



PART OF **nocn** GROUP

A large, dark blue, glossy sphere with a white highlight at the top, casting a soft shadow below it. The text is centered on the sphere.

**Safeguarding
Children &
Vulnerable
Adults Policy**



Safeguarding Children & Vulnerable Adults

Policy and Procedure

1. Statement of Intent

1.1 **NOCN's** believes that it is unacceptable for a child, young person or vulnerable adult to experience abuse of any kind and recognises its responsibility to safeguard the welfare of children within our training environments and those who encounter our organisation.

1.2 We recognise that:

- The welfare of the person is paramount
- All people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- Working in partnership with young people/ vulnerable adult, their parents, carers and other agencies is essential in promoting young people's welfare.

1.3 The purpose of the policy is:

- To provide protection for the young people/ vulnerable adults who come into contact with NOCN
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a young person/ vulnerable adult may be at risk of, or experiencing, harm.

1.4

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures for staff and volunteers
- Recruiting staff and volunteers safely ensuring all necessary checks are made
- Sharing information regarding child protection and good practice with young people, parents, employers, staff and volunteers
- Sharing information regarding concerns with agencies that need to know and involving parents, young people and vulnerable adults appropriately
- Providing effective management for staff and volunteers through supervision support and training
- Training staff on the 'Prevent Duty' including 'Channel General Awareness' and 'British Values'.

2. Definitions

2.1 A Child or Young Person

The legislation specifically refers to any person under the age of 18 years.

2.2 Vulnerable Adults

A vulnerable adult is defined by the Safeguarding Vulnerable Groups Act 2006 as a person who is 18 years or over and who may be in need of community care services for reasons of mental or other disability, age or illness. It is a person who is unable to take care of themselves or to protect themselves from significant harm or serious exploitation

2.3 A vulnerable adult may be a person who:

- Has a physical or sensory disability

- Is physically frail or has a chronic illness
- Has a mental illness or dementia
- Has a learning disability
- Is old and frail
- Misuses drugs and/or alcohol
- Living in sheltered housing or care home
- Exhibits challenging behaviour
- Detained in custody
- Receiving payment from local authority
- Receiving healthcare

2.4 A person's vulnerability will depend on their circumstances and environment, and each case must be considered individually.

2.5 NOTE:

A person is not classed as a vulnerable adult just because of any learning difficulty or disability. They will be defined as vulnerable adult when they receive health, social care or other services, or activities specifically for those with learning difficulties and /or disabilities.

2.6 Significant Harm

Significant harm is the threshold that provides for the intervention by other agencies.

2.7 British Values

British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs". NOCN are expected to encourage learners to respect other people with regard to the protected characteristics set out in the Equality Act 2010.

2.8 Extremism

The government has defined extremism in the Prevent Duty as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces.

Values	Principles or standards of behaviours; one's judgement of what is important in life
Terrorism	Terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause
Radicalisation	The process by which a person comes to support terrorism and forms of extremism leading to terrorism
Ideology	An ideology is a set of beliefs
Citizen	A legally recognised subject or national of a state or commonwealth, either native or naturalised
Citizen Education	Enables people to learn about their rights and responsibilities and to understand how society works. It prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to play an active part in the democratic process, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning
Religion	Religion can be explained as a set of beliefs concerning the cause, nature and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs
Belief	Indicates an acceptance that something exists or is true especially one without proof, and represents trust, faith or confidence in someone or something

Faith

Indicates strong belief in the doctrines of a religion, based on spiritual conviction rather than proof

Democracy

The term democracy is a Greek word which means 'Government by the people' and it entitles citizens of the UK (minus a few exceptions) to have the right to vote if you are aged 18 or over

3. Introduction

3.1 This policy sets out the arrangements that NOCN has put in place to safeguard children (i.e. young people under 18 years old) and vulnerable adults within our learning environments. NOCN's approach reflects the legislative context and takes account of relevant guidance and good practice relating to the educational sector. Detailed definitions and indicators of abuse in this context are set out in Appendix A.

3.2 The following issues and activities are within the scope of this policy:

- Every Child Matters activities involving children
- Work placements involving learners under the age of 18
- The training of learners under the age of 18
- The employment of staff
- Prevent and Channel Awareness and promoting of British values.

3.3 **NOCN's** policy is supported by a series of operating procedures relating to the above activities. The named person with responsibility for this policy and for its regular review is **Thomas Burton, Director of Apprenticeships**. A number of **NOCN's** employees are available to act as contact points in case of any query. Details are set out in Appendix B.

3.4 The procedure and documentation for reporting any concerns relating to safeguarding children are set out in Appendices C and D.

4. Placement involving young people/ vulnerable adults

4.1 The recommended approach is that the assessor ensures placement staff and learners are not compromised by permitting learners on work placement to work closely on a 1:1 basis with a single member of staff. The agreed position is that learners will work within a team placement thus minimising the risk of the learner working too closely with one individual or alternatively working unsupervised. If there are specific concerns relating to a set of circumstances (e.g. where there may be substantial unsupervised access by a member of staff to a child under 18) then this must be raised with the **NOCN's** Safeguarding Officer **Thomas Burton, Director of Apprenticeships**) at the earliest opportunity in order that a risk assessment may be undertaken. This will allow the necessary checks and balances to be put in place to minimise the risks to all parties.

4.2 Registration of Apprentices

4.2.1 **NOCN's** welcomes apprentices under the age of 18, 18+ or vulnerable adults who can demonstrate that they are able to meet the initial assessment requirements for the standard they have chosen, and who will benefit from the social and learning environment which **NOCN's** provides.

4.3 Activities in Assessment Centres

4.3.1 End Point Assessment carried out by End Point Assessors –Enhanced DBS checks, are required on all End Point Assessment staff used in our EPA delivery. The **NOCN** Assessment team are, responsible for the operational procedures of gaining these checks.

4.4 Staff employment issues

4.4.1 **NOCN's** is a responsible employer and ensures that it engages staff in a way that is compliant with the relevant legislation, and that which exempts people with specific convictions from applying for or indeed holding a particular job role where there is an acknowledged risk associated with access to children or vulnerable adults. As a direct consequence, all vacant positions within the company are routinely reviewed and a consideration of the risks undertaken. Offers of End Point Assessor employment is subject to a DBS checks and are conditional with the individual meeting the required standard, and failure to do that would result in an immediate withdrawal of the offer of employment. Failure to disclose or the provision of a false statement of disclosure by a potential employee may result in disciplinary action with a potential sanction up to and including (instant) dismissal of the employee. All DBS disclosures are risk assessed against the job role on an individual basis. All information regarding DBS checks will be kept confidential in the Single Central Record File, in line with Data Protection Act.

4.4.2 In the event of a **NOCN's** employee having suspicions regarding the contact of another employee or individual engaged on **NOCN's** business with a child/children or vulnerable adult, then at their earliest opportunity they should report this to their line manager and the safeguarding contact. This is in order that any potential risks can be minimised with immediate effect and allow an investigation into the allegations to take place.

5. APPENDIX A DEFINITIONS AND INDICATORS OF ABUSE (Extracted from the NSPCC 'First Check' publication)

5.1 What is abuse and neglect?

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from *Working Together to Safeguard Children* (HM Government 2005 and National Assembly for Wales 2000); *Protecting Children – A Shared Responsibility* (Scottish Executive 1998). *Co-operating to Safeguard Children* (NI 2002) and the *Regional ACPC Policies and Procedures* (2005) have slightly different definitions.

5.2 Definitions of Abuse

1. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

2. Emotional abuse

Emotional abuse is the persistent emotional ill – treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as

overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in **all** other types of ill-treatment or abuse, though it may occur alone.

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Boys and Girls can be sexually abused by males and/or females, by adults and by other young people. This covers people from all walks of life.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time.

These four definitions do not minimise other forms of harm.

5. Other forms of harm

Chapter 11 of Working Together to Safeguard Children (HM Government March 2010) and other inter-agency guidance draws attention to other sources of stress or harm for children and families, such as social exclusion, domestic violence, the untreated mental illness of a parent or carer, or drug or alcohol misuse.

All these areas may have a negative impact on a child's health and development and may be noticed by someone caring for a child. If it is felt that a child's well-being is adversely affected by any of these circumstances, the same procedure for reporting concerns should be followed.

For example, children who are involved in prostitution and other forms of commercial sexual exploitation should also be treated primarily as victims of abuse and their circumstances require careful assessment by the statutory agencies.

6. Recognising abuse

Recognising abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about child's welfare or safety.

The following information is not designed to turn you into an expert, but it will help you to be more alert to the possible signs of abuse.

5.3 Indicators of Abuse

1. Physical abuse

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained, or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical abuse include:

- Bruising in children who are not independently mobile
- Bruising in babies
- Bruises that are seen away from bony prominences
- Bruises to the face, back, stomach, arms, buttocks, ears and hands
- Multiple bruises in clusters/ multiple bruises of a uniform shape
- Bruises that carry the imprint of an implement used, hand marks or fingertips
- Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:

- Cigarette burns
- Adult bite marks
- Broken bones
- Scalds.

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

2. Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from their parents' care
- Sudden speech disorders
- Developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- Neurotic behaviour, e.g. sulking, hair twisting, rocking

- Being unable to play
- Fear of making mistakes
- Self-harm
- Fear of parent being approached regarding their behaviour.

3. Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas
- Bruising or bleeding near the genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains/ discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as anorexia or over-eating
- Self-harm or mutilation, sometimes leading to attempted suicide
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having an unexplained source of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

4. Neglect

Neglect can be a difficult form of abuse to recognise yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from others
- Constantly dirty or smelly
- Loss of weight, or constantly being underweight
- Inappropriate dress for the condition.

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time

- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning their being left alone or unsupervised.

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family. Other possible explanations may be relationship problems between their parents/carers etc.

Appendix B – Contact points

All staff working at **NOCN** have undergone basic safeguarding training.

Safeguarding Officer – Thomas Burton

Safeguarding contact: office – 0114 399 5321, mobile – 0753 886 6348

Email – thomas.burton@nocn.org.uk

Email – leonie.thompson@nocn.org.uk office – 0114 399 5335

6. APPENDIX B – RESPONDING TO A DISCLOSURE/ALLEGATION OF ABUSE

6.1 In all cases where there are allegations of abuse, it is vital that these are dealt with fairly quickly and consistently. If you encounter a safeguarding incident you should follow these basic guidelines, which are based on material produced by the NSPCC.

- Stay calm
- Listen carefully to what is said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow the child to continue at her/his own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
 - Tell them that you will be speaking to the Safeguarding Contact person (**Thomas Burton**) who is responsible for their protection, and that they may contact the relevant Safeguarding Children Board if we feel it is necessary
 - Explain to the learner that the Safeguarding Children Board will advise us as to what we should do next
- Record in writing what was said using the learner's own words as soon as possible. Note the date, time and names mentioned, to whom the information was given and ensure that the record is signed and dated
 - Use the Safeguarding Concern Form and the Safeguarding Concern Log for reporting any issues of concerns or abuse
- Contact the Safeguarding Contact Person (**Thomas Burton/Leonie Bowns**) as detailed above for further advice and for onward referral as required
- **DO NOT** talk to other people about the incident
 - Others should only be made aware of this on a 'needs to know' basis.

6.2 There are four main strands to be considered:

- An investigation of a possible criminal offence by the police

- Involvement of local police channel coordinator and local prevent leads concerning radicalisation and extremism concerns
- Involvement of social services

- Investigation by **NOCN's** and/or an employer and consideration of any disciplinary action on staff or learners.

6.3 Information Sharing

6.3.1 **NOCN's** is committed to sharing information for the purposes of safeguarding and promoting the welfare of children and young people in line with Working Together (2013) and with respect for The Data Protection Act (1998). Any decision to break confidentiality should always be preceded by informing the learner of what is about to happen and the reason for the decision.

6.3.2 There will be no breach of confidence if the person to whom a duty of confidence is owed consents to the disclosure.

6.3.3 Staff should seek the consent from the learner if considering sharing information with other agencies. It is therefore essential that members of staff understand what is meant by the above and for that reason do not promise absolute confidentiality to the learner.

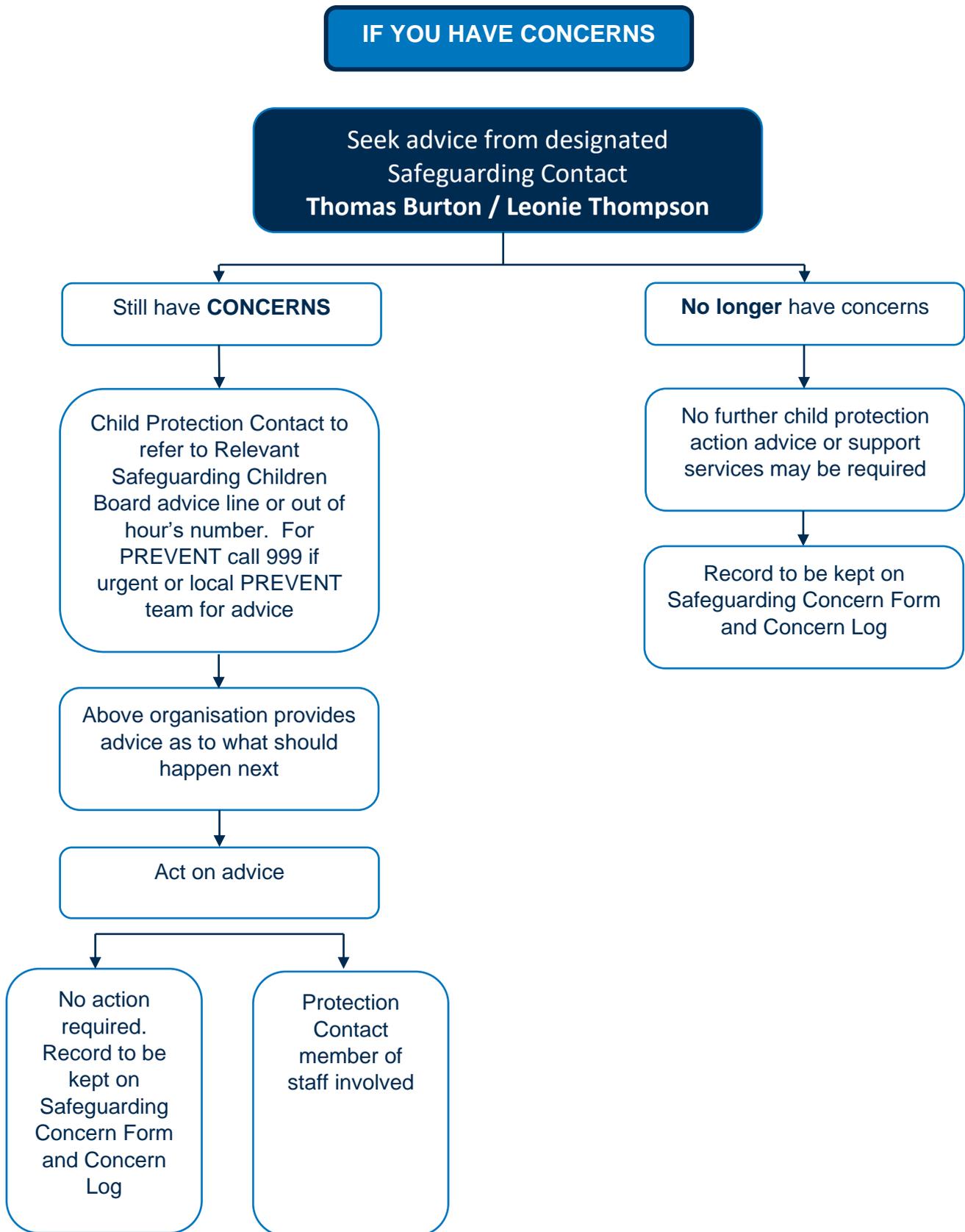
6.4 Confidentiality Statement

6.4.1 **NOCN's** will operate on the premise that all information imparted to a member of staff will be treated in confidence. Confidentiality is a key issue in the lives of apprentices/colleagues. They may trust a member of staff with issues of a personal nature and wherever possible their confidences should be respected. Staff must become familiar with **NOCN's** confidentiality guidelines.

6.4.2 Staff must not make promises on confidentiality they may be unable to keep.

6.4.3 Furthermore, staff should always make a apprentice/colleague fully aware of any situation where confidentiality must not be maintained as in a case of child and vulnerable adult protection. apprentice/colleagues may disclose information that is difficult for the member of staff to deal with without further advice/support. In this case the learner/colleague should be told that the situation will be discussed with another colleague with a specialty in that area, but confidentiality will be maintained if possible.

7. APPENDIX C – INCIDENT REPORTING PROCEDURE (SAFEGUARDING/PREVENT)



8. APPENDIX D – LOCAL AUTHORITY CHILD PROTECTION CONTACT DETAILS SAFEGUARDING

Sheffield Safeguarding Children Partnership (SCSP) - contacted on 0114 273 4450, email scsp@sheffield.gov.uk

Barnsley Safeguarding Children Partnership - contacted on 01226 772 423,

North Yorkshire Safeguarding Children Partnership - contacted on 01609 535123, email nyscp@northyorks.gov.uk

Wakefield District Safeguarding Children Partnership - contacted on 0345 8 503 503, email social_care_direct_children@wakefield.gov.uk

Kirklees Safeguarding Children Partnership 01484 414 960 or 01484 456848

Calderdale Safeguarding Children Partnership – contacted on 01422 393336 or Out of Hours 01422 288000

Rotherham Safeguarding Children Partnership (RSCP) - contacted on 01709 336080, email CYPSSafeguardingBoard@rotherham.gov.uk

Leeds Safeguarding Children Partnership - contacted on 0113 3786018, email lscp.info@leeds.gov.uk

Dartford Safeguarding Children Board – contacted on 0300 041 1111

City of York Safeguarding Children Partnership - contacted on 01904 551900, email CYSCP@york.gov.uk

IF you have an apprentice in a local authority area not listed please contact **Thomas Burton / Leonie Thompson**

Other useful telephone numbers:

CHILDLINE Helpline 0800 1111 – www.childline.org.uk

NSPCC Helpline 0808 800 5000 – www.nspcc.org.uk

CONTACT DETAILS PREVENT/CHANNEL

South Yorkshire Police Prevent Team – 0800 789321
Greater Manchester Prevent Team –0161 8566345



NOCN Group Acero Building 1 Concourse Way Sheaf Street Sheffield S1 2BJ
Tel. 0300 999 1177 Email: endpointassessment@nocn.org.uk Web: www.nocn.org.uk