

LANCASTER TRAINING SERVICES LTD

SAFEGUARDING POLICY

VULNERABLE PERSONS

Child Protection & Vulnerable Adults Policy, Procedure, Guidance and Prevent Strategy



1. POLICY

1.1 Policy Statement

- i. This policy sets out Lancaster Training Services (LTS) commitment for safeguarding the welfare and preventing abuse of all children and vulnerable adults involved in its courses and to prevent extremism and radicalisation.
- ii. The purpose of these policies and procedures is to ensure that the rights of children and vulnerable adults are protected whilst involved in activities at LTS, and any concerns raised will be dealt with, appropriately.
- iii. Every person has the right to live in safety and to be free from abuse or fear of abuse from others.
- iv. Every person has the right to live an independent life based on personal choice.
- v. The abuse of an individual is a clear infringement of these basic human rights, as are certain forms of discrimination based on race, culture, gender, age, disability or sexual orientation.

1.2 LTS' commitment

The Safeguarding of children and vulnerable adults on our programmes is the informed responsibility of all staff, board members, trustees, subcontractors etc. It is our aim to actively make the learning environment safe and secure for all.

LTS follow the **5 R's** guidelines:-

- i. **Recognition** – the ability to recognise behaviour that may indicate abuse. Whether the abuse occurs on LTS premises, in the home, in the workplace, or in any other setting in which the learner may find themselves, staff will be trained so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.
- ii. **Response** – staff will respond to any allegation and understand that it is not appropriate to lead or probe learners with questions. Learners must be reassured that they have done the right thing in reporting their concerns and that we will do everything we possibly can to help.
- iii. **Reporting** – any concerns must be reported to the Designated Safeguarding Lead. Key personnel are identified within LTS and have full training on how to deal with any allegation.
- iv. **Recording** – any allegation will be recorded including full details of what the learner said and any observations noted.
- v. **Referral** – The Designated Safeguarding Lead will investigate any allegations and gather enough information to make a referral, if appropriate, by talking to the appropriate people inside or outside the organisation, and make the decision what action to take: i.e. whether to monitor and record the concern, or to refer it on.

All allegations of abuse will be taken seriously and fully investigated, and appropriate action taken. LTS will review this policy annually or amend it immediately if a shortfall 'comes to light' whichever is most appropriate.

2 **Definitions**

Vulnerable adult

- i. Is a person who is aged 18 or over, **and** who **is, or may** be in need of, community care services because of frailty, learning or physical disability or mental health difficulty **and** who is or may be unable to take care themselves or take steps to protect themselves from significant harm or exploitation.

Harm

- ii. The Children Act 1989 introduced the concept of "significant harm". Within this concept "Harm" should be taken to include not only ill treatment, (including sexual abuse and forms of ill-treatment that are not physical) but also the impairment of, or allowing an avoidable deterioration in physical, or mental health, and also includes the impairment of either physical, emotional, social or behavioural development. See appendix 1 for more detailed definitions of "Harm"

Abuse

- iii. Is a violation of individual human and civil rights by any other person or persons.
- iv. This definition of abuse includes singular and repeated acts or mistakes. Abuse may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction, to which they had not consented, never could consent to, or whose consent was deemed invalid due to a real lack of understanding as to the issue they were consenting to. See appendix 1 for more detailed definitions of "Abuse"

Neglect

- v. Is failing to act appropriately whether intentionally or negligently, this could also be an act of omission where a duty of care exists and is not fulfilled.
- vi. Neglect may include ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational and leisure services, the withholding of the necessities of life such as; medication, adequate and appropriate nutrition, information, clothing, comfort, relationships, safety and environment. See appendix 1 for further guidance on signs of "Neglect"

Radicalisation

- vii. Is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism

- viii. Is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. (HM Government Prevent Strategy 2011)

3 **Designated Safeguarding Lead – Designated Safeguarding Lead (DSL)**

- i. Lancaster Training Services has a designated manager who is assigned to act upon any vulnerable adult, child protection, radicalisation or extremism concerns. This person is the Training Manager whom is responsible for coordinating action within LTS and liaising with other agencies.
- ii. The company also has a second designated person who can fulfil the obligations of the Training Manager should they not be available for any reason. This person is currently the Assistant Training Manager.

4 **Responding to an Allegation - Dealing with suspicions/concerns/incidents**

The procedures will vary slightly depending on whether the person involved is a child or an adult. However both the alleged abuser and the young person who is thought to be abused, have the right to confidentiality under the Data Protection Act 1998.

If a child makes a disclosure:

- i. Children & young persons who are in need or are in trouble always deserve someone who will:-
 - Listen
 - Not make judgments

- Not make false promises about keeping secrets when this is not possible
 - Not reject what they are saying as untrue.
 - Reassure them that their needs are being put first.
- ii. If you have concerns about the physical or emotional wellbeing of a child:-
- Talk to the child about the situation. Listen carefully to what is being said
 - Keep questions to a minimum, use to clarify what is being said
 - Tell the person what you are going to do next
 - Explain that you may have a legal obligation to pass the information on to protect both them and possibly other members of their family and or the public
 - Report the concerns to the Designated Safeguarding Lead as soon as possible so that a decision can be taken on whether the matter needs to be referred to any external agencies.
 - Record the concerns on the appropriate paperwork. (see appendix 3)
- iii. If a child makes an accusation against a member of staff:-
- Record the facts on the appropriate paperwork, (see appendix 3) ensuring that any witnesses sign and date the entry.
 - Report the accusation to the Designated Safeguarding Lead within 24hrs so that they can take the appropriate action, and involve external agencies if necessary.
- iv. If a member of staff believes another staff member is behaving inappropriately towards a child they must:-
- Record the facts on the appropriate paperwork, (see appendix 3) ensuring that any witnesses sign and date the entry.
 - Report the accusation to the Designated Safeguarding Lead within 24hrs so that they can take the appropriate action, and involve external agencies if necessary.

If an adult makes a disclosure:

- v. Unlike children (under 18) adults may choose to insist on confidentiality unless there are circumstances in which those wishes may be overridden. As a general rule you must respect the wishes of the adult, and act accordingly, however, vulnerable adults should **not** be *offered* or *promised* confidentiality by any staff member. It is important for staff to be able to share concerns and seek help from others at least within LTS and this must be explained to the student.
- vi. Where there is reasonable suspicion of abuse, and the adult has capacity to withhold consent and does not wish the information to be shared with external agencies, then LTS must offer all appropriate support within LTS.
- vii. If there is reason to believe a crime has been committed, seek the vulnerable adult's consent to inform the police.
- viii. If the adult gives consent then immediately refer the matter to the Designated Safeguarding Lead for discussion and action.
- ix. If the adult withholds consent to inform the police, this information should be passed on to the Designated Safeguarding Lead immediately for discussion as to whether the adult has capacity to withhold consent and for appropriate action to take place.
- x. Other staff may need to be involved to assist in monitoring concerns, gathering evidence or offering support.

These discussions are of course highly confidential and must be on a strictly professional and need to know basis only.

- xi. If a vulnerable adult makes an allegation against a staff member:
- The procedure is the same as any other allegation and must be investigated by the Designated Safeguarding Lead.
 - The allegation may be false or unfounded, but must be investigated in the normal manner by the Designated Safeguarding Lead.
 - The decision as to whether to involve external agencies, or deal with the matter utilising the LTS disciplinary procedure will be taken by the Designated Safeguarding Lead.
 - Any member of staff who has suspicions about any other member of staff who may be abusing adults must report their concerns to the Designated Safeguarding Lead.

5 Procedures in event of Alert

- If any member of staff suspects, or knows of any abuse of any vulnerable adult or child, you should immediately inform the Designated Safeguarding Lead.
- This notification must be in person, or by telephone, and followed up by a personal meeting.
- Under no circumstances must e-mail or written notes be used.
- This notification must take place even in the event of suspicion or rumour only, even without any firm evidence; the manager will discuss your concerns. The Designated Safeguarding Lead will assess the evidence to ascertain if:-
 - The vulnerable adult or child is in immediate danger?
 - A crime has been committed?
 - There is a need to protect evidence?
- If the answer to any of these questions is "yes" then the emergency services must be notified immediately and company trustees informed
- If the answer to all of these questions is "no" then the Designated Safeguarding Lead will liaise within 24 hours with the safety advisor, and/or the company secretary, as appropriate, when a decision will be made as to whether the matter should be taken further. This decision will be based upon several factors:-
 - Is the adult or child considered vulnerable?
 - Are there reasonable grounds for suspicion or evidence of abuse?
 - Is there actual risk of, or potential for significant harm?
 - Is there a potential for a criminal act to be committed?
 - Where the adult has given consent for the information to be shared and their wishes have been taken into account.

Following this discussion the Designated Safeguarding Lead may decide that further action is necessary, this may be to Social Services (Children's Social Care) assessment teams who are charged with investigating any adult abuse, in any setting. Contact details are included in appendix II. If an adult refuses consent to contact outside agencies, and has the capacity to withhold that consent then the matter is to be reviewed internally with a team made up of the Designated Safeguarding Lead and any other members of staff as necessary. This team will decide on an appropriate monitoring and support programme.

Written records must be kept at all stages, (see appendix 3) by the member of staff reporting the suspicion either following the disclosure to the Designated Safeguarding Lead, or following the subsequent meeting with that person. Any report of any concern relating to abuse MUST be made in person.

Under no circumstances is e-mail or any written note to be used. If a member of staff does not agree with the decision of the Designated Safeguarding Lead that no further action should be taken, the staff member should in the first instance refer their concerns to the Company Trustees.

If the Company Trustees do not recommend any further action, and the staff member still has concerns then the staff member has the right to refer the matter directly to the Social Services (Children's Social Care) assessment team.

The Designated Safeguarding Lead will keep the member(s) of staff who raised the concerns informed as to the progress/outcome of the case. This is to be on a "need to know" basis only.

6 Investigations

Any investigation must be carried out by the appropriate DSL as defined earlier.

The object of a preliminary investigation is: -

- To establish the relevant facts
- To assess the needs of the child or vulnerable adult for protection, support and redress
- To make decisions with regard to what follow up-action should be taken with regard to the perpetrator, LTS or its management, particularly if they have been culpable, ineffective or negligent.

It is not the role of staff to investigate any incident.

- Staff are neither equipped nor qualified to do so and inappropriate actions could jeopardise any formal investigations.
- Investigations of actual incidents must be carried out by the Police or Social Services. (Children's Social Care)
- **A criminal investigation by the POLICE takes priority over all other lines of enquiry.**
- **LTS will co-operate with all lines of enquiry where possible. An internal investigation will still be conducted where LTS staff are involved.**

Examples of actions which may result in criminal sanctions being brought are: -

- Assault (physical or psychological)
- Sexual assault
- Theft
- Fraud (including any other form of financial exploitation)
- Certain forms of discrimination on grounds of race or gender

Alleged criminal offences differ from all other non-criminal forms of abuse in that responsibility for initiating action invariably rests with the Police and Crown Prosecution Service.

Accordingly, when complaints about alleged abuse suggest that a criminal offence may have been committed it is imperative that reference is made to the Police as a matter of urgency.

If any staff member feels unsure about what to do or how to respond to a disclosure they must seek advice from the appropriate Designated Safeguarding Lead.

7 Training

- i. Lancaster Training Services will ensure that all staff who may (as part of their work) come into contact with children or vulnerable adults will receive appropriate training in order to be able to carry out their responsibilities to ensure the protection of vulnerable adults, and/or children.
- ii. This training will also include the "Designated Safeguarding Lead" who have responsibilities for investigation and notification of the authorities where appropriate.
- iii. The training will also cover the recognition of abuse, the "key" policy principles, the rights of vulnerable adults and children, the alert procedures, record keeping, and emotional support where appropriate.

8 Legislation

Legislation relating to safeguarding include:

- i. Human Rights Act 1988
- ii. United Convention on the Rights of the Child
- iii. Safeguarding Vulnerable Groups act 2006
- iv. Children Act 1989/2004
- v. Safeguarding Children and Safer Recruitment in Education Act 2009
- vi. Education Act 2002
- vii. Every Child Matters 2004

Prevent Strategy

Prevent is a strand of the Government counter terrorism strategy – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

1. Critical - an attack is expected imminently
2. Severe – an attack is highly likely
3. Substantial – an attack is a strong possibility
4. Moderate – an attack is possible but not likely
5. Low – an attack is unlikely

Key Objectives

This strategy has five key objectives:

- To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
- To break down segregation among different learner communities
- To ensure learner safety and that the Centre is free from bullying, harassment and discrimination
- To provide support for learners who may be at risk and appropriate sources of advice and guidance
- To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

Process

The prevent strategy uses the same 5 R's process (recognition, response, reporting, recording and referral).

Recognition/ Vulnerability/ Risk Indicators

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. There is no such thing as a 'typical extremist'. Staff will undertake the on-line Channel training to assist with identifying and responding to extremism. The following indicators have been provided to support staff and are not exhaustive.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups • e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but • not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work? Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social

exclusion?

- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Referral and intervention process

Any member of staff who identifies concerns must report these concerns to the DSL. The DSL will consider whether a situation may be so serious that an emergency response is required. Professional judgement and common sense should be used to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of a young person, another member of their family or within the community. In this situation, a 999 call should be made.

Channel Referral Process (DSL)

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Lancashire Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual.

Channel Coordinator for Lancashire: DS 1436 Maxine Monks Telephone **01772 413029** or 07943050822 OR **Email Channelreferrals@lancashire.pnn.police.uk**

Additional contacts

- Advice PC Richard Jarram – 01772 209822
- The police non emergency number 101
- Crimestoppers 0800 555 111
- Anti-Terrorism Hotline 0800 789 321
- concern@lancashire.pnn.police.uk



Training Manager.

APPENDIX 1

DEFINITIONS/INDICATORS OF ABUSE

Signs of possible child abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

1. PHYSICAL ABUSE

1.1 Definition

Physical abuse causes harm to a child's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. It can include the deliberate and malicious withholding of physical needs.

Note- FGM (Female genital mutilation) is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence of up to 14 years.

1.2 Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

2. PHYSICAL NEGLECT

2.1 Definition

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food, clothing or shelter; failing to protect a child from physical harm or danger or failing to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

2.2 Possible signs of physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

3. EMOTIONAL ABUSE

3.1 Definition

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young persons' behaviour and emotional development, resulting in low self worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. 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 present in all forms of abuse.

3.2 Possible signs of emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- Neurotic' behaviour (eg rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

4. SEXUAL ABUSE

4.1 Definition

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts. They may involve 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.

4.2 Possible signs of a sexually abused child

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that a child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

A Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour and sexual promiscuity
- Compulsive masturbation
- Stealing
- Psychosomatic factors, eg recurrent abdominal pain or headache

B Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self- mutilation/suicide attempts

5. FINANCIAL or MATERIAL ABUSE

- Including theft, fraud, exploitation,
- Pressure in connection with matters such as wills, property, inheritance,
- Financial transactions, possessions or benefits.
- Damage or threats of damage to property.

6. DISCRIMINATORY ABUSE

- Includes racist or sexist opinions, or opinions based on an individual's disability, or other forms of harassment, taunts or similar treatment.

7. CHILD ON CHILD ABUSE

The reasons why children sexually harm others are complicated and not always obvious. Some of them have been emotionally, sexually or physically abused themselves, while others may have witnessed physical or emotional violence at home. For some children it may be a passing phase, but the harm they cause to other children can be serious and some will go on to abuse children into adulthood if they do not receive help. For this reason it is vital to seek advice and help as soon as possible.

APPENDIX 2

USEFUL SUPPORT CONTACTS

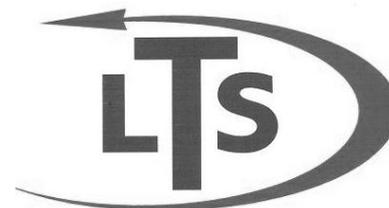
- **LTS Designated Safeguarding Lead** – Training Manager – Martyn Horabin
Tel: 858326 ext 21
- **LTS Safety Advisor** – Lee Lawson (deputy Designated Safeguarding Lead in Training Manager's absence)
Tel: 858326 ext 28
- **Lancashire County Council – Schools Safeguarding Officer**
Phil Threlfall – email Phil.threlfall@lancashire.gov.uk
01772 532634 or 07766 367 597 other lines for advice (same dept) 01772 531196 & 01772 532723
- **Emergency Duty/ Out of hours Team** - 0300 123 6722
- **LCC Section 47 Referrals (At risk of significant harm)**
Tel: **0300 1236720** (8am-8pm) cypreferrals@lancashire.gov.uk
- Police Public Protection Unit Lancaster- 01524 596758 / 496764
- **Children Act 1989 & 2004**
www.everychildmatters.gov.uk
- **Working Together to Safeguard Children 2013**
<http://www.workingtogetheronline.co.uk/>
- **Keeping Children Safer in Education**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf
- **LSCB Safeguarding Children Procedures**
www.lancashire.gov.uk/safeguardingchildrenboard/
- **LTS Trustees** – Chairman - Richard Little – contact number available on request
Vice Chairman – George Sierpinski - contact number available on request
- **NSCPP**
Freephone 0800 800 5000 – 24 hours 7 days a week – www.NSPCC.org
Helpline staffed by social workers offering support information and advice to anyone concerned about child abuse. Guidance can be sought on a confidential basis.
- **Childline**
Free phone 0800 1111 - 24 hours 7 days a week - www.childline.org.uk
Confidential helpline for children and young people who are in danger or have any kind of problem.
- **Samaritans**
Tel: 08457 909090 or email jo@samaritans.org
- **Education Act 2002, Care Standards Act 2000, Education (ISS) Regulations 2010, Safeguarding Vulnerable Groups Acts 2006, Working Together to Safeguard Children 2013**

Appendix 3 – Vulnerable Persons Assessment Record

CHILD PROTECTION/ VULNERABLE ADULT ASSESSMENT RECORD	
Your name:	
Your position:	
Child's/Vulnerable adult's name:	
Child's/Vulnerable adult's date of birth:	
Child's/Vulnerable adult's address:	
Parents and or carers names and address:	
Date and time of any/alleged incident:	
Exactly what the Child/Vulnerable adult said and what you said (use separate sheet if necessary -remember, do not lead the Child/Vulnerable adult, record actual details)	
Action taken so far (use separate sheet if necessary):	
Details of any witnesses to incident/conversation including names	
Your observations (e.g. signs of physical abuse)	

External agencies contacted (date & time)		
Police yes/no (circle)	If yes – which: Name and contact number:	
	Details of advice received:	
Social services - yes/no (circle)	If yes – which: Name and contact number:	
Local authority - yes/no (circle)	If yes – which: Name and contact number:	
Other (e.g. NSPCC)	If yes – which: Name and contact number:	
Print name:	Signature:	Date:

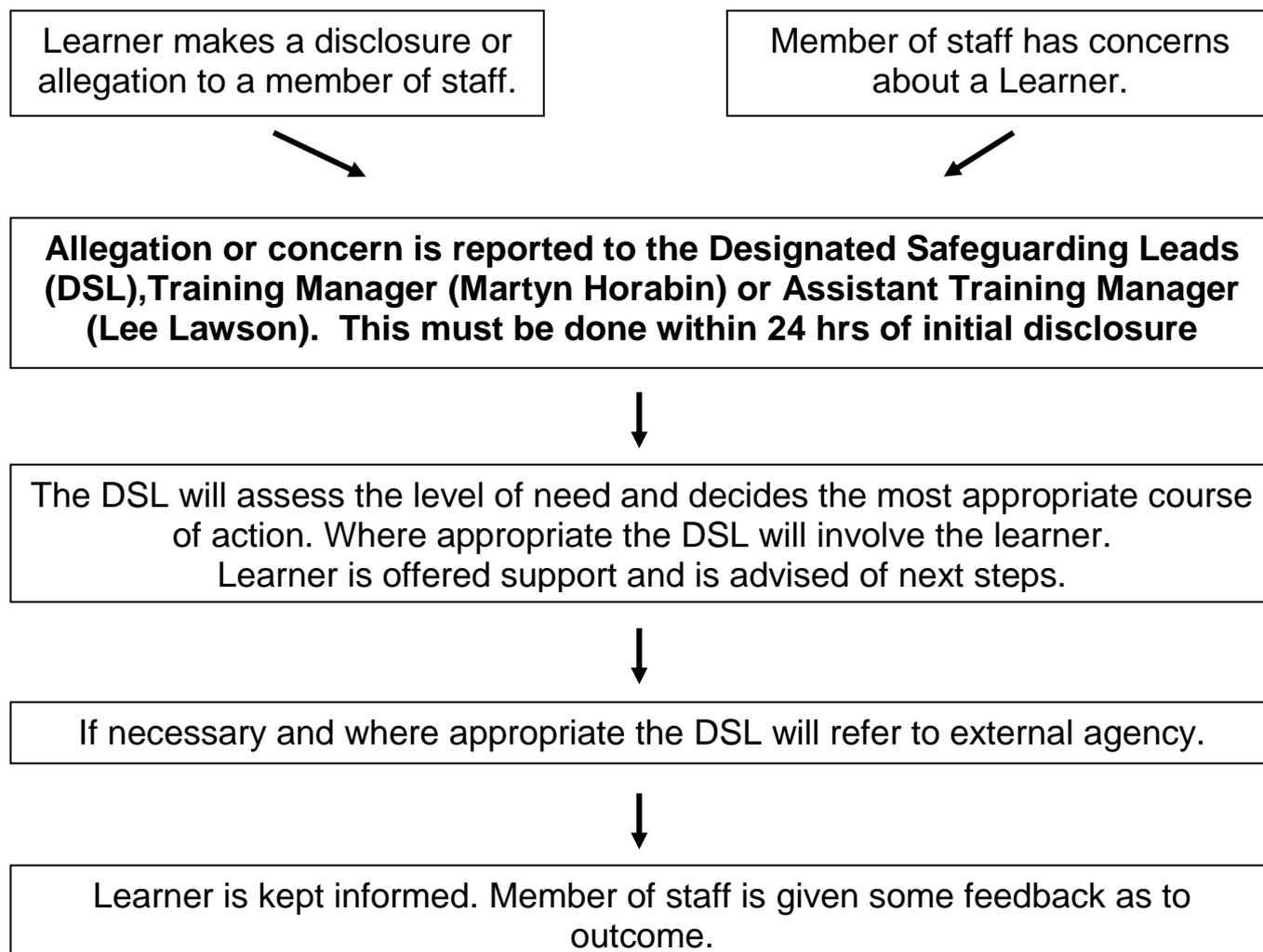
Remember to maintain confidentiality on a 'need to know' basis



SAFEGUARDING

Child Protection & Vulnerable Adults

Policy Flowchart



If a learner makes a disclosure or staff member has concerns:

You SHOULD:-

- Listen, do not ask questions
- Take the matter seriously
- Act without delay – if you are unsure whether the matter needs reporting consult the DSL.
- Note down the details and pass all records to the DSL.

You SHOULD NOT:-

- Promise confidentiality – don't say 'you can keep it a secret' as you may have to pass the information on.
- Make promises you cannot keep
- Take the matter further yourself. Refer all disclosures to the DSL (*Martyn Horabin*) or (*Lee Lawson*)