



**SAFEGUARDING CHILDREN  
AND  
VULNERABLE ADULTS  
  
POLICY AND PROCEDURE**

**SEPTEMBER 2021  
(Review Due: SEPTEMBER 2022)**

## Our Safeguarding Policy

Safeguarding children is defined as:

- preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes
- Safeguarding vulnerable adults is defined in the Care and support statutory guidance issued under the Care Act 2014 as:
  - protecting the rights of adults to live in safety, free from abuse and neglect
  - people and organisations working together to prevent and stop both the risks and experience of abuse or neglect
  - people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action
  - recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being

Adults Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying (peer on peer child on child), including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse gender-based violence/violence against women and girls peer-on-peer abuse
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- the impact of technology on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults.

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Inspire Suffolk.

This policy defines how Inspire Suffolk operates to safeguard adults at risk of abuse or neglect. We have a duty of care and are committed to the protection and safety of adults at risk involved as visitors and as participants in all of our activities and events both on and off site. We also want to protect and support our staff and volunteers who work or come into contact with these groups.

Safeguarding is everyone's responsibility. All members of staff (paid and unpaid) are required to report any suspected abuse and be aware of the appropriate reporting and support procedure for safeguarding.

The Safeguarding Officer(s) will discharge their safeguarding functions in a way that ensures that children are safeguarded from harm and promotes their welfare. They are responsible for following up any suspected reports of abuse and for informing the Police or other appropriate external bodies.

### **The purpose of this policy is:**

Inspire Suffolk believes that any children (those under the age of 18), learners and vulnerable adults should never experience abuse of any kind. We have a responsibility to promote the welfare of all children, young people and vulnerable adults and to keep them safe from abuse, neglect and exploitation. We are committed to practice in a way that protects them.

### **Safeguarding Team Members:**

The nominated members of staff with responsibility for safeguarding and child protection are:

**Emily Perrin-** Designated Safeguarding Lead

**Adam Todd-** Safeguarding Deputy Lead

**Paul Partington-** Safeguarding Deputy Lead

**Alan Whittaker-** Safeguarding Trustee

### **COVID-19**

The impact of the COVID-19 pandemic and subsequent closure of schools and colleges and all other Education settings brought with its unprecedented challenges for the safeguarding of children, young people and vulnerable adults.

The impact of lockdown as a direct result of COVID-19 is already known to have exacerbated levels of vulnerability in many ways, including (but not limited to):

- Isolation from trusted adults
- Isolation from peers and social networks
- Chaotic household
- Abusive household
- Breakdown in family relationships
- Family history of poor mental health, substance misuse, neglect, abuse, violence
- Domestic abuse
- Lack of adult supervision / guidance
- More time spent online than ever before
- Financial circumstances; with many children and young people described as being "impoverished by lockdown"
- Furloughed from employment

At Inspire Suffolk we recognise that children, young people, and Vulnerable adults are potentially more vulnerable than ever to those who might seek to harm, exploit, abuse or traffick them. Covid 19 has had an unprecedented impact on the mental health and wellbeing of children, young people and Vulnerable adults, Inspire Suffolk is committed to Safeguarding the wellbeing and mental health of all we work with.

The department issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September 2020, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed. *\*\*The department have recommended that all setting keeps there Covid 19 Safeguarding Policy in place for the duration of the pandemic\*\**

Therefore, Inspire Suffolk's Covid 19 distance learning guide should continue to be followed, and the usual process to reporting safeguarding concerns should continue.

## Who is a vulnerable adult?

A vulnerable adult is any person aged 18 years or over who is, or may be, unable to take care of him or herself or who is unable to protect him or herself against significant harm or exploitation. This may be because he or she has a mental health problem, a disability, a sensory impairment, is old and frail, or has some form of illness. Because of his or her vulnerability, the individual may be in receipt of a care service in his or her own home, in the community or be resident in a residential care home, nursing home or other institutional setting.

## Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children & Families Act 2014
- United Convention of the Rights of the Child 2009
- Data Protection Act 2018
- Sexual Offences Act 2003
- Education Act 1996
- Children Act 2004
- Protection of Freedoms Act 2012
- Human Rights Act 1998
- Mental Capacity Act 2005
- Relevant government guidance on safeguarding children.
- Keeping Children Safe in Education 2020
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education (KCSIE) September 2021
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021.

Inspire Suffolk has a separate PREVENT policy and concerns regarding the potential radicalisation of vulnerable adults are dealt with under procedures set out in this separate document.

## We recognise that:

- The welfare of the child is paramount, as enshrined in the Children & Families Act 2014
- Vulnerable adults have a right to live a life free from neglect; exploitation and abuse and are protected by the Human Rights Act 1998

- All children, young people and vulnerable adults, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children, young people and vulnerable adults are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people and vulnerable adults, their parents, carers and other agencies is essential in promoting their welfare.
- It is unlawful for a further or higher education institution to discriminate against an applicant or student in relation to:
  - i) admissions
  - ii) the provision of education
  - iii) access to any benefit, facility or service

### **We are committed to the following:**

- The welfare of the child/vulnerable adult at risk is paramount;
- Making timely referrals where necessary and working with other agencies to ensure that children and learners get the help and support, they need;
- All children/vulnerable adults have the right to protection from abuse;
- All suspicions and allegations of abuse must be properly reported to the relevant internal and external authorities and dealt with swiftly and appropriately;
- All staff are aware of the policy and procedures for the protection of adults at risk through appropriate safeguarding training, supervision and support for staff and for creating an environment where staff feel able to raise concerns and feel supported in meeting their safeguarding role;
- Staff are given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns;
- All staff should have regular reviews of their own practice to ensure they improve over time in their work with children, young people and vulnerable adults and families;
- A senior board level lead to take leadership responsibility for Inspire Suffolk's safeguarding arrangements;
- A designated lead for safeguarding at Inspire Suffolk;
- Safe recruitment practices are in place including policies on when to obtain a DBS check;
- The requirement to share appropriate information in a timely way and can discuss any concerns about an individual adult with colleagues and local authority services.

### **We will seek to keep children, young people and vulnerable adults safe by:**

- Making sure all children, young people and vulnerable adults will have access to information that they can understand to make an informed choice, including access to expert knowledge and advocacy, as required
- All children, young people and vulnerable adults will have the opportunity to select independently from a range of options based on clear and accurate information
- Valuing them, listening to and respecting them
- Adopting child protection practices through procedures and a code of conduct for staff and volunteers

- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support and training
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Informing all children, young people and vulnerable adults of the knowledge that information about them is managed appropriately and there is a clear understanding of confidentiality and its limits among staff/volunteers.

### **Procedure for children, young people and vulnerable adults at possible risk of abuse**

We aim to ensure those children, young people and vulnerable adults who attend Inspire Suffolk, and any other children, young people and vulnerable adults who may come to the attention of Inspire Suffolk, receive the protection and support they need if they are at risk of abuse.

This procedure provides clear direction to staff and volunteers at Inspire Suffolk if they have concerns that a child, young person or vulnerable adult needs protection.

- Staff must respect an “absolute and unequivocal” duty of care to protect service users from harm.
- Staff will be alert to the possibility of abuse.
- Staff must make it clear to anyone who shares information with them that they may have to pass it on and follow this procedure in order to ensure that no one else is at risk, to prevent a crime or to protect them if they cannot protect themselves from harm.
- Respond to all concerns, worries, suspicions, disclosures, allegations. Where there is a safeguarding concern staff cannot keep information about abuse confidential. Inform the Safeguarding Officer at the earliest opportunity. Where there is evidence of immediate risk or threat then the Safeguarding Officer must be informed straight away. Staff are aware that all safeguarding concerns need to be sent to the designated Safeguarding Officers via email at [safeguarding@inspiresuffolk.org.uk](mailto:safeguarding@inspiresuffolk.org.uk)

### **DBS Checks:**

All relevant staff who have contact with children, learners and vulnerable adults during the course of their work, will have undergone and have satisfied all the necessary recruitment and vetting checks, including the need for an Enhanced DBS Disclosure (including Children’s Barred List check). A new Enhanced DBS Disclosure will be undertaken every 3 years for direct staff that are working on the front line to ensure compliance with the providers to whom our staff come into contact with.

## Safeguarding Officers:

### Lead Officer:

Emily Perrin  
Tel No: 07720 087487  
Email: [emilyc@inspiresuffolk.org.uk](mailto:emilyc@inspiresuffolk.org.uk)

### Deputy Safeguarding Officer:

Adam Todd  
Tel No: 07943 578349  
Email: [adamt@inspiresuffolk.org.uk](mailto:adamt@inspiresuffolk.org.uk)

Paul Partington  
Tel No: 077 942 21775  
Email: [paulp@inspiresuffolk.org.uk](mailto:paulp@inspiresuffolk.org.uk)

## QUESTION TO ASK YOURSELF WHEN DECIDING WHETHER TO MAKE A REFERRAL BASED ON A CONCERN

1. Are the three safeguarding threshold criteria met? - Do they have care and support needs?
  - Are they experiencing, or are at risk of, abuse or neglect?
  - As a result of their care and support needs, they are unable to protect himself or herself against the abuse or neglect or the risk of it?
2. What is the concern?
3. What are the person's personal preferences and circumstances that create a proportionate tolerance of acceptable risk?
4. What would be a proportionate intervention to the potential risk?
5. What is/are the vulnerability/vulnerabilities of the adult?
6. What is the nature and extent of the abuse?
7. How long has the abuse been occurring?
8. What is the impact of the abuse on the individual?
9. What is the risk of repeated or increasingly serious acts involving the adult or other adults?
10. What is the equality of the relationship between the adult and the alleged abuser?
11. Are there similar allegations against the alleged abuser?
12. Is the person safe?
13. Do you have consent to share? If not is there an overriding public interest or vital interest to share the information without consent? E.g. Is there anyone else at risk? Could a crime have happened/be about to happen? There is a high risk to the health and safety of the adult at risk.

You must make a referral if:

- The individual considers they are being abused.
- The individual is caused distress or there is a deliberate attempt to cause the adult distress.
- Incidents are repetitive and targeted.
- A crime has been committed.
- The incident involves a member of staff.

Remember you can discuss your concerns with the MASH Professionals Consultation Line – Professionals wanting guidance on making a referral call the MASH Professionals Consultation line on 03456 061 499.

This guide is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism.

**Remember it is not up to you to decide if abuse has taken place, but it is your legal duty to report anything that concerns you about the safety of a child or adult, even if it does not involve Inspire Suffolk staff or services.**

For any young person identified as 'High Risk' when engaging in Inspire Suffolk's programmes, a copy of the 'Child or young person Risk Management Plan', see Appendix 2, must be shared with the Lead Safeguarding Officer at Inspire Suffolk for guidance, support and final sign off.

### **Ways that abuse might be brought to your attention**

- A child, young person or vulnerable adult might make a direct disclosure about him or herself
- A child, young person or vulnerable adult might make a direct disclosure about another child, young person or vulnerable adult
- A child, young person or vulnerable adult might offer information that is worrying but not a direct disclosure
- A member of staff might be concerned about a child's, young person's or vulnerable adult's appearance or behaviour, or about the behaviour of a parent or carer towards a child, young person or vulnerable adult.
- A parent or carer might make a disclosure about abuse that a child, young person or vulnerable adult is suffering or at risk of suffering
- A parent or carer might offer information about a child, young person or vulnerable adult that is worrying but not a direct disclosure.

### **Talking to a child, young person or vulnerable adult who has told you that he/she or another child, young person or vulnerable adult is being abused**

- Reassure the child, young person or vulnerable adult that telling someone about it was the right thing to do
- Tell him/her that you now have to do what you can to keep him/her (or the child, young person or vulnerable adult who is the subject of the allegation) safe
- Let the child, young person or vulnerable adult know what you are going to do next and who else needs to know about it
- Let the child, young person or vulnerable adult tell his or her whole story. Don't try to investigate or quiz the child, young person or vulnerable adult, but make sure that you are clear as to what he/she is saying
- Ask the child, young person or vulnerable adult what he/she would like to happen as a result of what he/she has said, but don't make or infer promises you can't keep
- Give the child or young person the ChildLine phone number: 0800 1111
- Give the vulnerable adult access to professional support and services such as advocacy

### **Helping a child, young person or vulnerable adult in immediate danger or in need of emergency medical attention**

- If the child, young person or vulnerable adult is in immediate danger and is with you, remain with him/her and call the police
- If the child, young person or vulnerable adult is elsewhere, contact the police and explain the situation to them
- If he/she needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child, young person or vulnerable adult

A decision will need to be made by your Line Manager, Safeguarding Officer and the CEO about who should inform the child's family and the local authority children's social care department, and when they should be informed.

If you have involved the police and/or the health services, they should be part of this decision.

Consider the welfare of the child in your decision making as the highest priority.

Issues that will need to be taken into account are:

- The child's wishes and feelings
- The parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation)
- The impact of telling or not telling the parent
- The current assessment of the risk to the child and the source of that risk
- Any risk management plans that currently exist
- Where a vulnerable adult does not have the capacity for self-determination

### Reporting child protection concerns

If a child is in need of emergency medical attention or in immediate danger, follow the procedure set out in on the section on helping a child in immediate danger or in need of emergency medical attention.

You should then take the steps set out in the Incident Levels (Appendix 3) to ensure the concern is dealt with.

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the Incident Levels at the end of this document.

### Keeping a record of your concerns

The **Safeguarding Concern Form (Appendix 1)** should be completed within the guidelines set out in the Incident Level document and then signed and dated by all those involved in its completion and kept confidentially on file. The name of the person making the notes should be written alongside each entry. It can be used to forward information to the statutory child protection authorities if a referral to them is needed.

<b>Useful contact details</b>	
Lead Safeguarding Officer: <b>Emily Perrin</b>	0900 – 1700 hours: 01473 353194 Out of Hours Tel No: 07720 087487
Local Police	Call 101. Ipswich South East 999
Local authority children’s social care department:	SCC Adult & Children Services 0808 8004005
Local police:	Call 101. Ipswich South East
Local authority children’s social care department:	SCC Adult & Children Services 0808 8004005
NSPCC Helpline:	0808 800 5000 help@nspcc.org.uk
ChildLine:	0800 1111 (textphone 0800 400 222) www.childline.org.uk
Suffolk Local Safeguarding Children Board:	<a href="http://www.suffolkscb.org.uk">www.suffolkscb.org.uk</a>
Customer First:	00808 800 4005
Emergency Duty Team:	0808 800 4005
Child Exploitation and Online Protection (CEOP) Agency	<a href="http://www.ceop.org.uk">www.ceop.org.uk</a> <a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a>

## Incident Levels

The purpose of the Incident Level guide is to provide guidance when reporting an incident and to explain the process of notifying/ updating the relevant person and provide clarity of how to record the incident.

It is a requirement to report all incidents to the Safeguarding Team to log.

An incident is any unplanned event that could result in injury or ill health, damage or loss to property including data losses. An incident also includes an allegation of misconduct, any safeguarding disclosures and any near miss.

Importantly, it is any event that has impacted or could have the potential to impact the well – being of young people, their families and staff – these factors are always to first priority. The reputation of the organisation in both legal and financial terms and any other aspects, also need to be considered in relation to the incident.

The seriousness of an incident is based on the impact on the individual/s and the organisation. There are 3 main factors for consideration in assessing the incident levels.

1. Severity – how serious is the injury/ allegation? Is it a near miss?
2. System Failure – if an injury or allegation or near miss relates to a breach of weakness in operating systems.
3. Media – if the incident receives or has the potential to receive social media and/ or press coverage.

There are legal implications when handling incidents, especially the more critical incidents, and just as importantly there are moral reasons. Serious incidents on programme will usually involve people. The priority must be , to take immediate action to give medical and welfare treatment to all involved and contain the severity of the incident.

## **Incident Level Guide**

Inspire Suffolk has developed an Incident Level guide. The guide helps define each level based on severity of the incident and provides guidance on the most appropriate response required. If in doubt as to which level to classify an incident at, it is always better to report the incident based on a higher level because it can easily be deescalated later once incident details are clearer. See **Appendix 2: Incident Levels** for further details.

## **ABUSE TYPES AND INDICATORS**

Safeguarding is not about just protecting children from deliberate harm. For our organization it includes such things as learner safety, bullying, racist abuse and harassment, internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and it itself will have significant impact on the health and emotional well-being of the person.

Abuse can take place in any family, institution or community or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children and vulnerable adults may behave differently or seem unhappy for many reasons, as they move through the stages of life or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

### **PHYSICAL ABUSE**

Physical injuries which have no satisfactory explanation or where there is a definite knowledge, or a reasonable suspicion that the injury was inflicted with intent, or through lack of care, by the person having custody, charge or care of that person, including hitting, slapping, pushing, misuse of or lack of medication, restraint, or inappropriate sanctions.

#### **Possible Indicators of physical abuse:**

- History of unexplained falls or minor injuries
- Unexplained bruising – in well protected areas, on the soft parts of the body or clustered as from repeated striking
- Unexplained burns in an unusual location or of an unusual type
- Unexplained fractures to any part of the body that may be at various stages in the healing process
- Unexplained lacerations or abrasions
- Slap, kick, pinch or finger marks
- Injuries/bruises found at different stages of healing for which it is difficult to suggest an accidental cause
- Injury shape similar to an object
- Untreated medical problems
- Weight loss – due to malnutrition or dehydration; complaints of hunger

- Appearing to be over medicated

## EMOTIONAL ABUSE

Psychological, or emotional abuse, includes the use of threats, fears or bribes to negate an adult at risk's choices, independent wishes and self-esteem; cause isolation or overdependence (as might be signalled by impairment of development or performance); or prevent an adult at risk from using services, which would provide help.

### Possible Indicators of psychological abuse:

- Ambivalence about carer
- Fearfulness expressed in the eyes; avoids looking at the carer, flinching on approach
- Deference
- Overtly affectionate behaviour to alleged source of risk
- Insomnia/sleep deprivation or need for excessive sleep
- Change in appetite
- Unusual weight gain/loss
- Tearfulness
- Unexplained paranoia
- Low self-esteem
- Excessive fears
- Confusion
- Agitation

## SEXUAL ABUSE

Sexual acts which might be abusive include non-contact abuse such as looking, pornographic photography, indecent exposure, harassment, unwanted teasing or innuendo, or contact such as touching breasts, genitals, or anus, masturbation, penetration or attempted penetration of vagina, anus, and mouth with or by penis, fingers or other objects (rape).

### Possible Indicators of sexual abuse:

- A change in usual behaviour for no apparent or obvious reason
- Sudden onset of confusion, wetting or soiling
- Withdrawal, choosing to spend the majority of time alone
- Overt sexual behaviour/language by the adult at risk
- Disturbed sleep pattern and poor concentration • Difficulty in walking or sitting
- Torn, stained, bloody underclothes
- Love bites
- Pain or itching, bruising or bleeding in the genital area
- Sexually transmitted urinary tract/vaginal infections
- Bruising to the thighs and upper arms
- Frequent infections
- Severe upset or agitation when being bathed/dressed/undressed/medically examined
- Pregnancy in a person not able to consent

## NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical or emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers) or ensure access to appropriate medical care or treatment
- It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

## PEER ON PEER ABUSE (CHILD ON CHILD)

*Where the term 'victim and 'perpetrator' are used within this section, they are done so in accordance with keeping children safe in education 2021.*

All Inspire Suffolk staff recognise that all young people are more than capable of abusing others whether this be outside of our programmes or within our programmes as well as online. We also understand this is not something that young people find easy to talk about.

Sexual violence and sexual harassment can happen between any young people whether this be teenagers or children and of any age or gender. This could also be a group of young people sexually assaulting or sexually abusing an individual or a group of people. Young people who are the victims of sexual abuse will likely find this very distressing, and could mean that they disengage from programme.

At Inspire Suffolk we recognise that peer on peer abuse can and does affect anyone one, some groups maybe more at risk than others:

- Girls
- LGBTQ
- Young People with SEND.

It's very likely that girls will be a victim of sexual violence and harassment, with boys being more likely the perpetrators.

Our commitment here at Inspire Suffolk is that we have a duty or care to recognise and eliminate any form of sexual violence, abuse or harassment. We want all Inspire Suffolk programmes to be a safe space for people to continue to learn and be free of from judgement, abuse and discrimination. On occasions where incidents may occur we want everyone to feel able to come forward, and be able to stand up and talk about their experiences. Inspire Suffolk are fully committed to being sure that all learners that may witness or encounter anything that may cause concern, and could make them feel uncomfortable, that they are able to feel safe in coming forward, and that staff will deal with any concern or issues appropriately and sensitively. We will not tolerate peer- on peer- abuse which means we will fully support all learners in taking appropriate action as required.

All our staff have a very crucial role in preventing it and making sure they respond where they believe a young person maybe at risk.

All staff at Inspire Suffolk recognise that downplaying or dismissing responses can lead to a culture of behaviour that is not acceptable, or an unsafe environment for children and young people and a culture that normalises abuse. Our staff understand the importance of:

- Making it very clear that sexual violence and sexual harassment is not acceptable and will not be tolerated ever.

- Not tolerating or dismissing sexual violence or sexual harassment as *'banter'* or *'part of growing up'* *'just having a laugh'* or *'boys being boys'*
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

All Inspire Suffolk staff have a duty to model behaviour that is acceptable and challenge behaviour that is unacceptable adopting a call it in and call it out approach should they witness any behaviours either by seeing or hearing and any language that may concern them, because if this inappropriate behaviour is addressed this could be an important intervention that could prevent any further abusive or violent behaviour for the future. All staff are aware that adopting this approach and committing to challenging these behaviours this will minimise the

Call it in	Call it out
Gender stereotypes	Gendered slurs – directed towards someone and used with knowledge of harm caused
Gendered language	Attitudes directed against a person
Gendered slurs – not directed towards someone and used without knowledge of the harm	Sexualised bullying – including sexual innuendo intended to make someone feel uncomfortable or humiliated
Key attitudes – victim blaming	Comments about someone's body, appearance or clothing – scrolling through Instagram, in person
Beliefs that aren't based on fact	Sexual harassment – unwanted sexual comments, unwanted sexual touching, upskirting, sexual jokes

(credit source: Bold Voices)

All staff understand that even if we have no reports/ or a minimal number of reports it doesn't mean it is not happening, it could actually be the case that it is happening often its just not being reported. The barriers to young people reporting incidents of peer on peer abuse could include:

- Worry about what may happen next and it being out of their control.
- Worry they could be called a 'snitch' by fellow peers
- Worry they may be left out of friendship groups.
- Worry that it could damage their reputation. E.g. sexual rumours being circulated about them.
- Feeling they are being blamed.
- Feeling that they may not be taken seriously and nothing done.
- Feeling of their being no point in them raising it.
- Feeling embarrassed and ashamed.

With the barriers mentioned above, all staff should consistently challenge inappropriate behaviours between peers and staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this could include an online element which facilitates, threatens and or encourages physical abuse.
- Sexual violence and sexual harassment and behaviour, such as rape assault by penetration and sexual assault. (this may include an online element which facilitates, threatens and or encourages sexual violence)
  - Abuse in intimate personal relationships between peers.
  - Sexting (also known as youth produced sexual imagery); and
    - Initiation/hazing type violence and rituals.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Technology-assisted harmful sexual behaviour; using mobile phones or other smart technology to engage in sexual activity that maybe harmful to themselves or others.

### **Reporting systems for learners to report abuse:**

There are various ways that's concerns can be reported confidentially these are:

#### **Internal:**

- o Report directly to a member of staff.
- o Report via email to [safeguarding@inspiresuffolk.org.uk](mailto:safeguarding@inspiresuffolk.org.uk) or safeguarding lead [emilyp@inspiresuffolk.org.uk](mailto:emilyp@inspiresuffolk.org.uk) or deputy lead [adamt@inspiresuffolk.org.uk](mailto:adamt@inspiresuffolk.org.uk) or [paulp@inspiresuffolk.org.uk](mailto:paulp@inspiresuffolk.org.uk)
- o Call one of our safeguarding team Emily 07720 087487 Adam 07943 578349 or Paul 07794 221775

#### **External:**

Local SARCs- Sexual Assault Referral Centres

Police on 101 or by dialling 999 if urgent police assistance is required.

NSPCC's dedicated report abuse in education helpline 0800 136 663 or via email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Directly via the relevant social media platform (Facebook, Instagram, Tictok, Snapchat, Twitter)

Learners will be listened to, supported and their concerns will be taken seriously.

#### **Receiving the initial report:**

The initial response from a member of staff is crucial, as referenced within Keeping Children Safe in Education 2021 'How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward':

- The staff member to whom the child / young person discloses must recognise that they have been placed by the child in a position of trust. They should therefore be supportive and respectful of the child
- Essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem in reporting an incident.
- Being told 'it happened ages ago' makes it no less important.
- A victim should never feel ashamed for making a report.

#### **Reporting the concern (all staff)**

All staff must follow our safeguarding procedure in reporting concerns which is referred to in the previous section on reporting incidents.

#### **Responding to the concern (safeguarding team)**

Each behaviour will be considered within the context of what is normal behaviour developmentally, whilst also considering the needs of the child or young person displaying the harmful sexual behaviour.

### **'Up-skirting'**

Up-skirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

It is a criminal offence. Anyone of any gender, can be a victim.

The initial response to a report from a young person is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

## MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## DOMESTIC ABUSE

Domestic abuse can also involve the abuse of an 'adult at risk'. Safeguarding Adults procedures only apply where the adult:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. (Sec 42 Care Act)

The Government definition of domestic abuse is: 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over (Safeguarding Adults applies from age 18) who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional
- 'Honour' based violence
- Female Genital Mutilation
- forced marriage

'Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.' (Home Office 2013) Agencies that are concerned that an adult is subject to domestic abuse consider a referral to a multi-agency risk assessment conference (MARAC).

Action should always be taken to pass on referrals for all incidents of domestic abuse relating to adults at risk, to Customer First. Where the victim is not an adult at risk, concerns should be raised directly with the police.

The Government definition of domestic abuse, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group. Below is a brief outline of Honour Based Violence, FGM and Forced Marriage. Please visit the Adult Safeguarding Board website for the full Honour Based Violence and Forced Marriage policies.

### HONOUR BASED VIOLENCE

Honour Based Violence (HBV) is a crime or incident which has or may have been committed to protect or defend the honour of the family or community. It is a collection of practices 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 a relative has shamed the family and/or community by breaking their honour code.

### FEMALE GENITAL MUTILATION

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on professionals. If a teacher/tutor, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher/tutor must report this to the police.

### FORCED MARRIAGE

A forced marriage is where one or both people do not (or in cases of people lacking the mental capacity to make the relevant decisions, cannot) consent to the marriage and pressure or abuse is used. Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

It is important to remember the following when addressing issues of Forced Marriage and/or Honour-based violence:

**DO NOT** go directly to, share information with, or use as an interpreter a relative, friend, neighbour, community leader or other with influence in the community. This will alert them to your enquiries and may place the adult at further risk.

**DO NOT** attempt to give the person immigration advice. It is a criminal offence for any unqualified person to give this advice.

### FINANCIAL ABUSE

This usually involves an individual's funds or resources being inappropriately used by a third person (i.e. theft) It includes the withholding of money or the inappropriate or

unsanctioned use of a person's money or property or the entry of the adult at risk into financial contracts or transactions that they do not understand, to their disadvantage.

#### Possible Indicators of financial abuse:

- Unexplained or sudden inability to pay bills
- Unexplained or sudden withdrawal of money from accounts
- Person lacks belongings or services, which they can clearly afford
- Lack of receptiveness to any necessary assistance requiring expenditure, when finances are not a problem – although the natural thriftiness of some people should be borne in mind
- Extraordinary interest by family members and other people in the adult at risk's assets
- Power of Attorney obtained when the adult at risk is not able to understand the purpose of the document they are signing
- Recent change of deeds or title of property
- Unpaid carer or support worker only asks questions of the worker about the user's financial affairs and does not appear to be concerned about the physical or emotional care of the person
- The person who manages the financial affairs is evasive or uncooperative
- A reluctance or refusal to take up care assessed as being needed
- A high level of expenditure without evidence of the person benefiting
- The purchase of items which the person does not require or use
- Personal items going missing from the home
- Unreasonable and /or inappropriate gifts

### MODERN SLAVERY

#### Possible indicators of modern slavery:

- Marked isolation from the community
- Seeming under the control and influence of others and relying on others to communicate on their behalf
- Restricted freedom of movement
- Unusual travel times
- Unfamiliarity with the local neighbourhood
- Signs of physical or psychological abuse such as looking malnourished or unkempt or appearing withdrawn • Poor living conditions such as unhygienic, overcrowded accommodation or living and working at the same address
- Few or no personal effects and no identification documents
- Reluctance to seek help often characterized by hesitance to speak to strangers or professionals and limited eye contact
- Fear of law enforcement

This list is not exhaustive. The signs of slavery are often hidden, making it difficult to recognise victims. Where modern slavery is suspected and the victim is an adult at risk.

### DISCRIMINATORY ABUSE

This is abuse targeted at a perceived vulnerability or on the basis of prejudice including racism or sexism, or based on a person's impairment, origin, colour, disability, age, illness, sexual orientation or gender. It can take any of the other forms of abuse, oppressive treatment, harassment, slurs or similar treatment. Discriminatory abuse may be used to describe serious, repeated or pervasive discrimination, which leads to

significant harm or exclusion from mainstream opportunities, provision of poor standards of health care, and/or which represents a failure to protect or provide redress through the criminal or civil justice system.

Possible Indicators of discriminatory abuse:

- Hate mail
  - Verbal or physical abuse in public places or residential settings
  - Criminal damage to property
  - Target of distraction burglary, bogus officials or unrequested building/household services
- Discriminatory abuse can manifest itself as the other types of abuse; physical or sexual abuse/ assault, financial abuse/ theft, neglect, psychological abuse.

**CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

**COUNTY LINES:**

Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation,

County Lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years

- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## **HOMELESSNESS**

The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

You count as homeless if you are:

- Staying with friends or family;
- Staying in a hostel, night shelter or B&B;
- Squatting (because you have no legal right to stay);
- At risk of violence or abuse in your home;
- Living in poor conditions that affect your health;
- Living apart from your family because you don't have a place to live together.

Being homeless can impact on many areas of a child's life. These are just some of the ways:

- Tiredness – inappropriate sleeping areas / shared rooms / long distances to travel;
- Appearance – lack of wash areas, no facilities to wash clothes, not being able to keep track of belongings;
- Physical health – exhaustion, lack of regular meals (shared or no cooking space), diet of ready meals / fast food;
- Stress and anxiety – not knowing if or when going to have to move again;
- Educational attainment – no space for homework, no access to computers;
- Self-esteem – fear of being singled out as different, not being able to join in with activities after school.

## **REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF**

- 1) In rare instances, staff of educational institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of abuse made against them. The Charity recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that such an allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.
- 2) All staff should take care not to place themselves in a vulnerable position with a young person. This policy will be used in respect of all cases in which it is alleged that a member of staff has:

- i) behaved in a way that has harmed a child, or may have harmed a child; ii) possibly committed a criminal offence against or related to a child; or iii) behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- 3) The Charity will follow the Local Safeguarding Children's Board procedures for managing allegations of abuse against staff which are set out in 'Arrangements for Managing Allegations of Abuse against People who Work with Children or those who are in a position of Trust' (February 2016).
  - 4) All allegations should be reported within **one working day** to the Safeguarding Officer and Chief Executive. That person will then make an initial assessment and as appropriate, refer the allegation to the Local Authority Designated Officer (LADO), **again within one working day**. Local Designated Officers can be contacted via email on [LADOCentral@suffolk.qcsx.gov.uk](mailto:LADOCentral@suffolk.qcsx.gov.uk) or on 0300 123 2044 for allegations against all staff and volunteers. The two LADOs for Suffolk are Dian Campbell and Rennie Everett. If the outcome of subsequent discussion is that a referral to Children and Young People Specialist Services and police should be made, then the LADO should inform the Multi-Agency Safeguarding Hub (MASH) via the Customer First Contact Centre that a referral is forthcoming. Likewise, the referrer should note on their referral they have spoken to the LADO who has advised them to make the referral to CYPS.
  - 5) The LA Designated Officer will discuss whether the allegations come within the scope of the LSCB procedures and whether they have some foundation and will consult with police and social care as appropriate.
  - 6) Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know about it. How this is done and by whom will be decided with the LADO during the initial discussion. They should also be kept informed about the progress of the case and told the outcome where is not a criminal prosecution, including the outcome of any disciplinary process.
  - 7) In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Children and Young People's Service, or the police as appropriate, should consider what support the child or children involved may need.
  - 8) The Safeguarding Officer should inform the member of staff about the allegation as soon as possible after consulting the LA Designated Officer. However, where a strategy discussion is needed, or it is clear that police or social care may be involved that should not be done until those agencies have been consulted.
  - 9) Allegations against members of staff may result in a social care services or police investigation. Usually, the Safeguarding Officer will be advised of the allegation and the progress of any investigations conducted by external agencies and will be advised whether the Charity's disciplinary processes can proceed in parallel with the criminal process or whether any disciplinary action needs to wait for the completion of police enquiries and/or prosecution. If it is considered that the allegation does not involve a possible criminal offence the Charity will deal with the matter under their own Disciplinary procedures.
  - 10) The Safeguarding Officer/Chief Executive will keep the person who is subject of the allegation informed of the progress of the case and consider what other support is appropriate for that individual. The individual's union or professional body, occupational health services or any other employee welfare arrangements, may provide this support. In any case, if the individual is a member of a trade union, they should be advised to make contact with their trade union at the outset of the investigation. If the person has been suspended, the Safeguarding Officer will also keep the individual informed of developments.

11)The Charity will refer to the Disclosure and Barring Service when appropriate and will take professional advice from other agencies when the necessary.

## **12) Written Records**

The Safeguarding Officer shall retain a copy of:

- Social care services referral forms
- Any notes or correspondence dealing with the matter
- Any other relevant materials

Copies of reports, notes etc. should be kept securely locked at all times, with access limited to designated senior members of staff, normally the Safeguarding Officer and the Chief Executive.

In cases of allegations against staff there must be a clear and comprehensive summary of the allegations made, details of how and who followed the allegation up and any resolution and conclusion. The record should include details of any action taken and all decisions reached.

These notes will be kept on the member of staff's file and will be retained until the person attains normal retirement age or for a period of 10 years from the date of the allegation if that is longer. A copy must also be given to the person concerned at the end of the process.

A record will also be placed on the file of a young person making an allegation against a member of staff.

## **13) Work Placements**

Staff organising work placements in Schools or other settings, including residential settings, should take child protection into account when assessing the suitability of the placement. Although students are more vulnerable to harm or abuse when in long-term placement in the work place the Charity has a duty to put in place additional safeguards when one or more of the following conditions apply:

- i) The work experience lasts up to 10 days; ii) The work placement lasts for more than 10 days;
- iii) The student is judged to be vulnerable (i.e. those who have special needs or are aged under 16) regardless of the placement);
- iv) There is a substantial isolated supervision i.e. a sold trader; v) Has a residential component

If any of the above factors apply, then:

Staff arranging, vetting or monitoring work experience/placements should have received training in child protection. Anyone in the workplace who is specifically designated as having responsibility for caring for, training, supervising or being in sole charge of a student should be subject to disclosure procedures (for DBS purposes these people are classed as volunteers, therefore there is no cost). They should also be briefed about what to do if they are concerned about a student's welfare.

All students on work placement should have a regular point of contact within College and be advised that they can discuss with that person any concerns about their placement. Any concerns raised about their work placement or any suspicions of abuse must be reported to the designated member of staff immediately and procedures followed as outlined above.

See Appendix 1 (Child Protection Statement of Principles for Work Experience/Placement Providers Child Protection Procedure)

#### **14) Confidentiality**

Every effort will be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated.

#### **15) Suspension**

Suspension will be considered in any matter where there is cause to suspect that a child is at risk of significant harm, or the allegation warrants a police investigation. Suspension will also be considered if the allegation is of such a serious nature that the behaviour might be grounds for dismissal.

In circumstances of allegations against staff, suspension on full pay, pending the outcomes of investigation, may be appropriate. Suspension will not be an automatic response (see the Disciplinary Policy for the arrangements for suspension.)

#### **16) Resignations**

The fact that a person tenders their resignation, or ceases to provide services, will not prevent an allegation being followed up in accordance with this procedure. Every effort will be made to reach a conclusion in all cases of allegations that have bearing on the safety or welfare of children. This includes any allegation whereby the individual refuses to co-operate with the process.

#### **17) Good Practice Guidelines**

All staff and volunteers will be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. Some examples are below:

- Encourage an open environment – no secrets.
- Be mindful of where you work with a vulnerable adult and of the potential risks which may arise from working with, or supporting, a vulnerable adult in private.
- Treat all vulnerable adults with respect and dignity.
- Maintain a safe and appropriate distance.
- As a general principle, staff should not have unnecessary physical contact with vulnerable adults. There may be very limited occasions when a learner needs comfort or reassurance, which may include physical comforting. Any such comforting gestures must always be acceptable to the vulnerable adult concerned. Staff and volunteers should be aware, however, that any physical contact may be misconstrued by a learner, parent/carer or observer.
- Staff or volunteers who administer first aid should ensure wherever possible that another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.
- Where it is necessary to assist with personal care, for example, toileting or supervising dressing or undressing, staff or volunteers should, wherever possible, be of the appropriate gender and be careful to protect the dignity of the vulnerable adult. Wherever possible, two members of staff/volunteers should be present when carrying out personal care.
- Ensure any form of movement & handling, physical support or personal care is provided appropriately and in line with policies or protocols on Movement & Handling, Personal Care, Guiding Skills for the Deaf (CACDP) etc.
- Social media sites, including facebook, whatsapp and twitter, and other internet or mobile based technologies should not be used by staff or volunteers to engage with the vulnerable adults that ICM supports unless this is a specific requirement of their role and has been approved by their line Manager in advance. For example, staff

and volunteers should not invite a vulnerable adult supported by ICM to become 'friends' with them on facebook unless it is an ICM facebook account. Staff and volunteers should also take care to protect their personal privacy online in order to maintain a safe and appropriate distance from the beneficiaries ICM supports.

#### **18) Practices never to be sanctioned**

- Allowing or engaging in any form of inappropriate touching.
- Using sexually suggestive comments, even in fun.
- Allowing allegations made by a vulnerable adult to be unrecorded, not acted upon or not referred on, where appropriate.
- Sharing material of a sexually suggestive, offensive or pornographic nature with staff, volunteers or beneficiaries.
- Doing things of a personal nature when the vulnerable adult can do it for themselves.
- Administering medication unless trained and approved to do so.
- Visiting vulnerable adults in their homes except in clearly agreed circumstances which have been approved by Inspire Suffolk Safeguarding Coordinator and are in line with the Inspire Suffolk Lone Working Policy guidelines.

#### **19) Prevention and Intervention**

##### **Inspire Suffolk should ensure that:**

- Staff and volunteers working with vulnerable adults have an awareness of the indicators of abuse and/or neglect and know how and when to take action.
- Inspire Suffolk implements procedures to safeguard vulnerable adults and their wellbeing and to protect them from abuse as far as we are able and within our responsibilities as an education provider.
- Recruit, train and manage our employees and volunteers to use best practice in the protection of vulnerable adults from abuse, and themselves from false allegations.
- A response to allegations is managed appropriately with full investigation and, if appropriate, implements actions through Adult Services.
- Inspire Suffolk staff are not to be exposed to a physical risk of their personal welfare or safety, or risk that may jeopardise their professional integrity

## **WORK EXPERIENCE**

In line with the Education Act 1996, we believe in providing young people with learning opportunities which aim to equip them for adult life. The organisation strives to introduce young people to a range of teaching and learning opportunities, which offers them practical experience in many aspects of life. For many young people,

active learning is the key to motivation and has an impact on other aspects of their life.

This procedure sets out Inspire Suffolk's commitment to safeguarding young people when undertaking a work experience/placement as part of their programme of study.

## **Scope**

The procedure applies to all learners under the age of 18 undertaking work experience/placements within Inspire Suffolk.

It does not apply to day release courses or employed status apprenticeships.

As such the procedure applies if:

- The work experience lasts up to 10 days as a block placement;
- The placement last for more than 10 days;
- There is substantial isolated supervision;
- The student is judged to be vulnerable.

## **Procedure for determining suitability of a placement**

No work experience/placement of any duration should proceed unless there has been proper consideration of child protection matters in the assessment of the suitability of the placement and there has been sufficient preparation of the learner to avoid situations where they are vulnerable and to be able to respond appropriately if they have concerns.

All members of staff arranging work experience/placements will have undertaken child protection training. When arranging a work experience/placement the member of staff will determine whether additional safeguards are necessary, arrange for DBS checks if needed, advise staff and brief supervisors and students.

Placement providers will be required to endorse Inspire Suffolk's Statement of Principles and provide a copy of their risk assessment in line with their policies and procedures.

A central record must be kept of all placements as well as risk assessments.

## **Disclosure and Barring Service Checks**

Placement organisers are required to make a judgement in each case as to whether a DBS check is required.

People are eligible for a disclosure if 'they are in a position the normal duties of which include regularly caring for, training, supervising or being in sole charge of a child'. In practice this would mean that if there is a workplace supervisor who has designated responsibility for the learner and who has contact with them on the days in which they are at the placement the criteria for a disclosure will have been met.

If there is a placement organiser with general oversight of learners but does not have regular contact with them or the student moves around several departments and is supervised by a number of people, then there may be no single person who meets the criteria and a DBS disclosure would not be appropriate.

The rationale behind any decision not to have a DBS disclosure should be recorded on the current Workplace Assessment Checklist.

- The DBS disclosure will be submitted for a check at the enhanced level and as placement supervisors are classed as volunteers the disclosures are free of charge.

## **Child Protection Statement of Principles for Work Experience/Placement Providers**

### **General Introduction**

For adults working with young people it is important to feel confident in the relationship but at the same time be aware of potential problems that may arise. The following statement of principles has been written to help employers provide a secure and productive work experience placement for students and employers alike.

### **Supervision**

Good supervision is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a young person should be confident in dealing with young people, be mature, yet capable of putting them at ease.

### **Behaviour and relationships**

It is important that young people are reassured and helped to feel comfortable and confident in their new surroundings. However, relationships should remain professional and avoid becoming too familiar. Never permit 'horseplay' which may cause embarrassment or fear.

### **Environment**

Where possible, avoid being alone in an isolated or closed environment with a young person. If one-to-one contact is used (i.e. review meetings) either do this in a public area or in a room with the door open so you are visible from outside.

### **Physical contact**

There may be occasions when you need to touch a young person (i.e. guiding a hand or arm) during the course of a task or whilst training to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

### **Travel**

Ensure that there is a known destination and check in time with a third party when a young person is travelling alone with an adult during the placement. It is a good idea to make available a mobile phone in the event of a break down or emergency.

### **Disqualification**

You are reminded that you are required by law to protect children from harm and that employees are required under the Criminal Justice and Court Services Act to declare that they are disqualified from working with children.

### **Referral If Concerns about Child Protection are Disclosed by the Student:**

Occasionally young people may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. If such a situation

arises, the employee should speak to the student's Placement Supervisor, a Manager or a Senior Colleague who must contact the Charity's Designated Safeguarding Lead.

## **Risk Assessments**

The law requires employers to carry out an assessment of the risks to the health and safety of children and young persons before they start work to take account of their lack of experience, lack of workplace awareness, lack of physical strength or lack of height.

A 'young person' is anyone who has not reached the age of 18 and a 'child' is anyone of compulsory school age.

A company can employ a 'young person' but work duties will be subject to the schedule of prohibited and permitted tasks in the personal assessment. (APPENDIX 4). A company will not employ a 'child' unless accepted on a formal work experience placement form from a school or college. Work duties will be subject to a schedule of prohibited and permitted tasks.

### **The Executive Team is responsible for:**

- Ensuring the organisations policy and procedures in respect of the employment of children and young people is implemented in each site under their control.

### **The relevant Senior Management member is responsible for:**

- Completing the Children and Young Persons' Workplace Risk Assessment in Appendix 4. Having regard to prohibited and permitted tasks as well as the age restrictions detailed in applicable task/ activity-specific risk assessments.
- Sending the completed risk assessment to the parent or legal guardian of any 'child' of compulsory school age and inviting them to discuss any concerns with them.
- Liaising with the school, college or Education Authority, as necessary, in respect of a work experience placement. This may include reporting to them any accidents or incidents that the 'child' may have had or been involved in.
- Ensuring that adequate induction training and ongoing instruction, supervision and training are provided whilst the young person or child on a work placement is working under their management control.
- Referring queries in individual cases on prohibited and permitted tasks to the appropriate person.

### **The child/ young person is responsible for:**

- Carrying out only those tasks agreed with the Departmental Manager and detailed on their Child and Young Persons' Workplace Risk Assessment. (Appendix 4).
- Attending any required training sessions and following the instructions given in carrying out their work tasks.
- Wearing any required personal protective equipment.
- Reporting any incidents that they may have or may witness immediately to their line manager.



Safeguarding Lead – Emily Carter  
Deputy Safeguarding Lead – Adam Todd

### Safeguarding Concern Form

USE BLOCK LETTERS WHEN FILLING OUT THIS FORM.

1. Programme	
2. Date of report	

#### 3. Details of child/ young person

First Name		Surname	
Gender		Date of Birth	Age
Address		Mobile	
		Landline	
		Ethnicity	
		Language	
		Additional needs?	
Postcode			

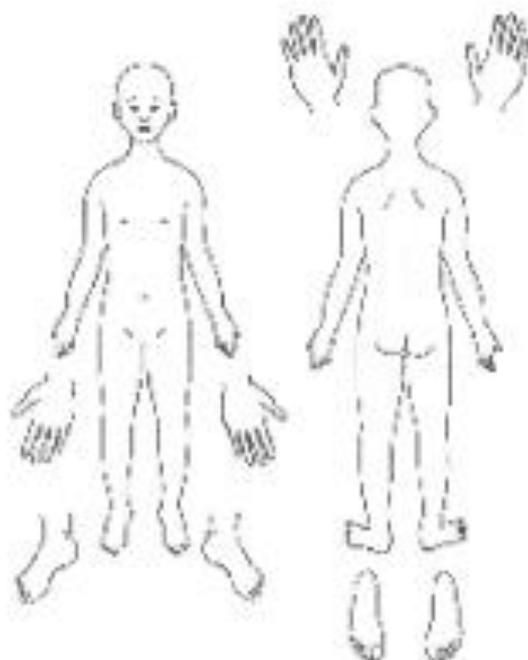
#### 4. Details of concern

Please complete the following section with as much detail about the specific concern or allegation as possible. Include dates, times, incident details and names of anyone who may have observed any incident. Please attach additional sheets, if necessary.

Dates:	Times:

5. Was there an injury?	Yes	No
5a. Did you see it?	Yes	No
5b. Describe the injury:		
Please now complete the body plan on the back to show where the injury is.		

6. Body map



6. Was anyone else with you?	Yes	No
6a. Who?	6b. Their role	
7. Where were you?		

8. Has this happened before?	Yes	No
8a. Did you report the previous incident?	Yes	No
8b. To who?	Date:	

9. Your details (personal making the referral)

Full name	Role
Signature	Date & Time

SL / DSL use only:

Date and time received		
Summary of action taken:		
Referred to:	Recorded on log?	Case closed?
Follow up:		

# Levels of Incidents - Level 1

## Safeguarding

### Reporting examples (not limited to)

- Any non-recent or already externally referred safeguarding cases
- Psychological issues that occur during the programme or on-site, including minor self harm and eating disorders that do not represent an immediate risk to safety
- Behavioural issues or anti-social behaviour not resulting in people being taken off programme or removed from site.
- Low level peer on peer child on child abuse.



### Your responsibility...

- Ensure Risk Management Plans are created should a young person require additional support
- Complete a Safeguarding Concern Form and return to the Safeguarding Team within 24 hours.

### Our commitment to you...

- Safeguarding team will log the incident
- Provide feedback should internal changes be made.

## Health & Safety

### Reporting examples (not limited to)

- An incident that does not require the attendance of police or other external agencies
- Minor incident on-site or on programme of person or staff member that does not require first aid or a follow-up
- A minor near miss incident



### Your responsibility...

- Report/contact Centre Operational Manager for advice during working hours.
- Complete an Incident Report Form which can be found here U:\HEALTH AND SAFETY\ACCIDENT AND INCIDENT REPORTS This must be typed up and returned to the Admin team within 48 hours.

### Our commitment to you...

- Admin team will log the incident
- Provide feedback should internal changes be made.

# Levels of Incidents - Level 2

## Safeguarding

### Reporting examples (not limited to)

- An externally referred safeguarding case where another incident on programme can be linked
- Sexual allegation against another person
- Psychological issues that occur during the programme or site, including minor self harm and eating disorders that need external medical attention
- Behavioural issues or anti-social behaviour resulting in people being taken off programme, removed from site and/or police being contacted
- Substance misuse on programme or on-site
- Safeguarding disclosure where the person is not at immediate risk



### Your responsibility...

- All Level 1 responsibilities
- Contact the safeguarding team for advice during working hours.

### Our commitment to you...

- Safeguarding team will log the incident
- Provide feedback should internal changes be made.

## Health & Safety

### Reporting examples (not limited to)

- Minor incident on-site or on programme of person, staff member or group that does require first aid
- An incident that requires a follow up if Inspire Suffolk are at fault
- Minor theft or damage of property



### Your responsibility...

- All Level 1 responsibilities

### Our commitment to you...

- Admin team will log the incident
- Provide feedback should internal changes be made.

# Levels of Incidents - Level 3

## Safeguarding

### Reporting examples (not limited to)

- Safeguarding allegations against another person where there has been or there is an immediate risk to harm
- Missing person from residential or holiday club
- Substance misuse on programme which requires removal of person
- Safeguarding disclosure where the person could be at a high risk once they leave programme or site
- Psychological issues that occur during the programme, including more serious self harm that needs external medical attention
- Concerns of a person on programme or on-site being groomed
- Concerns of a young person being radicalised



### Your responsibility...

- Contact the safeguarding team for advice immediately
- Complete a Safeguarding Report Form and return to the team within 1 hour

### Our commitment to you...

- Safeguarding team will log the incident and consult with the Executive Team
- Provide feedback should internal changes be made.
- We may report to an external agency, and, or report under the Serious Incident Reporting regime to the Charity Commission\*
- Inspire Suffolk goes into Low Level Lock-down\*

\* Senior Leaders to make that decision

## Health & Safety

### Reporting examples (not limited to)

- Incident with physical injury which requires external medical attention
- Group of people involved in an incident that requires external medical attention
- Major theft or damage to the property
- Flood or loss of power resulting in a limited access to whole building
- Breach of data that is not the fault of Inspire Suffolk Staff but is still our responsibility as a data processor or controller



### Your responsibility...

- Notify the Centre Operations Manager and/ or 999 immediately
- Staff to type up an incident report and return to admin team within 24 hours. Form can be found here: U:\HEALTH AND SAFETY\ACCIDENT AND INCIDENT REPORTS

### Our commitment to you...

- Admin team will log the incident
- Provide feedback should internal changes be made.
- We may report to an external agency, including the possibility of the Local Charity Commissioners.
- Inspire Suffolk goes into Low Level Lock-down\*

# Levels of Incidents - Level 4

## Safeguarding

### Reporting examples (not limited to)

- Young person or person on site has possession of offensive weapons including knives
- Safeguarding allegations against a member of staff
- Incidents that may draw external attention in a negative way
- Missing young person for 2 or more hours
- Distribution and supply of drugs
- Sexual or other serious assault on programme or on-site
- Person makes a radical threat of terror or violence



### Your responsibility...

- Contact 999\*\*
- Contact the Safeguarding Lead immediately
- Complete a Safeguarding Concern Form and return to the Safeguarding Lead

### Our commitment to you...

- Safeguarding Lead will log the incident and work with the Executive Team and Marketing to devise an action plan
- Safeguarding Lead will report to an external agency
- Trustee's will be informed and/ or the LCC
- Provide feedback should internal changes be made.
- Inspire Suffolk goes into Full Lock-down\*

## Health & Safety

### Reporting examples (not limited to)

- Major injury which requires immediate external medical attention
- Building collapse or fire
- Breach of data as a fault of Inspire Suffolk staff as the data processor or controller
- Occurrence that critically affects the charity and poses risk to some or all of the operations.
- Severe failing of processes or systems that could have lead to the incident



### Your responsibility...

- 999 and Centre Operational Manager to be informed immediately

### Our commitment to you...

- Centre Operational Manager will log the incident and work with the Executive Team and Marketing to devise an action plan
- Trustee's will be informed and/ or the LCC
- Provide feedback should internal changes be made.
- Inspire Suffolk goes into Full Lock-down\*

\* Senior Leaders to make that decision

\*\* Only if people are at an immediate risk

<b>CHILD OR YOUNG PERSON'S RISK MANAGEMENT PLAN</b>				
<b>IDENTIFIED YOUNG PERSON:</b>				
<b>PROGRAMME:</b>				
<b>DATE OF COMPLETION:</b>				
<b>IDENTIFIED RISK:</b>		<i>For example, general violence / self-harm etc.</i>		
<b>RELEVANT RISK FACTORS:</b>		<i>Identify where the risk may be relevant whilst on programme.</i>		
<b>LEVEL OF RISK:</b>		<i>(Low, Medium, High) State level based on the likelihood of behaviour occurring; the imminence of the behaviour; the impact of the behaviour, potential victims, risk situations/scenarios</i>		
<b>Risk Management Activity</b>	<b>Priority (High/Medium/Low)</b>	<b>Preventative Strategies</b>	<b>Time-Scale (Point of Programme)</b>	<b>Response Agency Support Identified</b>
<b>Monitoring:</b>		<i>Any area's you need to monitor? Does this young person have any triggers?</i>		
<b>Supervision:</b>		<i>What activities will this young person need supervision on? Does it need to be staff supervision, or can it be a peer?</i>		
<b>Intervention:</b>		<i>What actions will be taken if the identified risk is happening/ has happened? What actions could be put in place to intervene the identified risks happening?</i>		<i>Who might be called to support that young person?</i>
<b>Victim Safety Planning:</b>		<i>What actions will be put in place to support the young person's safety? Does the young person have any coping strategies already in place? Do you have ideas that the young person could use as a coping strategy?</i>		<i>NOK:</i>

**For any young person identified as 'High Risk' when engaging in Inspire Suffolk's programmes, a copy of this form must be shared with Lead Safeguarding Staff at Inspire Suffolk for guidance, support and final sign off.**

**Programme Lead Name:** .....

**Programme Lead Signature:** .....

**Date:** .....

**Safeguarding Officer Name:** .....

**Safeguarding Officer Signature:** .....

**Date:** .....



**CHILDREN & YOUNG PERSONS  
PROHIBITED AND PERMITTED TASKS**

Name of Child / Young Person:

Date this Assessment was Completed:  
Date of Birth: ...../...../.....

*List below the tasks they will be expected to perform as part of their daily routine and those tasks that they are prohibited from performing. Take into account any age restrictions detailed in applicable task/activity-specific risk assessments. Provide suitable training for each of these tasks. Record the details below and ask the Child or Young Person to countersign in the spaces provided:*

Prohibited Tasks/Activities		Signature of Child/Young Person
1	Lone Working	I understand that during my employment/work experience placement I am not permitted to carry out these tasks/activities.
2	Registration of children or completion of any legal documentation.	
3	Have sole responsibility for the supervision of any child/group of children.	
4	Use of electronic devices (mobile phones) during coaching/teaching activities.	
5		Signed:
6		

	Permitted Tasks/Activities (Following training and under appropriate supervision)	Date Training Completed	Signature of Child/Young Person
1	Assisting Lead Coach/Teaching staff during practical sessions		I understand that I can only carry out these tasks/activities once I have received training and when under appropriate supervision.
2	Support the delivery of activities set out in session plans by lead coach/teaching staff.		
3			Signed:
4			
5			
6			



Date of completion:  
 Review Date:  
 Assessor:

**EXAMPLE Risk Assessment – Children and Young Persons Workplace Risk Assessment**

<b>Activity:</b> Work Placement
<b>Persons at Risk:</b> – Work Placement Student
<b>General Environment:</b> School Setting
<b>Other Relevant Risk Assessments:</b> NA

<b>CRITERIA FOR ESTIMATING RISKS</b> (Hazard x Probability)	<b>LOW HAZARD</b> – Slightly harmful Less serious injuries could arise (e.g. injuries may not necessitate time off work or may involve time off for up to 3 days).	<b>MEDIUM HAZARD</b> – More harmful Serious injury or ill health is likely to occur (e.g. people may be off work for more than 3 days as a result but not hospitalised).	<b>HIGH HAZARD</b> – Very harmful Death, major injury or serious illness is likely to occur.
<b>LOW PROBABILITY</b> – Unlikely	<b>LOW RISK</b> (Trivial)	<b>LOW RISK</b> (Acceptable)	<b>MEDIUM RISK</b> (Moderate)
<b>MEDIUM PROBABILITY</b> – Likely/Possible	<b>LOW RISK</b> (Acceptable)	<b>MEDIUM RISK</b> (Moderate)	<b>HIGH RISK</b> (Substantial)
<b>HIGH PROBABILITY</b> – Most likely	<b>MEDIUM RISK</b> (Moderate)	<b>HIGH RISK</b> (Substantial)	<b>VERY HIGH RISK</b> (Intolerable)

*\*The risk remaining after control measures (high, medium or low) must be noted in the RRR column (Residual Risk Rating).*

Item No	Description/Activity (Permitted Tasks)	Hazard and Resulting Risk	Risk (H-M-L)	Control Measures	In place? (Y/N)	RRR	Further Action Required (Y/N)	What action and who is responsible
1.	Physical – Slips, Trips and Falls.	Potential slips, trips and falls in physical activity environment.	L	Make sure all equipment is laid out correctly and stored safely on completion of activity.	Y	L	N	NA

**APPENDIX 4**

2.	Lone Working	Being left alone with individuals or groups of children. Safeguarding risk to staff member and children if not supervised suitably.	L	Ensure work placement student is supervised at all times and works alongside lead coaches/teaching staff.	Y	M	Y	Lead coaches/teaching staff briefed on supervision requirements prior to placements.
3.	Physical Injury	Physical injury from moving PE equipment.	L	Lead coaches to give clear instructions for setting up equipment.	Y	L	N	
4.	Safeguarding	Correct reporting of safeguarding disclosure.	L	Student to be made aware of safeguarding policy and given access to school policy and reporting procedures.	Y	L	Y	Inspire to show safeguarding policy during work placement induction and school to give access to own policies on first visit. Lead coaches/teaching staff to re-inforce process.

**Signature of Assessor:**

**Job Title:**

**Print Name:**

**Date:**

**Authorised Signature:**

**Job Title:**

**Print Name:**

**Date:**