



CTT

**SAFEGUARDING PROCEDURES
SAFEGUARDING CHILDREN AND WORKING WITH VULNERABLE GROUPS**

2019/2020

<i>At the time of publishing the following roles were held:</i>	
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Approved by¹	
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Date:	September 2019
Review date²:	September 2020

Safeguarding Children and Vulnerable Groups: Procedure

Please note: This is NOT the protocol which outlines how to deal with an emergency situation or where a student is e.g. declaring they are suicidal. If there is an emergency, you should deal with it as such e.g. call the emergency services.

1. Introduction

1.1 For the purpose of this Procedure, the term 'child or young person' (hereafter referred to as 'child'), applies to a person less than 18 years of age. The term 'vulnerable adult' applies to any adult to whom an activity which is regulated relating to vulnerable adults as defined in the Protection of Freedoms Act 2012 and in Section 4 above. The Procedure informs users what to do and what steps may subsequently be taken if a staff member or trainee is concerned that a member of a vulnerable group may be being harmed, if a disclosure is made by an individual, or if a staff member or student is the subject of a complaint.

1.2 This Procedure enables the Designated Lead Safeguarding Officer to determine whether a complaint/allegation should be referred to the appropriate external agencies such as Children's Services (children or young people), Adult Services (vulnerable adults) or the Police or whether it should be dealt with within CPTT's own policies and procedures.

- Specific guidance is in place outlining the steps to be taken by Safeguarding Officers in the event that further action is required under this Procedure (Section 9 below).
- Not all concerns will be investigated internally by CTT; where there are concerns regarding possible significant harm referral may automatically be made to external agencies such as those noted in 1.4 above. In most instances, the person forwarding a concern is unlikely to be informed of any outcomes. Examples of when a concern re: significant harm may arise.

1.3 It is important to note that whilst the following characteristics may be evident (2.2 below), it does not prove that a child or vulnerable adult is being harmed or abused, nor does the absence of these examples mean that there is no cause for concern. You can consult a Safeguarding Officer for advice and guidance as to the seriousness of your concerns.

1.4 Examples of when concerns may arise include:

- Abuse or harm is disclosed by any individual: a child, vulnerable adult, trainee, staff member, or other person.
- There are observable changes in the behaviour of an individual that may be related to abuse.
- The behaviour of an adult towards a child or vulnerable person causes concern or there is a concern that an adult is harming a child or vulnerable person.
- Awareness that someone is/has looked at/searched for child pornography and/or literature.
- Concerns that an individual may be subject to radicalization or be engaging in extremist activities (Please note these may not be solely related to terrorism)

2. If you are approached by a child, young person or vulnerable adult, with a disclosure that s/he is being, or has been harmed or abused, or you are informed of such a disclosure by a staff member, student or member of the public, remember the “4 R’s”:

RECEIVE

REASSURE

RESPOND

RECORD

Do:

- Stay calm.
- Provide a listening ear and an open mind.
- Be reassuring, particularly that the individual is doing the right thing by telling you.
- Record the information you are provided and report as quickly as possible to the Designated Lead Safeguarding Officer. This information may need to be passed to the person responsible for taking further steps and should include a record of the time, date and persons present.

Don't:

- Promise to keep the information secret. Make it clear that you have a duty to refer the matter on.
- Stop the individual who is freely recalling significant events.
- Make the individual tell anyone else. S/he may have to be formally interviewed later and it is important to minimise the number of times information is repeated.
- Make any suggestions to the individual about how the incident may have happened.
- Question the individual, except to clarify what they are saying.
- Discuss the information with anyone other than a Safeguarding Officer or an appropriate external agency.

3. If you are concerned that a child, young person or vulnerable adult is, or may be subject to, abuse or harm:

- Refer to the definitions and examples of harm and abuse in Appendix 1.
- Carefully make a written, dated note of observations.
- Inform the Designated Lead Safeguarding Officer as soon as possible, who will, within the appropriate timeframe, either make enquiries without raising the question of abuse and evaluate the matter, and/or make a referral to the appropriate external authority or internal mechanisms as applicable.

4. The following outlines the steps you should take if you are concerned that the behaviour of a member of staff, trainee or other person connected with CTT, is threatening, or potentially threatening, the well-being of a child, young person or vulnerable person.

- 4.1 **If you are concerned that a member of staff** of CTT is harming or abusing a child or vulnerable adult, you must report your concerns immediately to the Designated Lead Safeguarding Officer.
- 4.2 **If you are concerned that a trainee** of CTT is harming or abusing a child or vulnerable adult, you must report your concerns immediately to a Safeguarding Officer who will consult with the Designated Lead Safeguarding Officer. Where it is appropriate to do so, an external referral may be made to the relevant agency. Alternately, it may be determined that the Student Code of Conduct and Disciplinary Procedure is initiated.
- 4.3 **If you are concerned that an agent of CTT**, such as an external contractor, is harming or abusing a child or vulnerable adult, you may report your concerns to the Designated Lead Safeguarding Officer.
- 4.4 **If you suspect any other person** not related to CTT is harming or abusing a child or vulnerable adult, you may contact a Safeguarding Officer. However, you can contact the Police, Children's Services or Social Services as relevant to the age of the individual considered at risk.

In all situations, you may be asked to provide an outline of your concerns in writing. If the matter is referred to the Children's Service, Social Services or the Police, you may be asked to provide a formal statement of your concerns for subsequent external investigations.

NB: In any circumstances, if you have concerns but are unable to contact a Safeguarding Officer, do not hesitate to contact the Police, Children's Services or Social Services. These external agencies will be in a position to determine an appropriate course of action.

- 4.5 If you are the subject of a complaint or allegation that you harmed a child or vulnerable adult:
 - Staff and trainees may be suspended, without prejudice, pending the outcome of any investigations. The decision whether to suspend the staff member or student is not automatic and rests with the Designated Lead Safeguarding Officer (staff) or Deputy Lead Safeguarding Officer.
 - You will be informed of the allegation and the procedures to be applied to investigate, either internally, in accordance with the Staff Disciplinary Policy (staff), Trainee Code of Conduct or externally via the Police, Social Services or the relevant Children's or Adult Services.
 - You will be entitled to seek information regarding appropriate support mechanisms available to you.
- 4.6 If you are approached by an external agency in relation to an investigation involving a staff member or student:
 - Refer the agency to the Designated Lead Safeguarding Officer, who will determine whether the requested information can be disclosed with or without consent.
- 4.7 On receipt of an allegation or concern regarding potential significant harm, the matter should be referred to the Designated Lead Safeguarding Officer, who will liaise with the Children's Service, Social Services and/or the Police for investigation as appropriate. Where concerns relate to a member of staff or student of CTT the relevant internal procedure, as

referenced in 5.5 above, may be initiated should there be a requirement to suspend the person concerned, without prejudice, pending the outcome of any external investigations.

5. Internal Procedure

5.1 Should it be determined, following initial assessment by the Designated Lead Safeguarding Officer, in consultation with the relevant external agency where appropriate, that there is not significant risk of harm to the young person, CTT may initiate the Staff Disciplinary Procedures (staff) or Student Code of Conduct and Disciplinary Procedure (trainees).

6. Information, advice and guidance for staff or students alleged to have harmed or abused a child or vulnerable adult.

6.1 A member of staff or student subject to an allegation is entitled to seek information regarding support, advice and guidance. Further details are outlined in the Staff Disciplinary Procedures and Trainee Code of Conduct & Disciplinary Procedure.

7. Procedure for Safeguarding Officers

7.1 Wherever a staff member or student is concerned that a vulnerable person may be at significant risk or has disclosed that they are being harmed, s/he may contact a Safeguarding Officer (SO) for advice and guidance.

7.2 The SO will note the concerns and obtain as much factual information as possible, i.e.:

- Name and address/contact details of person raising the concern
- Name of person(s) possibly at risk
- Age of person(s) possibly at risk
- Address/contact information of person(s) possibly at risk
- Nature of the concern.

7.3 If the SO is the direct recipient of the concerns s/he will apply the 'Do's and Don'ts' as set out in Procedure S3.

7.4 The SO will refer the concerns to the Designated Lead Safeguarding Officer (LOSO) who will assess whether an external referral to the Police, Social Services or Children's Services needs to take place, or can be addressed via CTT's internal procedures. The DLSO may consult with the relevant external agency in order to determine the appropriate steps.

7.5 Where a referral is to be made externally, the DLSO will report the matter to the Children's Services or Social Services as appropriate, using the relevant on-line referral form, and/or to the Police. The external agency will conduct their own investigation with regard to their policies and guidelines. Anonymity may not be maintained on reporting.

7.6 Where it is determined that a matter should be addressed through CTT's internal procedures, the DLSO will:

- In the case of an allegation against a staff member, contact the Deputy Designated safeguarding Officer who may implement the Staff Disciplinary Procedure. This may include an assessment as to whether suspension of the staff member is required, without prejudice, pending the outcome of the investigation.
- In the case of an allegation against a trainee of CTT, trainee Procedures should be contacted. They will, where the allegation falls within the scope of the Policy, implement the Trainee Code of Conduct and Disciplinary Procedure. This may include an assessment as to whether suspension of the student is required, without prejudice, pending the outcome of the investigation.

8. External Agency approaches

8.1 Any individual within CTT (for example the person raising the concern or the person who is the subject of a complaint), could be approached by an external agency in the course of their enquiries. It is expected that the individual approached should comply with a request for information or to participate in meetings convened to investigate allegations.

8.2 Children's Services, Adult Services or the Police may not inform CTT if a member of staff/student is subject to legal procedures. If CTT is informed, appropriate action may be taken by the institution, pending outcomes (e.g. consideration to suspend for example). The Designated Lead Safeguarding Officer or Deputy Designated Safeguarding Officer must be informed immediately if this information is received by other personnel within CTT.

9.1 Descriptions of Significant Harm, Abuse and Neglect; Circumstances of abuse and sources of stress; the Equality Act 2010.

9.2 Significant Harm is defined in The Children Act 1989/2004 as "...the threshold that justifies compulsory intervention in family life in the best interests of the child.... Reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.... Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, and the extent of premeditation, degree of threat and coercion, sadism and bizarre or unusual elements in child sex abuse. Sometimes, a single traumatic event can cause significant harm e.g. Violent assault, suffocation, etc. More often it is acute and long-standing and changes, damages or interrupts a child's development – physically or mentally".

9.2.1 Although relating to children and young people, the above definition is used by CTT's Safeguarding Officers when considering matters relating to all vulnerable groups. Where there are common examples, the term 'individual' is used; specific differences between a child and a vulnerable adult are identified within the body of the text below.

9.3 What is abuse and neglect?

9.3.1 Abuse and neglect are forms of maltreatment. An individual may abuse or neglect a child or vulnerable adult by inflicting harm or by failing to act to prevent harm, including significantly inadequate financial support. Children or vulnerable adults may be abused in a family or an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult(s) or another child(ren).

9.4 Physical Abuse

- In the context of children: 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 feigns the symptoms of, or deliberately induces illness in a child.
- In the context of adults: physical abuse also includes the misuse of restraint or use of inappropriate sanctions.

9.5 Emotional/Psychological Abuse

9.5.1 In the context of children: 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.

9.5.2 It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children or where the balance is wrong, and the child is unable to have a childhood. This may include interactions that are beyond the child's developmental capacity, 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; causing children to frequently feel frightened or in danger; serious bullying, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

9.5.3 In the context of vulnerable adults: psychological abuse includes emotional abuse, threats, deprivation of contact, humiliation, intimidation, coercion, verbal abuse, isolation or withdrawal from services.

9.6 Sexual Abuse

9.6.1 In the context of children: sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not 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. They may include non-contact activities, such as watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or in the production of pornographic material i.e.: images of child abuse. This is very different to adult pornography where the adult is (usually) choosing to participate and often 'act'. Involving children in looking at or in the production of pornography is also a form of sexual abuse.

9.6.2 In the context of vulnerable adults: sexual abuse includes sexual assault or acts to which the adult did not or could not consent.

9.7 Neglect

9.7.1 In the context of children: 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 misuse. 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 abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision 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.

9.7.2 In the context of vulnerable adults: neglect or acts of omission includes ignoring medical or physical care needs, withholding of medication or adequate nutrition and failure to provide access to appropriate health, social care or educational services.

9.8 Financial or material abuse

In the context of vulnerable adults: includes exploitation and pressure in connection to wills, property, inheritance or financial transactions.

9.9 Circumstances of abuse and sources of stress

Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Individuals may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.

9.10 Domestic Violence

Children or vulnerable adults may suffer both directly and indirectly if they live in households where there is domestic violence (also referred to as domestic abuse). Domestic violence may have a damaging effect on the health and development of the individual, and it may be appropriate for such children or vulnerable adults to be regarded as in need.

9.11 Bullying or Harassment

These behaviours represent a significant threat to the individual's well-being and can lead to self-harm and, in extreme cases, to suicide.

9.12 **Forced Marriage** –Occurs where one or both parties do not consent to the marriage. The Foreign and Commonwealth Office has a Forced Marriage Unit and advice is available at: <https://www.gov.uk/forced-marriage>