

Child and Vulnerable Adult Protection

1. Purpose and content

The purpose of this appendix of the College Safeguarding Policy is to provide a clear set of guidelines to learners, their parent/carers; and staff and other workers within the College community; together with wider stakeholders regarding how the College will respond to child and adult protection issues, including risks due to radicalisation and extremism.

The College Safeguarding Policy has been developed in line with statutory guidance and the locally agreed inter-agency procedures put in place by the Stockton Local Safeguarding Children Board and the Teeswide Safeguarding Adults Board. The policy applies to all learners and all staff (including agency and hourly paid staff) irrespective of anyone's position or role in the College, together with Governors and any workers who are at the College on a voluntary/placement/other professional basis.

Please note that the term 'College' is used throughout this appendix, as a generic term that encompasses all organisations within the wider College group; namely Stockton Riverside College, Redcar & Cleveland College, NETA, Bede Sixth Form College, The Skills Academy and Tees Valley Catering. The term 'staff' is also used as a generic term that encompasses all groups of workers as outlined in the paragraph above.

2. Definitions

The key terms in this document are defined as:

- **Children:** Those under the age of eighteen
- **Vulnerable Adults:** For the purpose of safeguarding, and the College duty of care, a vulnerable adult is defined as any adult considered to be at risk
- **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism
- **Extremism:** Vocal or active opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs
- **Child & Vulnerable Adult Protection:** A central part of safeguarding. It is the process of protecting specific children or vulnerable adults identified as suffering, or at risk of suffering, significant harm as a result of abuse or neglect
- **Significant Harm:** The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life. The local authority has a duty to make enquiries or cause enquiries to be made if a child or vulnerable adult is judged to be at risk of suffering significant harm

- **Duty of Care:** The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or vulnerable adult involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children or vulnerable adults in any capacity is considered both legally and morally, to owe them a duty of care

3. Who is responsible for Safeguarding and protecting Children and Vulnerable Adults from abuse?

- Both are everyone's business and it is essential you understand your role
- ***We all have a Duty of Care***

4. What is abuse

- A form of maltreatment of a child or vulnerable adult
- Includes inflicting harm and failing to act to prevent harm
- Children and vulnerable adults can be abused in a family, an institution, a community setting or by others (e.g. via the internet)
- Children and vulnerable adults can be abused by peers

5. Definitions of abuse

- **Physical Abuse:** May include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or otherwise causing physical harm. Physical harm can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or vulnerable adult
- **Emotional Abuse:** The persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on emotional development. This may include conveying to the person that they are worthless, unloved or inadequate or valued only insofar as they meet the needs of another; deliberately silencing them or making fun of what they say or how they communicate; inappropriate expectations for their age or development or overprotection; causing the person to feel frightened or in danger (e.g. seeing or hearing the abuse of another); the exploitation or corruption of the person; bullying (including cyberbullying)
- **Sexual Abuse:** Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities whether or not the person is aware of what is happening. The perpetrator/s can be male, female and can include other children. The activities may involve physical contact, including penetration or non-penetrative acts. They may also include non-contact activities, such as involving individuals in looking at, or in the production of, pornographic material, watching sexual activities, or encouraging people to behave in sexually inappropriate ways or grooming them in preparation for abuse

- **Neglect:** The persistent failure to meet a child or vulnerable adult’s basic physical and/or psychological needs, likely to result in the serious impairment of health or development. It may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from the family home). Failing to protect from physical harm or danger, failing to provide adequate supervision including the use of inadequate care-takers or the failure to ensure access to appropriate medical care or treatment

- **Any one, or a combination, of the following may be involved and multiple issues may overlap.** Further information on each is available by following the web links in the DfE September 2018 guidance: Keeping children safe in education; statutory guidance for schools and colleges. This document is available on the Internet or the staff intranet (gateway) on the home page of the College Safeguarding (including Prevent) site:
 - Private fostering
 - Bullying including cyberbullying
 - Drug Taking
 - Alcohol Abuse
 - Deliberately Missing Education
 - Sexting (also known as ‘youth produced sexual imagery’)
 - Trafficking
 - Gangs and youth violence
 - Child exploitation
 - Children & adults who go missing from education/home/care
 - Home risk factors (e.g. domestic & relationship violence/drugs/mental health)
 - Female genital mutilation
 - Forced marriage/gender based violence
 - Hate/faith abuse/radicalisation/extremism

Further guidance on the following is available, and must be followed, in other appendices of the Safeguarding Policy:

- Appendix C: Children and adults missing from education
- Appendix D: Female genital mutilation
- Appendix E: Peer on peer abuse (including bullying, cyberbullying and sexting)
- Appendix F: Looked After Children (LAC), care leavers, 14-16s and learners with learning difficulties and/or disabilities
- Appendix G: Prevent (radicalisation and extremism)

6. Is it abuse?

Abuse is not always obvious so it is very important to be vigilant and share concerns and information (taking into account the requirements to do so confidentially and appropriately). Further information on recognising abuse and safe information sharing is available in the following HM Government March 2015 guidance:

- What to do if you are worried a child is being abused; advice for practitioners
- Information sharing; advice for practitioners providing safeguarding services to children, young people, parents and carers

These documents are available on the Internet or the staff gateway on the home page of the College Safeguarding (including Prevent) site.

All concerns, including those which perhaps seem minor (such as noting a learner was behaving out of character) should be referred to the Personal Tutor of the person concerned. This enables a good record to be maintained of what can seem like minor issues when looked at in isolation. The Personal Tutor will action as required. This may include:

- Organising a tutorial with the learner
- Contacting the learner's parents (with consent and depending on the circumstances)
- Referring the learner to internal services such as careers guidance or the welfare team
- Raising as a general issue with the tutor group
- Noting the issue for future reference

If the Personal Tutor is unsure of what action to take they will discuss with an appropriate colleague or manager. If still unsure (or it becomes apparent that the matter is a safeguarding issue) the matter should be immediately referred, in person or by phone, to the **Deputy Designated Person for the appropriate College site:**

Teesdale	Leanne Warburton (Welfare and Safeguarding Officer) <ul style="list-style-type: none">• Telephone – 07970982324
SRC Bede	Helen Jenkinson (Welfare and Safeguarding Officer) <ul style="list-style-type: none">• Telephone – 07553367542
Redcar and Cleveland College	Tracy Williams (Safeguarding Officer) <ul style="list-style-type: none">• Telephone – 07967 657577
Skills Academy	Marie Clay (Skills Academy Manager) <ul style="list-style-type: none">• Telephone – 07436795890
NETA	David Laycock (Government Funded Manager) <ul style="list-style-type: none">• Telephone – 01642 616228 / 07818 242949

If they are not immediately available contact the **College Designated Lead for Safeguarding Mark Moore** on 01642 865528 or 07412578514 or Alys Tregear, the Deputy College Designated Lead for Safeguarding on 01642 777231.

The Designated Person will consider whether the learner has additional needs that would benefit from a referral to external agencies via an early help assessment or whether there is a more significant cause for concern that meets the threshold for an urgent referral to children's or adult's social care services.

7. Significant causes for concern

A significant concern is where there has been, or is, a likelihood of harm (ill treatment or impairment of health) that will have a significant effect on development (physical, intellectual, emotional, social or behavioural) or health (mental & physical).

There are no absolute criteria for judging what significant effect means. It could depend on the:

- Degree and extent of physical harm
- Duration and frequency of emotional abuse and neglect
- Impact on health and development
- Specific needs such as a disability
- Wider and environmental family context
- Capacity of parents/carers to meet needs

If you have a significant concern or you are unsure but think it may be significant it must be reported immediately to a Designated Person, following the lines of referral outlined in section 6 above. Do not think of the consequences on others (e.g. parents or another member of staff) of reporting; the focus must always be solely on the best interests of the child or vulnerable adult.

A significant concern can arise because a learner discloses about abuse, information is received from someone else (e.g. another learner) or there are signs and symptoms that indicate abuse either may already have taken place, or may happen in the future. A significant concern can also arise due to a final piece of information being added to previous concerns.

8. Disclosure (including allegations)

A disclosure may occur through classroom activities or may be made directly to you as a member of staff or volunteer. If a child or vulnerable adult tells you that s/he has been or is experiencing any form of abuse or his/her explanation of a physical injury is that a parent, guardian or other person has caused it, this is an **allegation**. If this happens:

- Remain calm, listen carefully, give the person plenty of time to talk and allow the person to speak without interruption
- Never make suggestions or lead the person in any way. This is very important as asking what could be seen to be leading questions could seriously weaken a case if it went to court. Leave this to those who will conduct the subsequent investigation (e.g. the police)
- Be honest and explain that you are unable to keep the information they have told you a secret and that you will have to involve other people, but reassure them that they have done the right thing by disclosing to you, that only people who need to know will be told, and that the situation will be dealt with sensitively
- Contact a Designated Person immediately, following the lines of referral outlined in section 6 above, or if you do not think it is advisable to leave the learner on their own ask another member of staff to contact them for you
- If a Designated Person is not immediately available refer the concern to an appropriate manager by contacting:
 - Teesdale Reception during normal College hours and holiday periods by dialling 0 from any phone on the Teesdale site
 - SRC Bede Reception on 2001 from any phone on the SRC Bede site
 - Redcar Reception during normal college hours and holiday periods by dialling 0 from any landline phone on the Redcar site
 - Skills Academy staff should contact SRC Bede Reception on 01642 373250
 - NETA reception on 01642 616936
 - Evenings after 5.00pm in term time the Teesdale site Duty Manager can be contacted Tuesday – Thursday on 07970844351
 - Evenings after 5.00pm in term time the Redcar site Duty Manager can be contacted Monday – Thursday on 07703733330
- If physical injury has occurred also ***ask for a first aider immediately*** and in cases of imminent threat, e.g. a physical attack on College premises, ***ask for Facilities to assist in ensuring immediate safety.***
 - **Teesdale: 07968113401**
 - **SRC Bede: 07854991285**
 - **Redcar: 07968113401**
 - **NETA: 07919522852**
- Write down what you were told or saw as soon as possible afterwards. Record the date and the precise time of day s/he told you and the date and precise time you wrote it down; preferably using a College Safeguarding concern form. This form is available on the staff gateway on the home page of the College Safeguarding (including Prevent) site
- Give the completed Safeguarding concern form and/or any other notes to the Designated Person in a sealed envelope marked 'confidential'. Do not keep any

copies, although you should make a general note for your own records (e.g. disclosure made by .. on .. at .. Referred to .. on .. at ..)

- If you become aware of a Safeguarding concern outside of College opening hours, take all reasonable steps yourself to protect a child or vulnerable adult from an immediate threat (e.g. contact Social Services/the Emergency Duty Team or the Police for advice) on the numbers below

Stockton		
In office hours	Children's Hub	Tel: 01642 130080 email: childrenshub@hartlepool.gcsx.gov.uk
	Adult Services	Tel: 01642 527764. email: firstcontactadults@stockton.gcsx.gov.uk
Out of hours	Emergency Duty Team	Children: 01642 524552
Police	Telephone: 101 or 999 in an emergency	
Redcar & Cleveland		
In office hours	Children's Hub	Tel: 01642 771500 email: firstcontact@redcar-cleveland.gcsx.gov.uk
	Adult Services	Tel: 01642 771500 email: firstcontactadults@stockton.gcsx.gov.uk
Out of hours	Emergency Duty Team	Telephone: 08702 4029940
Police	Telephone: 101 or 999 in an emergency	
Middlesbrough		
In office hours	Children's Hub	Tel: 01642 726004 email: firstcontact@middlesbrough.gcsx.gov.uk
	Adult Services	Tel: 01642 726004 email: firstcontactadults@stockton.gcsx.gov.uk
Out of hours	Emergency Duty Team	Telephone: 01642 524552
Police	Telephone: 101 or 999 in an emergency	

- You must follow a verbal referral to social services or the Police with a written referral form and then ring again to ensure the referral form has been received. The referral form is available on request from the Children's Hub or Adult Services. It is also available on the staff gateway on the home page of the College Safeguarding (including Prevent) site
- **DO NOT** contact parents, guardians or any other person (e.g. friends of the child or vulnerable adult). This is very important to prevent the potential for warning people who may be involved in the allegations, or who may take action if aware an allegation has been made (e.g. further abuse or making immediate arrangements

for a child or adult to leave the country for a forced marriage or to join an extremist organisation)

- Note; it can be very distressing to hear, what can be, very graphic details about abuse. Everyone is different and individual members of staff will be affected in different ways. Make sure you access support, when and as often as you need it, from a Designated Person. You must not share confidential information with those who do not have a need, or right, to know sensitive information

9. Designated Person

On notification of a safeguarding concern the Designated Person will:

- Check for any existing records relevant to the individual or situation
- Determine the priority/level/immediacy of risk (could include factors relating to the person concerned, other children in the setting and any carers involved) utilising the thresholds set by the Local Safeguarding Children Board where a child is involved
- Arrange for emergency first aid (if required) only. Any other medical intervention/ checks will be arranged by the Social Care Service and/or the Police
- Act within the guidance provided within 'Safeguarding: Information Sharing Advice for Practitioners', March 2015

If the Designated Person decides a referral to the Adult or Children's Social Care Service, or to the Channel service is required they will:

- Ask the view of the child or vulnerable adult concerned if they can understand the significance and consequences of making a referral, however whilst their view should be respected and considered, it remains the responsibility of the Designated Person to take whatever action is required to ensure the safety of the child/vulnerable adult involved and others who may be at risk. **The protection of the child or vulnerable adult must always be the most important consideration**
- Where practicable (and appropriate for a vulnerable adult) discuss concerns with the family/carers and seek agreement for a referral *unless* this may, either by delay or the behavioural response it might prompt, place the child or vulnerable adult at risk of significant harm or compromise the safety of another person
- Collate the details required for a referral as comprehensively as possible (including full address, date of birth, whether there are other children or vulnerable adults in the setting, any special needs and other professionals involved) and document whether consent for referral was obtained from the person and their family/carers, or if not the reason for this decision
- Refer to Social Care Services or Channel (see Appendix G - Prevent) in a timely way (reflecting the level of perceived risk but always within the working day) recording the name of the person referred to and the time of the call
- Refer to the Social Care Services emergency duty team if out of hours

- Confirm the referral to Social Care Services in writing as soon as possible
- Keep a written record of all discussions with the child/vulnerable adult and their parents/carers, discussions with others with the College, information provided to Social Care, their advice and any decisions taken (timed, dated and signed)
- Store the records in the appropriate secure location
- Inform the Designated Lead for Safeguarding
- Clarify with social services or the Police whether the referral has been accepted for action
- If the referral is accepted for action, comply with requests from the Social Care Services or the Police for further involvement (e.g. strategy and case conference meetings or other contributions to child protection plans)
- If the referral is not accepted, clarify the reasons why not, and if you still consider that the person (or others) are at risk consult as appropriate (e.g. with College Designated Lead for Safeguarding) regarding the next steps
- If you consider that the matter can be dealt with by College services or those of another agency (excluding the Social Care services) follow the steps outlined below

If a referral to the Social Care Service is not required or not accepted for action:

- If referral to external services is indicated for a child, check the Early Help Assessment (EHA) database to see whether there is a current EHA open. If not refer to the service
- Consent for referral to external agencies **must be obtained** from the child/vulnerable adult and/or their parent or guardian for an EHA