

Auto Skills Reading (CIC)

**Auto Skills (Reading) CIC**

**Safeguarding Children & Vulnerable Adults Policy and Procedure**

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**SECTION 1**

# POLICY

Auto Skills (Reading) CIC carries out activities which bring our employees and people working on behalf of our organisation into regular supervised contact with children and/or vulnerable adults.

This policy is part of a set of related policies that aims to create and maintain the safest possible environment for the children and vulnerable adults with whom we deal, as well as for our employees, workers and volunteers and all reasonable steps will be taken to prevent all parties from harm and discrimination including compliance with the prevent agenda.

The overall aim of this policy is to provide clear direction for employees, apprentices, workers (including subcontractors), volunteers, learners and site visitors about expected behaviour in dealing with safeguarding issues, ensuring concerns and referrals are handled sensitively and professionally in supporting children and vulnerable adults. We also ensure parents and carers are aware of our policies and procedures.

## PRINCIPLES

* + Provide a welcoming and safe environment for all and foster a greater understanding for respect for all and life in modern Britain.
	+ Recognise that all children and vulnerable adults have an equal right to protection from all sorts of abuse, harassment and discrimination and should be listened to if they express any concerns
	+ Ensure all our staff and volunteers take responsibility to act on any disclosure or suspicion that a child or vulnerable adult may be at risk
	+ Respond swiftly and appropriately to all suspicions or allegations of abuse, harassment and radicalisation and provide parents and carers with the opportunity to voice concerns;
	+ Have robust escalation arrangements and appropriate systems of support in place for children, vulnerable adults, staff and volunteers
	+ Operate a culture of transparency and willingness to share information with Local Authority Designated Officers (LADO), Local Authority Safeguarding Children and Vulnerable Adult Boards and other local agencies such as the Police as protecting children and vulnerable adults is everyone’s responsibility.

We also recognise that all children and vulnerable adults should have access to this and other policies to enable them to feel willing and able to raise issues of concern and complaints. Our staff and Designated Safeguarding Officers (DSO) are well trained and experienced in reassuring, listening to and dealing with issues and complaints from children and vulnerable adults.

We recognise that we need to offer information about our policies and procedures in a variety of formats, age appropriateness and taking into account any additional needs that they may have.

## SCOPE

This policy applies to all employees, workers including contractors, apprentices and volunteers whose duties bring them into contact with children and/or vulnerable adults.

## EXPECTATIONS

We expect all our employees, workers, apprentices, volunteers and visitors to:

* + Be familiar with our Safeguarding Children and Vulnerable Adults Policy and Procedure;
	+ Be subject to Safer Recruitment processes and checks whether they are new staff, consultants, contractors or volunteers;
	+ Be vigilant and alert to signs and indicators of physical, emotional or sexual abuse and to be aware of other specific risks e.g. radicalisation, forced marriage, honour based violence and female genital mutilation;
	+ Be aware of how to record and escalate concerns immediately;
	+ Deal with disclosures of abuse from a child or vulnerable adult in line with safeguarding procedures.

## LEGISLATION AND GUIDANCE

There is a considerable body of legislation and guidance designed to ensure that children and vulnerable adults are protected and it is important to understand that everyone is responsible for their safety. The main pieces of legislation that affect this policy are:

## Safeguarding Children & Young People

* + The Children Act 2004
	+ Working Together to Safeguard Children March 2015
	+ The Children (Protection from Offenders) (Miscellaneous Amendments)
	+ Regulations 1997
	+ Keeping Children Safe in Education July 2015
	+ The Protection of Children Act 1999/Criminal Justice and Court Services Act 2000 the Care Standards Act 2000 and No Secrets 2000
	+ Safeguarding Children and Young People from Sexual Exploitation – Supplementary Guidance to Working together to Safeguard Children
	+ The United Nations Convention on the Rights of the Child Safeguarding children and young people and young vulnerable adults policy – Ofsted

## Safeguarding Adults

* + Safeguarding Adults (ADASS) 2005
	+ The Rehabilitation of Offenders Act 1974
	+ The Safeguarding Vulnerable Groups Act 2006 (VBS)

## General

* + Equalities Act 2014
	+ Mental Health Act 2005
	+ The Police Act 1997
	+ The Conduct of Employment Agencies and Employment Business Regulations 2003
	+ Local Safeguarding Children and Vulnerable Adults Board Guidance
	+ The Health and Safety at Work Act 1974 (HASAWA)
	+ Revised Prevent Duty Guidance July 2015
	+ The Protection of Freedoms Act 2012

## ROLES AND RESPONSIBILITIES Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Lead is Angus Vinicombe. This role has defined responsibilities as follows:

* Oversight of all cases of suspected abuse referred to Mutli-Agency Safeguarding hub (MASH), the appropriate Local Authority Children or Vulnerable Adult Boards, Disclosure and Barring Service (DBS), Local Authority Channel Referral and Intervention processes and/or local Police in cases were a crime may have been committed.
* Review and approve Safer Recruitment processes, including Regulated Activity Checklists.
* Ensure they themselves have full refresher training every 2 years. In addition to in-house training the lead will also ensure full compliance with training requirements from Local Safeguarding Children and Vulnerable Adults Boards and multi-agency safeguarding hub training programmes.
* Ensure staff are fully aware of multi-agency tools for identifying, assessing and recording safeguarding concerns e.g. screening tools.
* Ensure our Safeguarding policy and procedure is reviewed annually and procedures updated and reviewed regularly to keep up with changes in legislation, guidance and best practice.
* Ensure the Auto Skills Reading (CIC) Safeguarding Policy and Procedure is made available publicly and ensures that parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made.
* Embed an ethos and culture of listening to children and vulnerable adults and taking account of their wishes and feelings amongst all staff, workers and volunteers.
* Support staff in dealing with the aftermath of an incident in the organisation. This could include developing staff supervision to review complex projects or difficult and upsetting cases.

##

## All Staff, Volunteers

Auto Skills (Reading) CIC is committed to safeguarding and promoting the welfare of children and vulnerable adults. It is the responsibility of each employee to familiarise themselves and comply with the organisation’s procedures and systems on safeguarding children and vulnerable adults. Primary responsibilities are:

* To adhere to the Safeguarding Children & Vulnerable Adults Policy and Procedures.
* To adhere to the Safer Recruitment & Selection Policy & Procedure.
* To report any safeguarding incidents or concerns immediately to your Designated Safeguarding Lead.
* To complete any Safeguarding Awareness training as required by Auto Skills Reading CIC.
* If required for your post, undertake an enhanced DBS check.

## DEFINITIONS

**Child** ( Children Acts 1989 and 2004 respectively) is anyone who has not yet reached their 18th birthday. ‘Children’ therefore means ‘children and young people’ throughout. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate for children and young people, does not change his or her status or entitlement to services or protection under the Children Act 1989.

**Vulnerable Adult:** “A vulnerable adult is a person aged 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 himself or herself, or unable to protect him or herself against significant harm or exploitation;” *No Secrets* (DH/Home Office 2000)

The ADASS National Framework of Standards (2005) argues against the use of the word “vulnerable” and suggested that local safeguarding adults’ procedures should apply to “every adult who is or may be eligible for community care services “

The Safeguarding Vulnerable Groups Act (2006) uses the term “vulnerable adult” in a much wider context to apply to people using certain types of services or residing (even temporarily) in certain types of places

Therefore consider that a “vulnerable adult” is a person aged 18 years or over who is:

* + in residential accommodation provided connection with care or nursing or receiving care or nursing at home
	+ receiving health care
	+ in lawful custody or under the supervision of a probation officer
	+ receiving a welfare service of a prescribed description or direct payments from a social services authority
	+ receiving services, or taking part in activities, aimed at people with disabilities or special needs because of his/her age or state of health.

It may be a person who is unable to take care of him/herself, or unable to protect him/herself against significant harm or exploitation. He/she may be elderly or frail, have learning disabilities, suffer from mental illness, have a physical disability, be a substance misuser, be homeless or in an abusive relationship.

**Adults Mental capacity & “lacks Capacity”:** The term ‘lacks capacity’ means that an adult cannot make a particular decision or take a particular action for themselves at a particular point in time – although they may still be able to express an opinion or preference or take a less complex decision. Under the Mental Capacity Act 2005:

* A person is not to be treated as unable to make a decision unless all practical steps to help him/her to do so have been taken without success.
* A person is not to be treated as unable to make a decision merely because he/she makes an unwise decision.
* An act carried out or decision made, for or on behalf of a person who lacks capacity must be undertaken, or made, in their best interests.
* Before the act is carried out, or the decision is made, regard must be paid to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person’s rights and freedom of action.

The decision on whether a person has capacity should be taken by their legal carers, based on a professional assessment and a risk assessment for the specific activity.

If there is an allegation or concern about a vulnerable adult who has capacity, **their consent must be obtained** before any referral is made, unless others are at risk of harm. No information should be given to the adult’s family or carers without their consent.

If the adult does not have capacity and is unable to give consent, a referral may be made and their family or carers informed provided that they are involved in the individual’s life and are not implicated in the allegation.

**Abuse:** Abuse is the ***misuse*** of power, trust, respect, control and/or authority; it violates a person’s human and civil rights.

## SUSPICION OF ABUSE

Any Auto Skills (Reading) CIC staff member or volunteer who witnesses or suspects abusive behaviour towards a child or vulnerable adult should immediately report it to the DSL. If a worker has suspicions, he/she must act on these and not ignore a potentially very serious situation. It is NOT the individual's responsibility to decide how serious the matter might be nor to investigate his/her suspicions - this requires expertise he/she is not expected to have. Our whistleblowing policy enables all our staff, workers and volunteers to raise any concerns in confidence.

Any allegations of abuse made against anyone working for Auto Skills (Reading) CIC will be thoroughly investigated and dealt with through our disciplinary procedure. Serious breaches may lead to dismissal. The DSL will appropriately record an allegation or reported incident.

If a child or vulnerable adult themselves discloses to a staff member of volunteer that they are being abused the staff member will reassure them to let them know that they are doing the right thing in speaking about this and that we must then pass this information onto the DSL.

Our DSL will be responsible for contacting the Local Authority Designated Officer (LADO), statutory child and adult protection agencies, the school/residential home, parent/carer if appropriate and/or the police if necessary. We will aim to maintain any request for witness anonymity, where appropriate and possible, and to provide support if required.

## CURRENT ISSUES

Unfortunately there are many other current issues affecting children and vulnerable adults and we will ensure that staff and volunteers will be trained to identify signs of risk and indicators and that any concerns will be treated in line with existing reporting and escalation processes detailed in Appendix 1 & 2.

## Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people, both girls and boys, receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Any Auto Skills (Reading) CIC staff or volunteers noticing the presence of any indicators that they have received training to look for in terms of sexual exploitation will trigger the escalation process outlined in Appendix 1 & 2

## Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Auto Skills (Reading) CIC Staff will be made aware of the signs and indicators of FGM and will follow the escalation process as detailed in Appendix 1 & 2.

## Forced Marriage and Honour Based Violence.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Auto Skills (Reading) CIC Staff and volunteers on noticing the presence of any indicators as identified during training will trigger the escalation process as detailed in Appendix 1 & 2.

## Radicalisation and Prevent Duty

The UK faces a continuing threat from international and domestic terrorism, the UK’s Counter terrorism strategy has 4 strands:

* + PREVENT: To stop people becoming terrorist or support terrorism
	+ PROTECT: To strengthen our protection against terrorist attack
	+ PURSUE: To stop terrorist attack
	+ PREPARE: When an attack can’t be stop to mitigate its impact.

The current threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and adults vulnerable to future manipulation and

exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Auto Skills (Reading) CIC will therefore intervene in delivery of our charitable activities to prevent children and vulnerable adults from being radicalised and drawn into terrorism.

Our staff and volunteers will be trained to look out for indicators of individuals being at risk of becoming radicalised. Our risk site based and activity risk assessment may include consideration of the use of our premises by external agencies, integration of individuals by gender and SEN, anti-bullying policy and other issues specific to the communities we serve and our charitable ethos. We have a Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Auto Skills (Reading) CIC is Angus Vinicombe.

When any member of Auto Skills (Reading) CIC staff or a volunteer has concerns that an individual may be at risk of radicalisation or involvement in terrorism, will speak with the SPOC / Designated Safeguarding Lead. This may result in the individual at risk of radicalisation given appropriate support e.g. referral to the Channel programme.

All Auto Skills (Reading) CIC staff will support individuals in preparing for successful life in modern Britain and promote where appropriate the fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance.

## Cyber Bullying

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

On top of Auto Skills (Reading) CIC IT Policy, staff should create project based rules on the use of equipment, software and network access provided by Auto Skills (Reading) CIC relevant to the work they are undertaking. Auto Skills (Reading) CIC staff should promote the positive use of technology and should report allegations or reports of cyberbullying to the DSL for review.

## SAFER RECRUITMENT

In line with Department of Education: Keeping Children Safe in Education Statutory Guidance we will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, take proportionate decisions on whether to ask for any checks beyond what is required and ensure volunteers are appropriately supervised as detailed in our Recruitment and Selection Policy.

For all posts that require working with children our DSL will sit on the interview panel. Our DSL will take advice from Local Safeguarding Children Boards. Questions include but are not limited to-

* + Ask them to provide information about their past career or relevant experience
	+ Ask their reasons for leaving earlier posts, or moving area, and make sure there are no unexplained gaps in their career history
	+ Explore their experience of and attitude towards working with vulnerable adults and children

Our recruitment process will embed safeguarding at all stages from initial job applications to confirmation in post by ensuring:

* + Job Adverts and Job Description refers to responsibility for safeguarding
	+ Face-to-Face Interviews undertaken (no appointments made without)
	+ DSL on Interview Panel
	+ Safeguarding scenarios and question areas form key part of interview process
	+ Take up minimum of 2 references (both verbal and written) one of which must be last employer
	+ Pre-employment requirement for original qualification certificates, DBS or enhanced DBS (as applicable), Prohibition Order checks, further checks on people who have lived or worked outside the UK e.g. No Criminal Record Checks and Certificates of Good Character and checks on the right to work in the UK.

Those who are involved in work situations where they have sustained or prolonged unsupervised access to children or vulnerable adults are exempt from the Rehabilitation of Offenders legislation. This means that prospective employees, self-employed contractors and volunteers must declare all criminal convictions, however long ago; and these will be taken into account when deciding on their suitability for working with children or vulnerable adults.

No-one will be permitted to undertake a role which involves regular contact with children or vulnerable adults without an enhanced satisfactory Disclosure and Barring Service (DBS) check and other checks as detailed above.

## STAFF SUPPORT & TRAINING

Abuse is clearly devastating for a child or vulnerable adult and will cause stress and anxiety for families and for staff. We recognise that working with children and vulnerable adults can sometimes be stressful and potentially traumatic and we support staff and volunteers by providing an opportunity to talk through anxieties with the DSL as appropriate.

All new staff, apprentices and volunteers are required to read and accept this Safeguarding Children and Vulnerable Adult Policy and Procedure as part of our induction process, receive online training and safeguarding briefings both in-house and from Local Safeguarding Children and Vulnerable Adult Boards such as inter-agency working. They also receive training on related policies such as Recruitment & Selection and Whistleblowing. It is the line managers responsibility to support staff to access free local authority safeguarding training, where relevant to the staff members role. Auto Skills (Reading) CIC expect staff to undertake training to maintain continuous staff development and to protect and improve organisational practice.

Our DSL also undertake a 2-day NSPCC safeguarding training course (or equivalent course) and refresher training every 3 years. In addition to NSPCC training and any specific training via local safeguarding boards our DSL will ensure all staff and volunteers are made aware of any changes in safeguarding policies and procedures e.g. recently revised ‘Prevent’ Duty Guidance to on radicalisation of young people via regular monthly team meetings or one to ones.

In the event of an allegation we will support the member of staff or volunteer involved through line management advice, referral to our helpline and signposting to union representation if appropriate and also extend this offer to other members of the team affected if required.

## PLANNING & SUPERVISION

All activities and projects involving children or vulnerable adults will be planned in advance to ensure they take into account the age range and ability of the participants. Staff, volunteers or freelancers supervising projects involving children/vulnerable adults will be competent and trained to do so. Ratios of the number of skilled and experienced supervisors to the number of learners /participants will be selected to ensure that both the quality of learning and safety are maximised. This policy does not prescribe ratios because they will vary according to the age and needs of the participants, the nature of the activity and the competence of the participants and staff involved. Our approach is that activity supervision plans, including ratios, will match the level of risk involved.

Decisions on ratios and effective supervision will take into account, as part of the risk assessment, the following factors:

* + competence of staff and the person in charge
	+ competence of volunteer assistants and apprentices
	+ gender, age, behaviour and ability of participants
	+ any special medical, educational or capability needs of the participants
	+ the duration and nature of the activity e.g. classroom based, land based, water based, ICT based
	+ the nature of the local site and environment
	+ specific site requirements e.g. permits
	+ contingency options
	+ level of first aid cover required
	+ access to emergency services
	+ the season and the local weather forecast
	+ specific guidance from professional national bodies

## Missing Children and vulnerable adults

Children and vulnerable adult’s safety is maintained as the highest priority at all times. Where the duty of care for children and young people sits with Auto Skills (Reading) CIC the security of the children & Vulnerable adults is completed through:

* + Carrying out risk assessments for sessions and activities and implementing controls to reduce the risk of a child going missing
	+ Sufficient staff to children ratios
	+ Continuous dynamic risk assessments.

## Lone Working

All staff should avoid working alone with a child or vulnerable adult wherever possible. If it is not avoidable they should plan their work so that at least two supervising adults are present

at any time, where possible including an Auto Skills (Reading) CIC employee. If possible, the worker should also move to a workstation where he/she and the child/vulnerable adult can both be seen by other colleagues or other adults. This guidance applies also to transport in vehicles - workers should not offer to transport a child or vulnerable adult anywhere unless accompanied by a further person or as part of a formal arrangement.

## PHYSICAL CONTACT

There are a number of principles that should be followed when the activity involves physical contact.

Physical contact should be in response to the needs of the child and vulnerable and a good general guideline to keep in mind is:

* + Don’t do something that the child/vulnerable can do for themselves

You should only use physical contact if your aim is to:

* + Coach a child to develop a skills or technique
	+ Prevent an injury or accident from occurring
	+ Treat an injury
	+ Meet the requirements of the activity
	+ To provide nursing or other general care, in which case the prior consent of the affected person should be requested where possible. Where appropriate, consent from parents or those with parental or caring responsibility should be obtained.

You must:

* + Explain to the child the nature and reason for any physical contact reinforcing the teaching or coaching
	+ Unless the situation is an emergency, you should ask the child for permission
	+ Encourage the children to voice their concerns if any physical contact makes them feel uncomfortable or threatened.
	+ It’s good practice to explain to participants and their parents about any physical contact that may occur as a part of them learning to ride or improving and furthering their skills through your coaching.

REMEMBER contact should NOT involve touching:

* + genital area
	+ buttocks
	+ breasts
	+ or any other part of the body that might cause a child distress or embarrassment
	+ If you need to use physical contact, this should only take place in an open or public environment and not in secret or out of the sight of others.

If a child/vulnerable adult is hurt or distressed, the worker should do his/her best to comfort or reassure the affected person without compromising his/her dignity or doing anything to discredit the person's own behaviour.

## APPROPRIATE COMMUNICATION

Communication with children/vulnerable adults is vital in establishing relationships built on trust. Those working with children or vulnerable adults should listen to what they are saying, and respond appropriately. Children and vulnerable adults are entitled to the same respect as any employees, workers and volunteers. It should also be made clear to them what standards of behaviour and mutual respect are expected from them.

Those working with children/vulnerable adults should behave appropriately, ensure that language is moderated in their presence and should refrain from adult jokes or comments, which are clearly unsuitable. Workers should also note that what may be acceptable language to their friends may not be regarded as such by those of an older generation.

## STAFF AND VOLUNTEER BEHAVIOUR

We all aim to promote an environment of trust and understanding. Those working with children and vulnerable adults should not tolerate unsociable behaviour but should try to ensure good working relationships. We aim to encourage the highest professional and ethical standards and require all employees to maintain our good reputation by behaving with responsibility and integrity and acting in a courteous, honest and fair manner towards anyone with whom they deal. We therefore ensure that the dress, appearance, conduct and personal hygiene of all our staff and volunteers presents us in a professional manner at all times.

We will:

* + Treat every child and vulnerable adult with dignity and respect at all times
	+ Conduct ourselves in a manner consistent with our position as a positive role model
	+ Immediately report or raise concerns for the safety or wellbeing of a child or vulnerable adult to Auto Skills (Reading) CIC manager or DSL
	+ Listen to children and adults and take any concerns raised seriously
	+ Promote mutual respect, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bulling

All our staff, workers and volunteers have a strict duty of care never to subject any child or vulnerable adult to any form of harm or abuse. Unacceptable behaviour could lead to performance management, engagement in the Disciplinary procedure or referral to police or Local Safeguarding board.

## SITE SECURITY AND TRANSPORT

The safety and well being of the people we work with is paramount and we are committed to providing a safe environment within which to work. Those working with children/vulnerable adults will ensure all appropriate site based risk assessments are in place.

All visitors to our site are asked to sign in, where required to show ID and will be escorted or supervised whilst on site based on the judgement of the DSL.

If transporting children/vulnerable adults, the transport will be checked to ensure it is roadworthy and adequate for the purpose. Any equipment used must be safe and only used for the purpose for which it is intended. Users will be adequately trained. Appropriate insurance will be up to date and adequate to cover such assignments.

Our DSL will also act as our Transport Lead for all occasions where Auto Skills (Reading) CIC is directly responsible either through use of our own transport or via contractors for the transit of children or vulnerable adults to and from day or residential activities.

We will ensure through our approved contractor procedures that Bus/Taxi Drivers are appropriately vetted and that we comply fully with Local Safeguarding Children and Vulnerable Adult Board guidance i.e. local Codes of Conduct for Drivers and Escorts, licensing and identity badges.

## IMAGES AND INTERNET SAFETY Images

Photos taken for official Groundwork use may be covered by the Data Protection Act.

Auto Skills (Reading) CIC Staff should consider e-safety issues when using pictures of children, young people or vulnerable adults. Photographs and videos of our charitable work are sometimes taken for publicity purposes and/or at a funders request but we always seek prior consent from parents/guardians to take any image of their children and their permission to do so is recorded on our Photo / Video Consent form. When permission is given we still do not use children’s names against any image without prior agreement.

We also ensure that children and vulnerable adults in our care tell a member of staff if they are concerned that someone is taking pictures of them. This approach also extends to children and young people sending messages that could be considered as cyberbullying and/or sexting. Auto Skills (Reading) CIC will treat any such issues just as seriously as any other type of bullying and will be dealt with in line with our anti-bullying policy.

Some social network sites, chatrooms and websites are a clear source of inappropriate material and we do not allow access to such sites on our premises. Acceptable Use of IT for staff and volunteers is laid in a related policy.

All our staff, workers and volunteers will:

* + Not photograph/video a child or vulnerable adult, even by mobile phone, without their valid consent and that of their parent/guardian or carer.
	+ Ensure that any photographs/videos taken are appropriate;
	+ Report any inappropriate use of images and social sites

## Use of ICT

All our staff, workers and volunteers using ICT on projects with children and vulnerable adults will:

* + Ensure that they are made aware of the dangers associated with social networking sites and the internet, and know to tell someone if they encounter anything that makes them feel unsafe or threatened.
	+ Ensure access is supervised at all times
	+ Design access to the internet and ICT services expressly for their use and will include filtering appropriate for their age.
	+ Give clear objectives for how the ICT is to be used, relevant to the activity requirement. .
	+ limit the amount of time spent accessing the computer, relevant to the activity requirements

## Use of Social Media (Messages & Communication with Individuals)

There are no circumstances under which Auto Skills (Reading) CIC staff will need to or should be in one to one communication on social media platforms with any young person. This includes any private messaging or direct profile to profile messaging on the following;

* + Twitter
	+ Instagram
	+ Facebook

There are no circumstances under which it is acceptable to be contacting young people on;

* + Snapchat
	+ Whatsapp

It is not acceptable for staff (including volunteers) to give out their personal mobile or home number to a young person or vulnerable adult unless it is a last resort and/or a medical emergency. Auto Skills (Reading) CIC should be allocated a work mobile phone if deemed necessary for the role.

There are no circumstances under which staff (including volunteers) should ‘friend’/’follow/tweet etc’ any young person or vulnerable adult on any social media platform.

## When using social networks to communicate with young people

* + Use a separate, designated account/page for the purposes of Auto Skills (Reading) CIC. This account may be examined by any of the trustees/your line manager and should be used for Auto Skills (Reading) CIC purposes only and not as a workers personal account.
	+ Any communication using this account/page should be kept public
	+ All posts/contact with young people using account/page should be kept appropriate and not use abbreviations or text language that could be misunderstood by a parent or guardian (e.g. LOL, IDK (I don’t know) and smilies).
	+ Staff will not use this page after 10pm in order to maintain a safe boundary between work and personal life.
	+ If you are concerned about a young person from their posts on a social media network then you should seek further advice from DSL
	+ Most social media sites have a ‘report’ button which any user can use. Auto Skills (Reading) CIC will be vigilant on all social media platforms to delete/challenge abusive language/comments, CSE, radicalisation and/or other concern.

## Specific Site Guidelines Facebook

* + Young people can ‘like’ a specific Facebook page enabling them to see content
	+ Messages within the page will be appropriate and related to Auto Skills (Reading) CIC work in that area/group

## Twitter

* + Use a separate, designated Twitter account for the purposes of Auto Skills (Reading) CIC
	+ The public nature of the majority of twitter profiles means that young people can freely choose to ‘follow’ you on the platform.
	+ The Auto Skills (Reading) CIC account will by all means possible not ‘follow’ young people
	+ Staff will ensure twitter account content is appropriate and only reply to young people when absolutely necessary.

## Instagram

* + Instagram will only be used for the purpose of sharing photos.
	+ If Auto Skills (Reading) CIC staff are using photos of service users we will have permission from parents before sharing photos.

## YouTube

* + Use a separate, designated YouTube channel account for the purposes of Auto Skills (Reading) CIC
	+ Auto Skills (Reading) CIC staff will filter comments, language, image or other before public posting
	+ Parental consent obtained prior to uploading any video containing young people

## CONFIDENTIALITY

All personal information regarding children/vulnerable adults is highly confidential and will only be shared with appropriate people on a need to know basis.

Information will be stored securely at each area and access will be limited to the Designated Safeguarding Lead and will only be kept for as long as is needed.

Anyone who is likely to have access to confidential material regarding children or vulnerable adults, or any of the bodies on behalf of whom Auto Skills (Reading) CIC is working, will be required to sign a non- disclosure agreement. The requirement for confidentiality is emphasised.

## CONTACT OUTSIDE WORK

Contact will not be made with any of the children/vulnerable adults with whom we are working for any reason unrelated to the particular work. In particular, our employees are required to maintain our reputation for integrity and responsibility in dealing with such people, and should not enter into any social or other non-work related arrangements with them.

## GIFTS AND INDUCEMENTS

On no account will anyone from Auto Skills (Reading) CIC give a child/vulnerable adult a gift or buy refreshments etc. which could be in any way considered as a bribe or inducement to enter into a relationship with the Auto Skills (Reading) CIC person or give rise to any false allegations of improper conduct against the individual.

## COMMUNICATING POLICY AND CONCERNS

All employees, workers and volunteers at Auto Skills (Reading) CIC will be made aware of this policy.

Furthermore, a copy of this policy will be given to all relevant bodies with whom we work and will be made available to parents and carers of children/vulnerable adults with whom we plan to work.

Any concerns about the assignment or people involved should be addressed with a Director.

## BREACH OF POLICY

Failure to follow the guidelines in this policy is considered a serious offence and will be investigated thoroughly and dealt with through our disciplinary procedure. Serious breaches may lead to dismissal (for employees) and termination of any agreement (for workers or volunteers).

## IMPLEMENTATION, MONITORING & REVIEW

All line managers/staff are responsible for implementing and monitoring this policy, which will be reviewed on a regular basis following its implementation and additionally whenever there are relevant changes in legislation or to our working practices.

Any questions or concerns about the interpretation or operation of this policy should be taken up in the first instance with the Designated Safeguarding Lead.

## SECTION 2

1. **INDICATORS OF ABUSE**

Abuse is something that is done to another person, without their full understanding or consent, which harms them in some way. It may consist of a single act or repeated acts and can be one or more of the following:

**Physical Abuse**, which includes hitting, pinching, physically restraining someone in an inappropriate way. Signs of physical abuse may be:

* + Scratches
	+ Bite Marks
	+ Bruises in places that are not consistent with normal play, e.g. on the fleshy parts of the face and around the ears, and on the backs of the legs
	+ Bruises or marks consistent with straps, sticks, finger or pinch marks
	+ Burns of all kinds that do not have an explanation consistent with the marks, especially friction and cigarette burns
	+ Undue fear of adults, fearful watchfulness and failure to thrive.
	+ Fear of changing for physical activities
	+ Isolation from peers
	+ Aggression towards others including bullying

**Physical Neglect**, which includes ignoring or withholding physical or medical care needs. Examples are failing to provide appropriate food, shelter, heating, clothing, medical care, hygiene, personal care; inappropriate use of medication or over-medication. Signs of physical neglect may be:

* + Inadequate/inappropriate clothing
	+ Constant hunger, scavenging for food/hoarding food
	+ Poor standard of hygiene
	+ Untreated illness
	+ Low level of concentration, tiredness or listlessness
	+ Responsibility for non age appropriate activities e.g. cooking, ironing, caring for siblings

**Financial Abuse**, which includes taking another person's money or possessions - for example, having money or property stolen, being pressured into giving people money or changing a will, misuse of benefits, not being allowed access to money.

**Sexual Abuse,** which includes any sexual act to which the child or vulnerable adult has not consented and may not understand. For example, being touched or kissed when it is not wanted, being made to touch or kiss someone else, being raped, being made to listen to sexual comments or forced to look at sexual acts or materials. Signs of sexual abuse may be

* + Difficulty in walking or sitting
	+ Recurrent tummy pain, discharges or headaches
	+ Sexually explicit play
	+ Unusual compliance
	+ Regressive behaviour soiling, masturbation, touching others inappropriately
	+ Inappropriate language and drawings for the child’s age

**Psychological Abuse**. This can happen where someone is isolated, verbally abused or threatened.

**Discrimination.** Discriminating abuse includes any type of abuse aimed at a child or vulnerable adult because of their colour, religion, appearance or sexuality. For example, ignoring spiritual or religious beliefs, comments or jokes about a person's disability, age, race, sexual orientation, or gender / gender identity, ignoring cultural needs, for example diet or clothing.

**Abuse of Individual Rights/discriminatory abuse/racial abuse**. Abuse of individual rights is a violation of human and civil rights by any other person or persons. Discriminatory abuse consists of abusive or derisive attitudes or behaviour based on a person’s sex, sexuality, ethnic origin, race, culture, age, disability or any other discriminatory abuse - this includes hate crime. Forced marriage is also an abuse of human rights and falls within the definition

of adult abuse. The Foreign and Commonwealth Office has issued draft guidance entitled ‘Young people and vulnerable adults facing forced marriage – practice guidance for social workers’. Read more at [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

**Professional Abuse.** Professional abuse is the abuse of trust by professionals, the failure of professionals to act on suspected abuse/crimes, neglect in services, and culpability as a result of poor management systems/structures. Examples of professional abuse may be:

* + entering into a sexual relationship with a child or vulnerable adult
	+ failure to refer disclosure of abuse
	+ failure to whistle-blow on issues when internal procedures to highlight issues are exhausted.

**Emotional Abuse.** Emotional abuse may occur by itself or in conjunction with physical and/or sexual abuse. It may occur when a child or vulnerable adult is physically well catered for. Sings of emotional abuse may be:

* + Overly withdrawn
	+ Overly aggressive
	+ Neurotic behaviour, persistent rocking movement, tics and twitches
	+ Very poor language development
	+ Inability to relate to peers or adults
	+ Negative self description e.g. stupid, naughty, ugly
	+ Appetite Disorder
	+ Soiling, smearing faeces, enuresis

When working with children or vulnerable adults with disabilities, our staff and volunteers are also aware that additional possible indicators of abuse and/or neglect may also include:

* + A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
	+ malnourishment;
	+ Poor toileting arrangements;
	+ Lack of stimulation;
	+ Unjustified and/or excessive use of restraint;
	+ Rough handling, extreme behaviour modification such as deprivation of food or clothing, disabling wheelchair batteries;
	+ Unwillingness to try to learn the child’s/adult’s means of communication;
	+ Ill-fitting equipment. for example callipers
	+ Misappropriation of money;

## TAKING ACTION

It is the clear responsibility our all our staff and volunteers to immediately report any concerns they may have over a child or vulnerable adult to the Local Designated Safeguarding Lead in line with the reporting and escalation flow chart in Appendix 1 & 2.

The signs of abuse aren't always obvious, and a child or vulnerable adult might not tell anyone what's happening to them. The same process is to be followed if a child or vulnerable adult discloses abuse of any sort or if you have concerns that abuse may be happening.

This procedure must be followed whenever any staff or volunteer hears an allegation from a child or vulnerable adult that abuse has, or may have, occurred or where there is a significant concern that there may be such abuse. If a child or adult is in immediate danger and / or requires immediate attention, call the emergency services on 999.

* + Listen to what is said;
	+ Accept what you are told – you do not need to decide whether or not it is true; and listen without displaying shock or disbelief.
	+ Reassure the person reporting their concern
	+ Do not promise confidentiality and request consent to share the information; (see section 27)
	+ Do not promise that “everything will be alright now” (it might not be).
	+ Respond to the person reporting but do not interrogate;
	+ Avoid leading questions but ask open ended ones;
	+ Clarify anything you do not understand;
	+ Explain what you will do next
	+ Make notes as soon as possible – during the interview if you can
	+ Use the person’s own words – do not assume – ask, e.g. “Please tell me what xxxx means”.
	+ Include: time date place.
	+ Describe observable behaviour and appearance
	+ Cross out mistakes – do not use correction fluid
	+ Do not destroy your original notes – they may be needed later on.
	+ Discuss immediately with DSL

## CONSENT, CONFIDENTIALITY & APPROACH Children & Young People

Do not promise confidentiality and when possible request consent to share the information,

although this is not required.

You should ensure that any information shared with the DSL is done in a secure and timely way share only the information necessary for the purpose for which it is being shared and only share the information with the DSL at this stage. You should alert your line manager that a Safeguarding case has been opened.

Check that the information is accurate and up-to-date. Share it in a secure way (i.e. ensure that a conversation or phone call can’t be overheard; use secure email; password protect any typed notes).

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the

LSCB does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

## Adult Safeguarding

When working with adults regarding a Safeguarding concern or incident, you should always obtain consent to refer onto to another organisation unless the person **“Lacks Capacity”** (See section 7.Defintions.) If the adult does not have capacity and is unable to give consent, a referral may be made and their family or carers informed provided that they are involved in the individual’s life and are not implicated in the allegation.

When working with Vulnerable adults Groundwork staff should adhere to the Six Key Principles that underpin all adult safeguarding work from Care Act 2014:

## Principle 1

Empowerment – Personalisation and the presumption of person-led decisions and informed consent.

*Example : “I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens.”*

## Principle 2

Prevention – It is better to take action before harm occurs.

*Example : “I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”*

## Principle 3

Proportionality – Proportionate and least intrusive response appropriate to the risk presented.

*Example : “I am sure that the professionals will work for my best interests, as I see them and they will only get involved as*

## Principle 4

Protection – Support and representation for those in greatest need.

*Example : “I get help and support to report abuse. I get help to take part in the safeguarding process to the extent to which I want and to which I am able.”*

## Principle 5

Partnership – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

*Example : “I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together to get the best result for me.”*

## Principle 6

Accountability – Accountability and transparency in delivering safeguarding.

*Example : “I understand the role of everyone involved in my life.”*

## HANDLING ALLEGATIONS ABOUT WORKERS & VOLUNTEERS

## Underlying Principles

* + The welfare of the child is paramount;
	+ Adults about whom there are concerns should be treated fairly and honestly and should be provided with support;
	+ It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

Managers need to understand which behaviours to address directly through their complaints or disciplinary procedures and under what circumstances they should contact the DSL and in turn Local Authority Designated Officer (LADO). Where concerns are raised regarding a member of staff or volunteer the Disciplinary Policy and procedure should be followed.

What constitutes appropriate or inappropriate behaviour will vary depending upon the context and nature of the work undertaken. All employers have a responsibility to set personal and professional boundaries for their staff and to be explicit about what behaviours are illegal, inappropriate or unacceptable.

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned. Therefore discussions should always take place between the DSL and the LADO when the concern or allegation is related to staff or volunteers.

## Suspension

Being asked to take a leave of absence can give rise to great anxiety for the individual subject to the allegations. Suspension should be considered in every case where:

* + There is cause to suspect a child is at risk of [Significant Harm](http://trixresources.proceduresonline.com/nat_key/keywords/significant_harm.html);
	+ The allegation warrants investigation by the police; or
	+ The allegation is so serious that it might be grounds for dismissal.

Suspension **should not be** seen as an automatic response to an allegation or imposed as a ‘knee jerk reaction’. A decision to suspend without careful thought could impede a police investigation. In some cases it will not be immediately obvious that suspension is appropriate and the need for this course of action may only become clear after information has been shared with, and discussion had, with other agencies and Human Resources.

## Alternatives to Suspension

While weighing the factors as to whether suspension is necessary, alternatives to suspension should be considered if available and deemed suitable. This may be achieved by:

* + The individual undertaking duties which do not involve direct contact with the child concerned or other children e.g. office work;
	+ Providing an assistant/colleague to be present when the worker has contact with children.
	+ It may be appropriate to use an alternative to suspension when an allegation is first made. This would allow time for an informed decision regarding suspension to be

made and possibly reduce the initial impact of the allegation. This will however depend upon the nature of the allegation.

## Confidentiality

During an investigation, Auto Skills (Reading) CIC and LADO have a responsibility to safeguard confidentiality as far as is possible. Sensitive information must only be disclosed on a need to know basis to other professionals involved in the investigative process. Confidentiality should be maintained by those professionals dealing with the allegation, but if other people become aware of the allegation they may not feel bound to maintain confidentiality. Therefore consideration should be given as to how best to manage this, particularly in relation to who should be told, what information can be disclosed, when and how.

## The Duty to Refer

If Auto Skills (Reading) CIC removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children or vulnerable adults, Auto Skills (Reading) CIC must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

## INFORMATION MANAGEMENT

All safeguarding concerns raised either about the suspected abuse or neglect of a child/ vulnerable adult or about the behaviour of staff or volunteers (e.g. if they hurt a child/adult, breach this policy and procedure or do something considered to be poor practice) must be recorded.

Safeguarding records should only be seen by those who need to have proper access to them, an accurate record should be kept of:

* + date and time of incident/disclosure
	+ parties who were involved, including any witnesses to an event
	+ what was said or done and by whom
	+ any further action taken
	+ where relevant, the reasons why a decision was taken not to refer those concerns to a statutory agency
	+ any interpretation/inference drawn from what was observed, said or alleged should be clearly recorded as such
	+ name of person reporting the concern, name and designation of the person to whom the concern was reported, date and time and their contact details.
	+ The record should be signed.

Ensure that individual cases records are created and maintained in the secure Safeguarding folder in a locked cabinet. Each case folder should contain all the documentation involved with the case including, but not limited to;

* + APPENDIX 2: SUSPECTED CHILD / VULNERABLE ADULT ABUSE REPORT FORM (All cases require this form to be completed)
	+ All referrals forms related to the case,
	+ All written notes taken regarding the,
	+ All written correspondence with referral organisations/ parents/ carers etc ,
	+ All case notes made by staff relating to the concern,
	+ All docs or photos deemed as evidence.

Please do not store in this location if the concern is related to or about another member of staff within Auto Skills (Reading) CIC.

Where information is shared with external agencies, the information will be encrypted and emailed to people in named roles that need to know about the information in those records. The protocols of the local authority in regard to retention of safeguarding documentation will be followed.

## Safeguarding Duty of Care

Auto Skills (Reading) CIC may work in partnership with or as a service provider for external organisations, where safeguarding responsibilities and reporting responsibility lies with the external organisation. Where the external organisation has primary responsibility for pastoral welfare, Auto Skills (Reading) CIC will as act as a secondary support for a primary organisation, this role will include but is not limited to sharing case notes, witness statements and reports, case reviews and advocacy for the child/young person or vulnerable adult. When undertaking the role, as secondary support organisation, staff must still log the disclosure or concern, clearly noting our role a secondary support and keep relevant case notes. Approval from Director or DSL must be obtained before undertaking a secondary support role.

## SAFEGUARDING CONTACTS

**Designated Safeguarding Lead: Angus Vinicombe, 07771 621465**

DSL must ensure that local DSO’s have up to date contact details for:

**Local Multi-Agency and/or First Response Team Find your local number Children’s Services Area Office (incl. out of hours) Find your local number(s) Police Child Protection and Prevent Team Find your local number NSPCC Child Protection Helpline Tel No: 0808 800 5000**

**Local Safeguarding Children Board Find your local number**

Appendix 1 Reporting Flow Chart – Children & Young People

**Safeguarding disclosure is made by a child or young person -or- Staff has a concern about a young person or child. Make a note of anything the young person or child has said, and/or what you have seen with dates and times.**

**If child / young person is in immediate risk call 999**

As soon as possible report your concerns to the DSL. Alert your line manger that there has been a safeguarding concern raised.

Reporting: Please keep any notes made during disclosure. Make sure you have the correct first and second name and the postcode of child / young person

**DSL to review the case and decide on actions to be taken. Complete Appendix 3: Children & Young People Safeguarding Report Form**

External Reporting: If required the DSL or staff member may refer the matter to the Local Authority Children’s Services Department, the Police, or Local Authority Designated Officer (LADO) Parents and carers should be advised that you are doing this unless this might put the child at risk or cause any delay in referring

Internal Reporting: If the decision is made not to refer on externally, note down why and keep the details of the case as these made need to be referred back to.

**Reporting and Follow up**

Complete online Octopus Safeguarding Form (under My Details and then under Forms tab)

Follow up external referral in writing within 24 hours

Place all documentation in the Safeguarding folder including scanned notes

Appendix 2 Reporting Flow Chart – Vulnerable Adult

**Safeguarding disclosure is made by a Vulnerable Adult -or- Staff has a concern about aVulnerable Adult . Make a note of anything the young person or child has said, and/or what you have seen with dates and times.**

**If Vulnerable Adult is in immediate risk call 999**

As soon as possible report your concerns to the local or lead DSO. Alert your line manger that there has been a safeguarding concern raised.

Reporting: Please keep any notes made during disclosure. Make sure you have the correct first and second name and the postcode of Vulnerable Adult

**DSO to review the case and decide on actions to be taken. Complete Appendix 4: Safeguarding Report Form**

External Reporting: If required the DSO or staff member may refer the matter to the Local Authority Adult Services Department, the Police, or Local Authority Designated Officer (LADO) Consent should be gained from the person unless they lack Mental Capacity

Internal Reporting: If the decision is made not to refer on externally, note down why and keep the details of the case as these made need to be referred back to.

**Reporting and Follow up**

Complete Safeguarding Form

Follow up external referral in writing within 24 hours

Place all documentation in the Safeguarding folder including notes

## Appendix 3: Children & Young People Safeguarding Report Form

This form is to be completed immediately if you have any concerns over the safety or welfare of a child/young person including suspicion or activities relating to the prevent agenda.

|  |  |
| --- | --- |
| **Your Name:** | **Date:** |
| **Position:** | **Time:** |
| Are there immediate safeguarding concerns? | Yes/No |
| Are the parent/s/carers aware your concerns or the disclosure? | Yes/No |
| Have the parent/s/carers given consent for this referral and for us to share their information with otheragencies? | Yes/No |
| Does the child or young person know about the need to potentially share information about their welfare? | Yes/No |
|  |
| Child/ Young Person’s Name: | Disabilities / long term health conditions: |
| Alternative Surname(s): |
| Family Address (Inc. postcode): |
| Education Setting / School Name: |
| Known to social Services Y/N |
| Religion: |
| Home / Mobile telephone number: | First language: |
| DOB: | Other Details: |
| Email address: |
| Does the Young Person have a Caring Role? Yes/ NO |

**Details of Disclosure / Signs of Abuse or Neglect**

Please use separate sheet if needed (separate pages must be labelled and numbered)

|  |
| --- |
| **What are you worried about / Reasons for Concern?** (risks and complicating factors -i.e. Joe Bloggs is displaying aggressive behaviour at home – What does this look like? How frequent is this? How long has it been going on?Why does this worry you? How does this impact on the child/young person/family?)Please use separate sheet if needed (separate pages must be labelled and numbered) |
| **Child/Young Person or Parents comments:**Please use separate sheet if needed (separate pages must be labelled and numbered) |
| **Internal Actions Taken:** |
| Designated safeguarding Officer | Suggested Actions: |
| Name: |
| Date & Time contacted: |
| **External Referrals:** |
| Referred to: | Suggested Actions: |
| Date & Time contacted: |
| Via: (please circle) Phone /Email / Face to Face |
| **Risk Factors to Professionals:** |
| **Are there any known risk factors / safety issues (e.g. family member that poses risk to professionals or themselves, dangerous animals, community issues etc?)****Yes □ No □****If yes please provide further information:** |
| **Signed:** | **Dated:** |

## Appendix 3: Safeguarding Vulnerable Adults Report Form

This form is to be completed immediately if you have any concerns over the safety or welfare of a vulnerable adult.

|  |  |
| --- | --- |
| **Your Name:** | **Date:** |
| **Position:** | **Time:** |
| **Are there immediate safeguarding concerns?** | **Yes/No** |
| Has the vulnerable adult given consent for information to be shared? | Yes/No |
| Are you reasonably overriding the wishes of the vulnerable adult due to “mental capacity”?If yes, please refer to Definition section of the policy on “Adults Mental capacity & “lacks Capacity”” for guidance. | Yes/No **If No, Detail Below** |
| If applicable, have the carers given consent for a referral and for us to share their information withother agencies? | Yes/No |
|  |
| Family Name(s) Name: | Disabilities / long term health conditions: |
| Alternative Surname(s): |
| Family Address (Inc. postcode): |
| Care Setting: |
| Known to social Services Y/N |
| Religion: |
| Home / Mobile telephone number: | First language: |
| DOB: | Other Details: |
| Email address: |

**Details of Disclosure / Signs of Abuse or Neglect**

Please use separate sheet if needed (separate pages must be labelled and numbered)

|  |
| --- |
| **What are you worried about / Reasons for Concern?** (risks and complicating factors)Please use separate sheet if needed (separate pages must be labelled and numbered) |
| **Vulnerable Adults comments:**Please use separate sheet if needed (separate pages must be labelled and numbered) |
| **Internal Actions Taken:** |
| Designated safeguarding Officer | Suggested Actions: |
| Name: |
| Date & Time contacted: |
| **External Referrals:** |
| Referred to: | Suggested Actions: |
| Date & Time contacted: |
| Via: (please circle) Phone /Email / Face to Face |
| **Risk Factors to Professionals:** |
| **Are there any known risk factors / safety issues (e.g. family member that poses risk to professionals or themselves, dangerous animals, community issues etc?)****Yes □ No □****If yes please provide further information:** |
| **Signed:** | **Dated:** |