

Safeguarding Children and Adults at Risk Policy

Date: April 2021

Review date: April 2022

Review date: May 2023

General Policy Statement

Community Matters have a statutory and moral duty to ensure that the welfare of children and vulnerable adults at risk, receiving training and education through our services are safeguarded and promoted and expects all staff and volunteers to share this commitment. It is the responsibility of all staff to ensure that they carry out their duties in accordance with the duty to safeguard and that they take prompt and appropriate action when they have concerns about a child, young person or vulnerable adult.

Background

This policy has been developed in accordance with the principles established by the;

- Children Acts 1989 and 2004 and related guidance. This includes: DfE guidance Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Framework for the Assessment of Children in Need and their Families (2000)
- Prevent Duty & Guidance for England and Wales March 2016 and local updated information
- DfE Child Sexual Exploitation (February 2017).
- Sexual Violence sexual harassment between children in schools & colleges (May 2018)
- HM Government “What to do if you’re worried a child is being abused (March 2015)
- UKCCIS (UK Council for Child Internet Safety) advice on “Sexting in schools & colleges” (2016)

The Directors of Community Matters take seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children/adults at risk and to work together with other agencies to ensure adequate arrangements within our

organisation to identify, assess and support those children/adults at risk who are suffering harm.

Objectives

The Directors are committed to ensuring that Community Matters;

- creates a culture of vigilance
- protects children/adults at risk from maltreatment and recognises when they are at risk and how to get help when they need it
- considers the importance of considering wider environmental factors in a child/adult at risk's life that may be a threat to their safety and or welfare. This is known as Contextual Safeguarding
- prevents impairment to physical and mental health/development
- ensures provision of safe and effective care
- takes action to enable all children/adults to have the best outcome
- safeguards and promotes the welfare of all students, including apprentices and learners on industry placement programmes
- identifies/refers children at risk to the appropriate agencies
- co-operates with investigating agencies
- supports children in need and contributes towards early help offer
- records and reports racist incidents
- promotes safe recruitment practices
- names a Designated Safeguarding Lead within the Senior Leadership team
- provides Safeguarding training to all staff
- offers a curriculum that promotes safeguarding/safety
- shares information with the police
- supports students with medical conditions
- meets the needs of students with special educational needs and/or disabilities
- recognises that young people are capable of abusing their peers
- takes the wishes and feelings of children into account
- provides staff code of conduct
- responds to instances where children go missing
- supports evidence compliance to the Local Safeguarding Children's Board
- appoints a designated person to promote the achievement of Looked After Children and care leavers; and takes appropriate action, including referrals, to see that such children and adults at risk are kept safe, both at home and within their learning environment

Definitions

1. The **Children's Act** defines a "child" as a person under the age of 18.
2. The **Care Act 2014** defines an adult at risk as:
 - Someone over the age of 18 who has a need for care and support

- Someone who is experiencing or is at risk of neglect or abuse
 - As a result of the above needs, the adult is unable to protect themselves against the abuse or neglect, or the risk of it.
 - The term “Adult at Risk” is used in place of “Vulnerable Adult”
3. A learner may be classed as an adult at risk for a number of reasons including:
- is living in residential accommodation, such as a care home or a residential special school
 - is living in sheltered housing
 - is receiving domiciliary care in their own home
 - is receiving any form of healthcare
 - is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999
 - is under the supervision of the probation services
 - is receiving a specified welfare service, namely the provision of support, assistance or advice by any person, the purpose of which is to develop any individual’s capacity to live independently in accommodation or support their capacity to do so
 - is receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
 - is an expectant or nursing mother living in residential care
 - is receiving direct payments from a local authority or health and social care trust in lieu of social care services, and/or requires assistance in the conduct of their affairs

This procedure applies to all children under 18 years old or any adult at risk over 18 years old.

Responsibilities

In pursuit of these aims, the Directors will approve and annually review the Safeguarding Children and Adults at Risk Policy with the aim of:

1. raising awareness of issues relating to the welfare of children and adults at risk and the promotion of a safe environment for the children and adult at risks learning within the Community Matters
2. aiding the identification of children and adults at risk of significant harm, and providing procedures for reporting concerns
3. establishing procedures for reporting and dealing with allegations of abuse against members of staff
4. ensuring that all adults who have access to students have been checked through the Disclosure and Barring Service (DBS), as to their suitability and that serious concerns are reported to the DBS

5. providing an environment in which learners feel safe, secure, valued and respected and know that they will be listened to

In developing the policies and procedures, the Board of Directors will consult with, and take account of, guidance issued by the relevant government departments and other relevant bodies, and groups including the Local Safeguarding Children Board (“LSCB”).

Community Matters will work closely with the three partners – health, police and social services. We will refer concerns that a child or adult at risk might be at risk of significant harm to the appropriate agencies as agreed with the Local Safeguarding Childrens’ Boards, e.g. Police, Social Services.

Community Matters will notify the appropriate agencies if there is an unexplained absence of a child who is the subject of a Child Protection Plan.

Community Matters will co-operate as required by relevant agencies with their enquiries regarding child protection matters, including attendance at case conferences and core groups.

Community Matters has chosen the Apprenticeship Lead as the person responsible for child protection issues for the year 2019-20 and onwards. All staff undertake safeguarding training as part of their induction and this is updated regularly.

All staff working with children will receive adequate training to familiarise themselves with child protection issues and responsibilities and Community Matters procedures and policies, with refresher training at least every three years. There will be a senior leader from Community Matters with special responsibility for child protection issues.

Community Matters will inform the ESFA if we are subject to an investigation by the local authority or the police. This applies only to safeguarding incidents where the institution or one of its sub-contractors is subject to investigation.

Community Matters will receive from the designated senior leader with lead responsibility for child protection, an annual report and self-review audit which reviews how the duties have been discharged.

Monitoring and Review

Safeguarding is not graded specifically in the new Ofsted Education Inspection Framework from September 2019, but it will be referenced in the Leadership and Management section of a full inspection report, and a judgement will be made on whether arrangements for safeguarding learners are effective or not. All forms of Ofsted inspection visits include a judgement with regard to safeguarding, whether short, monitoring or interim visits.

Inspectors will be looking for evidence that 'the provider has a culture of safeguarding;

- that supports effective arrangements to identify learners, who may be at risk
- which responds in a timely way
- where staff recruitment is managed, and
- any allegations are dealt with appropriately

Community Matters must ensure that the Board of Directors have a good oversight of the implementation of this policy, and undertakes that:

1. all procedures and policies are consistent with current safeguarding practice
2. it reviews the Safeguarding Children and Adults at Risk policy annually
3. it ensures all senior managers and Board of Directors are informed of how the organisation and its staff have complied with the policy, including but not limited to, a report on the training that staff have undertaken.