operational life of learning providers, must become the informed responsibility of all. All staff, governing board members, trustees,

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volunteers, partners and others has a responsibility to actively make the learning environment safe and secure for all.

To do so they will find it helpful to consider and act on the **5 R's**:

- **Recognition**
- **Response**
- **Reporting**
- **Recording**
- **Referral**

Recognition:

The ability to recognise behaviour that may indicate abuse is of fundamental importance. Whether the abuse may occur on the premises of the learning provider, in the home or in any other setting on which the learner may find themselves, all those playing a role in meeting the learners' needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.

Signs and symptoms of abuse of young people and/or vulnerable adults may include direct disclosure. Other people in a position to identify concerns include classroom lecturers, tutors, student services and counselling staff, assessors, business support staff, student and trade union representatives, immediate colleagues and peers and those offering additional services. All of these should be trained to understand signs of possible abuse and know how, where and to whom to report concerns.

These procedures are deemed to apply to staff in all roles employed by Dudley Adult & Community Learning Team on a full time, part time or sessional basis, support workers and volunteers. The procedures are put in place to safeguard against abuse which may be:

Physical – the use of force resulting in pain or injury, for example by hitting, shaking or burning

Sexual – the involvement in sexual activity which is unwanted or not understood or with a minor, for example enforced sexual activity, harassment, teasing or innuendo

Financial – use of a person's income or assets without their informed consent, for example taking money or possessions, fraud

Emotional / Psychological– behaviour which has a harmful effect on emotional health and development, for example insults, threats, humiliation, shouting, racist or homophobic abuse

Neglect and acts of omission– a lack of care, for example insufficient food, medication not given, lack of access for personal hygiene

Discriminatory – abuse motivated by discriminatory attitudes, for example towards race, religion, culture, gender, disability, sexual orientation

Institutional – accepted working practices or procedures of a service have an abusive effect on some or all users of that service, for example lack of privacy or supervision, lack of choice and consideration

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Some key legislation behind this is: Human Rights Act 1988, Safeguarding Vulnerable Groups Act 2006, Children Acts 1989 and 2004

Abuse is the violation of an individual's human rights by another individual or individuals

Who might abuse?

Abusers can be:

- Relations or friends
- Paid care workers/professional worker such as nurse, GP etc
- Members of staff
- Other learners
- Members of the public, neighbour, stranger
- Volunteers/ members of community groups
- A person who targets adults at risk in order to exploit them

Responding to an adult at risk who is making a disclosure:

- **Assure them that you are taking them seriously.**
- **Listen carefully to what they are telling you, stay calm, get as clear a picture as you can, but avoid asking too many questions at this stage.**
- **Do not give promises of complete confidentiality.**
- **Explain that you have a duty to tell your manager or other designated person, and that the adult at risks concerns maybe shared with others who could have a part to play in protecting them.**
- **Reassure them that they will be involved in decisions about what will happen next.**
- **Explain that you will try to take steps to protect them from further abuse or neglect.**
- **If they have specific communication needs, provide support and information in a way that is most appropriate to them.**
- **Do not be judgemental or jump to conclusions.**

Appropriate response is vital. No report of, or concern about possible abuse should ever be ignored. Reassure that they have done the right thing in reporting their concerns.

Reporting:

Report your concerns to your line manager / learning centre manager in the first instance. In the event of this not being possible you should report your concerns directly to one of the designated safeguarding officers in the Adult and Community Learning Team.

In all cases those who receive your report should, without delay, having carefully recorded your testimony on the appropriate incident reporting form, report this themselves to the ACL Team's lead Safeguarding Officers.

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Safeguarding Officers Team

Name	Telephone Number	E-mail address
Ros Partridge	07900 161552	ros.partridge@dudley.gov.uk
Dawn Griffiths	07799 070671	dawn.griffiths@dudley.gov.uk
Hasu Patel	07827 836897	hasu.patel@dudley.gov.uk
Glen Ostins	07824 598894	glen.ostins@dudley.gov.uk
Julie Bowater	07812 264965	julie.bowater@dudley.gov.uk
Mejanur Rohman	07799 070638	mejanur.rohman@dudley.gov.uk

All learning centres should ensure they have a member of staff of suitable seniority and with appropriate training and support, with designated responsibility for all aspects of Safeguarding. They are referred to as the Designated Person. This colleague should be publicly identified in ways, locations and formats that are easily accessible to all. It is advisable that this person had a designated deputy or deputies who can act in their absence or if they are the subject of allegations. Similar roles are common and well understood and use in the learning and skills sector. They include designated staff under responsibility, for example, for First Aid, and Health & Safety. For more information see your learning centre information board.

Once you have reported concerns about abuse to any of the colleagues mentioned above the responsibility for taking any further decisions and/or actions resides with them.

Recording:

You must make an accurate record at the time including the date and time of the incident, the appearance and behaviour of the adult at risk and any visible injuries. You should record precisely what has been alleged, using the words of the complainant. Your record should use accurate quotation. This information should be recorded and stored securely, in line with confidentiality policy and should be accessible only to those who need to access it as part of action taken to resolve a complaint or allegation.

Referral:

Only Designated Person (Head of Service) or their deputies (Safeguarding Officer team) can make a decision to refer a complaint or allegation, having gathered and examined all relevant testimony and information.

No one other than the Designated Person or their deputy should mount an investigation into complaints, allegations or suspicions of abuse. An investigation may include questioning colleagues, learners, carers, parents, learner and trade union representatives, volunteers, assessors, partners and the complainant.

Actions of these sorts carried out by someone other than the Designated Person or their deputy could be constructed as unjustified interference which could jeopardise an investigation and any other possible subsequent court case.

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Be Safe

As part of the Safeguarding, all learners need to Be Safe, but also to feel safe within their learning environment. The Adult and Community Learning Team work to ensure:

- A safe, healthy and supportive environment, wherever learning takes place.
- An induction to health and safety when starting your learning or training and at each new location or placement.
- Full information on the providers (and where appropriate, the work-placement or employer's) health and safety policy, responsibility and procedures.
- Information on supervision arrangements.
- Information on any risks associated with the learning programme.
- Advice on free access to suitable Personal Protective Equipment (PPE) or facilities
- Information on restrictions, which apply to any action or activity on the part of the learner, for example restrictions on the use of certain machinery or vehicles.
- Training on health and safety issues and appropriate use of equipment.
- Advice that, in the event of an accident at work, non-employed learners on an Apprenticeship programme may claim disability benefit through the Department for Work and Pensions (DWP) and/or Analogous Industrial Injuries Scheme (AIIS).

To ensure that the above is supported the following has been actioned:-

- Information Boards made available for all learners at each centre, highlighting names and contact numbers of those responsible for safety issues and Safeguarding with the organisation.
- Induction information to learners including 'Be Safe' discussions and negotiation of ground rules
- Vetting and Barring Scheme as administered by the Independent Safeguarding Authority (ISA)
- Risk Assessment for every aspect of our work be it direct delivery, Contracted providers or self employed
- Opportunities at all stages for staff and learner feedback and exit questionnaires
- On-going induction carried out for Staff and Volunteers and key partners
- Tutor Induction and training
- Accident/incident monitoring at Directorate level with risk assessment monitoring carried out.

Responsibilities

- The Adult and Community Learning Team are committed to ensuring safeguarding in all areas of practice.
- The Adult and Community Learning team must implement the Dudley Safeguarding Board policy and procedures for adults and children at all times.
- Determination to tackle safeguarding issues. The Adult and Community Learning Team will address safeguarding issues promptly.

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- Communication: - The procedure will be made available to all staff via induction and training, and all learners and visitors by a summary posted on the Adult and Community Learning website and elsewhere as appropriate.
- All staff, learners and visitors – have the responsibility to be vigilant in adhering to this policy and assessing the risks of their own work and/or activities.

We will:

- Ensure that all staff receive basic awareness training in safeguarding, See flow chart: Table 1
- Ensure appropriate staff receive specialist training in Safeguarding including all tutors working with children, vulnerable adults and physical activity tutors.
- Safeguard employees on work placements aged 16-17
- Meet Government requirements with regard to the safeguarding of children up to the age of 18 and adults at risk.
- Risk assess where the most vulnerable learners are and take steps to safeguard them
- Safeguard the general population of learners
- Ensure that senior management examine arrangements for safeguarding and receive regular reports
- Have a central list showing that appropriate checks have been carried out on all staff, and volunteers
- Vetting and Barring Scheme as administered by the Independent Safeguarding Authority (ISA) for staff as appropriate.
- Co-operate with other agencies to safeguard vulnerable learners, including those in public care and on the child protection register
- Take appropriate action where abuse has occurred See appendix 1/2
- Have effective arrangements for the health and safety of learners and staff
- Provide learners with information and/or training on health and safety, and raise awareness of unfair, unsafe, and abusive practices and how to access help and advice
- Seek learners' views on safety matters and act appropriately upon their feedback
- Record accidents, incidents and "near misses" and show how these are addressed, the action taken and the improvement made,

Evaluation of impact

In order to realise our commitment to safeguarding the Adult and Community Learning Team will demonstrate planning and analysis of impact by evaluating the operating principles through a quarterly monitoring process and annual review.

- How effectively the Adult and Community Learning is meeting Government requirements How effectively the senior management team oversee safeguarding and risk assessment (including maintaining an up to date and central list of Vetting and Barring checks)
- How effective is the awareness raising of safeguarding issues for staff, learners and partners
- How effective are the referral arrangements if abuse has occurred
- How effective are the consultations with learners and staff on safeguarding issues
- How effective are the improvements following actions taken, to address safeguarding issues

Communication

Information about safeguarding and the process for learners and staff to report abuse will be displayed and available in all Adult and Community Learning venues. Information, guidance and paperwork for staff will be on the Adult and Community Learning team intranet, Moodle and internet in a number of formats including via managers and tutor file

Centre Management

The Adult and Community Learning team centre management/centre manager will:

- Promote healthy and safe practice/s
- Ensure there are designated Safeguarding officers for each delivery unit.
- Support and promote the active use of risk assessments to control risk
- Respond positively to any concerns raised by learners or staff
- Clearly display the process of referral
- Work closely with partner agencies to address safeguarding issues
- Support the recording and reporting of all incidents and “near misses”

Codes of practice

- The Adult and Community Learning Team will provide a clear system for reporting concerns (normally to the Local Authority children’s social care services/adult social services).
- Everyone working with children, adults at risk and families will be familiar with, and follow the procedures for promoting safeguarding and know who to contact in the Adult and Community Learning or local authority to express concerns.
- Child Protection – is part of safeguarding and promoting welfare. This is the activity of protecting specific children, and adults at risk, who are suffering, or at risk of suffering, significant harm.
- Staff will not investigate possible abuse or neglect. They have a key role in referring concerns to social care or adult care services.

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Accountabilities

The Designated Safeguarding Officers will take the lead responsibility for dealing with safeguarding issues, taking into account confidentiality, transparency, sensitivity, and ownership, providing advice and support for other staff, ensuring appropriate staff development, liaising with the authority, and working with other organisations as necessary.

Staff – have the responsibility to be vigilant in adhering to this policy and assessing the risks of their own work and/or activities.

Handling disclosures

A disclosure may be made in a variety of ways including verbally, in writing, in drawing, through play or behaviour. It is important that this information is communicated to the Adult and Community Learning designated lead. If possible please use the incident forms as shown in the managers file. (Form – 06.12)

Record Keeping

All records of suspected abuse will be stored in a secure place to which only the safeguarding officers and secretariat support will have access. Information will only be kept as long as necessary and records passed to Children's Services or Adult Social Services as soon as possible.

All records will be handwritten by the person having concerns within 24 hours, using paper or incident sheets, and will be factual and non-judgemental. Remember that under the Data Protection Act the person mentioned in the report has the right to request to see what information is recorded about them.

Confidentiality

Staff should have access to confidential information about learners and service users, in order to undertake their responsibilities. Confidential information about a learner should never be used casually or shared with another person other than on a need-to-know basis. In circumstances where the learner's identity does not need to be disclosed the information should be used anonymously.

Sharing information – if a member of staff is in any doubt about whether to share information or keep it confidential he/she should seek guidance from the designated senior person in the Adult and Community Learning

Whistleblowing – the council has a clear policy that is available to all staff and volunteers on the Adult & Community Learning Team VLE site.

Staff Development

Tutors and core team will be supported in a number of ways subject to own and organisational needs.

No tutor will be allowed to work with ACL learners until an induction covering basic safeguarding recognising and reporting has been completed.

Tutors must complete recognised Safeguard training every three years. If you have not undertaken training within the last three years you should complete the LSIS on-line training before returning to delivery.

Other training is available as per the flowchart below

All staff attending training should ensure that the Head of Adult and Community Learning is notified of attendance and outcome.

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Related documents:

- Dudley Safeguard and Protect Policy and Procedures
- Dudley Safeguarding Children Procedures
- Dudley MBC Health & Safety Policy and Procedures
- Dudley MBC HR Policies and Procedures for Employees (staff handbook)
- Dudley MBC Equal Opportunities Policy
- Dudley Adult and Community Learning Team Anti Bullying Policy
- Dudley Adult and Community Learning Team Learner Disciplinary Procedure
- Code of Conduct for Employees (DMBC)

Adult Safeguarding Link

<http://idudley.dudley.gov.uk/idudley/directorates/adult-community-and-housing-services/learning-disabilities-and-mental-health/ldmh-divisional-structure/safeguarding-adults/>

Children's Safeguarding Link

<http://safeguardingchildren.dudley.gov.uk/information-for-professionals/safeguarding-children-procedures>

Child Sexual Exploitation/Child Trafficking

The CSE Briefing September 2013 - Resource Pack can be viewed by clicking the link below:

<http://safeguardingchildren.dudley.gov.uk/download-documents/>

Reporting and Recording Racist Incidents

Our incident form has been updated to include the recording of Racist Incidents, for guidance on the different types of racial incidents, click the link below:

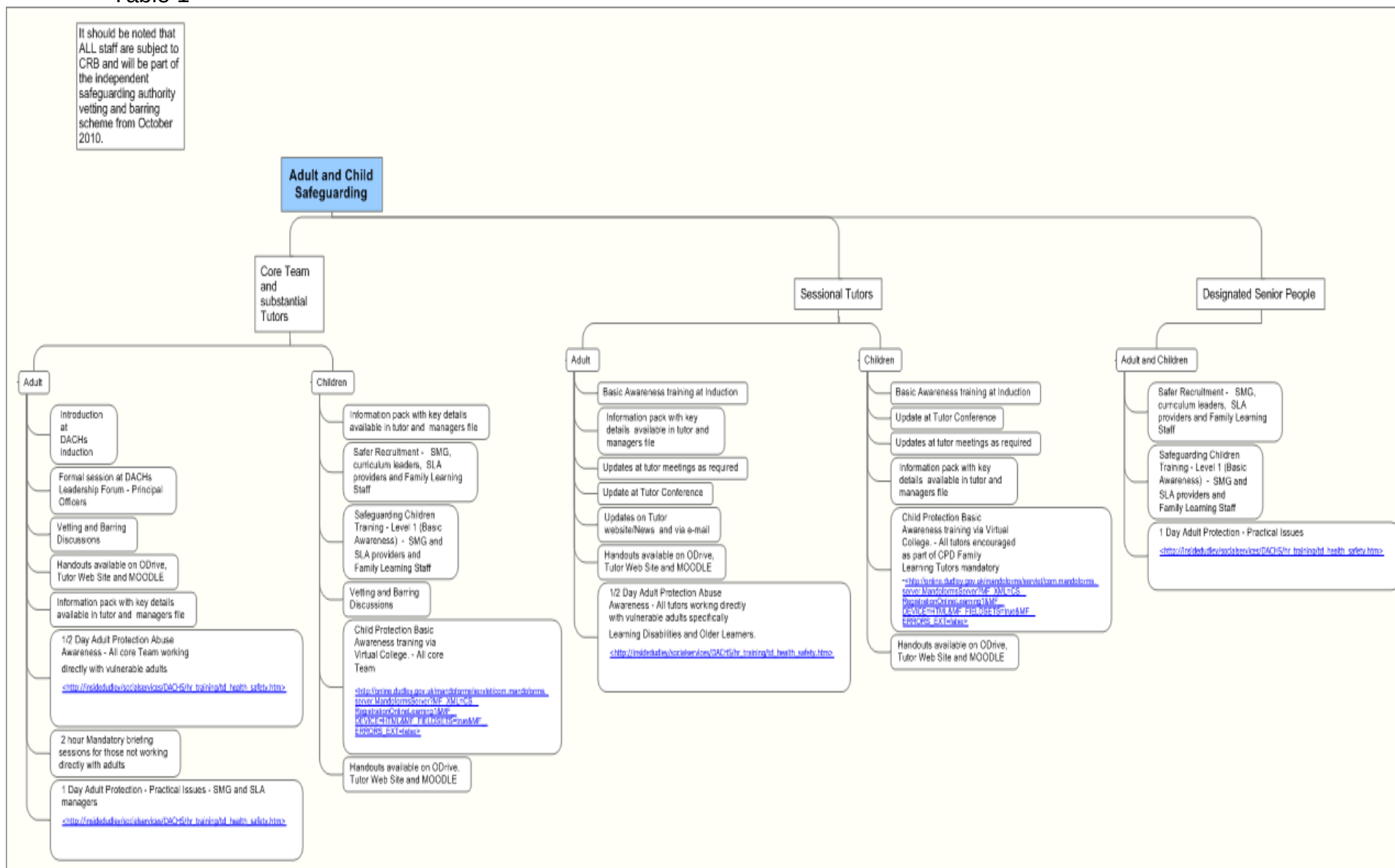
<http://insidedudley/education/library/planspoliciesan /standardoperati /default.htm>
(SOP - Safeguarding - Reporting and Recording Racist Incidents)

Additional handouts/teaching materials are available too for managers at

<http://moodle.dudley.gov.uk/>

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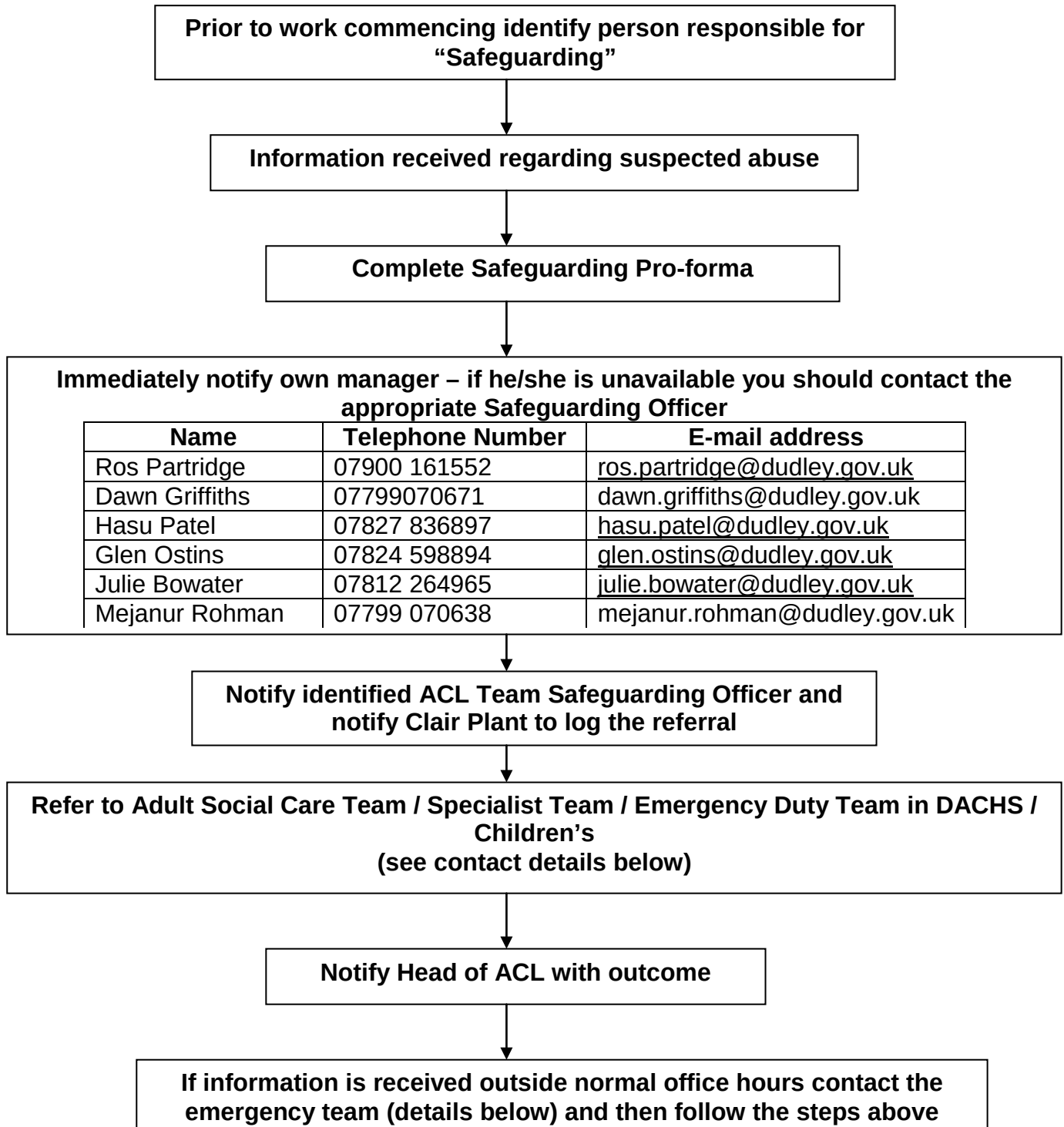
Table 1



Appendix 1

Safeguarding Children or Vulnerable Adults Concern / Incident Reporting Form

Internal Procedures – Identification and Referral



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Appendix 2

Managing Disclosure

Dos	DON'Ts
Be accessible and receptive	Interrogate
Listen carefully	Jump to conclusions
Take it seriously	Force disclosure
Reassure the child / adult	Speculate or accuse
Negotiate getting help	Make promises you can't keep
Make careful records	Delay
Remember this may be important evidence	Make child repeat to others
	Take photographs

Leave detailed interviewing to Police and Children's Services

CRIMINAL INVESTIGATION BY THE POLICE TAKES PRIORITY OVER ALL OTHER LINES OF ENQUIRY

Restrict your information gathering to:

- What
- Who
- Where
- When

However if child not willing or able to continue do not push for this information

Further information can be found at the addresses below:

Adults

E-mail – accessteam.dachs@dudley.gov.uk

Children

<http://safeguardingchildren.dudley.gov.uk/information-for-professionals/safeguarding-children-procedures>

**Emergency Duty Team Contacts for Children: Team Areas ; Dudley Team – 01384 813200: Brierley Hill Team – 01384 813000: Halesowen Team – 01384 815902
Out of Hours Contact - Tel: 0300 555 8574**

**Emergency Duty Team contacts for Designated Safeguarding Officers: Adults
Contact Details: Tel: 0300 555 0055 9am -5:00pm
Out of hours 0300 555 8574**

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Appendix 3

Pro-forma for Disclosure of Potential Child / Adult Abuse /Bullying / Racist Incident

CONFIDENTIAL

Date:	Name of Recorder:
Name of Alleged Perpetrator(s):	Relationship to Child/Service User:
Date(s) of incident(s):	Where incident(s) took place:
Name of Victim: ADULT / CHILD (under 18) (delete as appropriate)	Address of Victim:
	Name of Care Home (if different from permanent address i.e. receiving respite care)
Details of Alleged Abuse / Racist Incident:	
Name of discloser:	Telephone Number:
Proposed Actions:	