



**Empirical Science Education CIC**

## **Safeguarding Policy**

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# Safeguarding Policy

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## 1.Introduction

What is Safeguarding?

The term safeguarding children has been variously defined.“Agencies (and organisations) working with children and young people take all reasonable measures to ensure that the risks of harm to the individual’s welfare are minimised; and where there are concerns about children and people’s welfare, all agencies (and organisations) take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies”. *From Children Act 1989 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002)*

## 2.Policy statement

Empirical Science Education CIC (The Organisation) has a statutory and moral duty to ensure that the Organisation promotes the welfare of children and vulnerable adults receiving education and training on its premises or under the Supervision of its staff.

Where reference is made to ‘children and young people’ the term is used

to mean those under the age of 18. Empirical Science Education CIC recognises that some adults are also vulnerable to abuse and the procedures have been developed to apply to the protection of vulnerable adults and allegations of abuse of this nature.

Empirical Science Education CIC is committed to ensuring:

- A safe environment for children and young people to learn in;
- That children and young people who are suffering, or are likely to suffer <sup>[L]</sup><sub>[SEP]</sub> significant harm are identified and;
- That we will take appropriate action to see that such children and young <sup>[L]</sup><sub>[SEP]</sub> people are kept safe at the premises of Empirical Science Education CIC or whilst being trained by the Organisation at other locations. <sup>[L]</sup><sub>[SEP]</sub> To achieve these aims Empirical Science Education CIC will annually review the policy and procedure with the aim of:
  - Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for them to learn within the Organisation;
  - Aiding the identification of children and young people at risk of significant harm, providing procedures for reporting concerns;
  - Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
  - The safe recruitment of staff.

In developing the policy and procedure the Organisation will consult with, and take account of, guidance issued by the Department for Education and other relevant bodies and groups. The Organisation will refer concerns that a child or young person might be at risk of significant harm to Social Services or other appropriate agencies. The CEO and all staff working with children and young people will receive training adequate to familiarise them with safeguarding issues and responsibilities, the Safeguarding Policy and Procedure with refresher training at least every three years. The CEO will have special responsibility for safeguarding issues.

## **Definitions of abuse**

Empirical Science Education CIC recognises the following as definitions of abuse:

### **Physical Abuse**

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.

### **Neglect**

Neglect is the persistent or severe failure to meet a child or young person's physical and/or psychological needs. It will result in serious impairment of the child's health or development.

### **Sexual Abuse**

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.

### **Emotional Abuse**

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self worth. Some level of emotional abuse is present in all forms of abuse. This would include potentially abusive or offensive electronic communications.

## **3. Roles and Responsibilities (a) Designated staff with responsibility for safeguarding**

The CEO has lead responsibility for safeguarding issues. He has a key duty to take lead responsibility for raising awareness across all staff of issues relating to the welfare of children and young people learning within the College. The CEO may delegate this responsibility to a designated member of staff.

The designated member of staff will be trained in safeguarding issues and inter-agency working, and will receive refresher training at least every two years.

**The designated member of staff is responsible for:**

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies;
- Providing advice and support to other staff on issues relating to safeguarding;
- Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral);
- Ensuring that parents of children and young people within the Organisation are aware of Empirical Science Education CIC's Safeguarding Policy;
- Liaising with the Local Authorities and other appropriate agencies;
- Liaising with secondary schools and employers which send learners to the Organisation to ensure that appropriate arrangements are made for learners;
- Liaising with employers and training organisations that receive children or young people from Empirical Science Education CIC on long term placements to ensure that appropriate safeguards are put in place;
- Ensuring that staff receive basic training in safeguarding issues appropriate to their roles and are aware of Empirical Science Education CIC safeguarding procedures;
- All learners, including off site learners or learners on excursions or trips. The designated senior member of staff will provide an annual report to the CEO setting out how the Organisation has discharged its duties. He/She is responsible for reporting deficiencies in procedure or policy identified to the CEO at the earliest opportunity.

#### **4. Dealing with a disclosure of abuse and procedure for reporting concerns**

Where a young person/vulnerable adult discloses abuse to a member of staff the member of staff must report the disclosure to the designated safeguarding staff within 2 hours (or must endeavour to do so within 4 hours) of hearing the allegation. Failure to do so may result in disciplinary action.

The member of staff concerned should follow the guidelines outlined when hearing the allegation.

If a child or young person or vulnerable adult tells you about possible abuse:

- Listen carefully and stay calm;
- Do not interview the child (or young person or vulnerable adult), but question normally and without pressure, in order to be sure that you understand what the child (or young person or vulnerable adult) is telling you
- Do not put words in their mouth;
- Reassure, that by telling you, they have done the right thing;
- Inform the child(or young person or vulnerable adult) that you must pass the information on, but only to those that need to know about it will be told. Inform them who you will report the matter to;
- Note the main points carefully – notes as taken should be submitted and not edited.
- Make a detailed note of the date, time, place and what the child (or young person or vulnerable adult) said, did and your questions. Where a member of staff suspects that a young person or vulnerable adult is being abused the member of staff should not investigate concerns or allegations themselves, but should report them immediately to a designated person who will determine the appropriate action. Information relating to actual, suspected or alleged abuse should be treated with the utmost care. The designated member of staff should ensure that information is shared only with those staff who need to be aware of it. No-one should be given more information than is necessary to support the young person or vulnerable adult.

### **Reporting and dealing with allegations of abuse against a member of staff**

In rare instances, staff in educational institutions have been found to be responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations made against them. Empirical Science Education CIC recognises that an allegation of child abuse made against a member of staff may be for a variety of reasons and

that the facts of the allegation may or may not be true. The Organisation recognises that the Children's Act 1989 states that the welfare of the child is of paramount concern and will deal with any allegations of this nature sensitively and will act in a careful and measured way. Where an allegation is made about another member of staff the allegation should be reported immediately to the CEO unless the CEO is the person the allegation has been made against in which case the delegated member of staff for Safeguarding should be informed. The CEO will not investigate an allegation of child abuse against a child by a member of staff. An initial assessment will be undertaken by the delegated member of staff for safeguarding to assess whether the allegation warrants further investigation and whether any other agencies should be involved. This will determine whether further internal enquiries should be made or whether an investigation should be undertaken by an external agency.

If it is agreed an internal investigation should take place the CEO will:

- Inform the child/children or parent/carer making the allegation that the investigation will take place and what the likely process will involve;
- Ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve;
- Inform the staff member against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve;
- Keep a written record of the action taken in connection with the allegation. The investigation will be conducted in accordance with the existing staff disciplinary procedures. If a member of staff is dismissed or resigns before the disciplinary process is completed he/she should be informed of Empirical Science's Ltd statutory duty to inform the Secretary of State for Education under the 'List 99' procedures. As a result of any investigation of this nature the CEO will review the process and identify whether there are any matters arising from it that could lead to the improvement of the Organisation's procedures including training needs of staff.

## **5. Other relevant Policies and Procedures**

Empirical Science Education CIC has established recruitment and selection procedures for staff that support safeguarding and promote the welfare of young people. These procedures ensure that

Empirical Science Education CIC has robust background checks to assess the suitability of applicants to work in an environment of young people and vulnerable adults.

Empirical Science Education CIC has a robust Health and Safety Policy, which also endeavours to keep learners and staff safe.

## **6. Monitoring and review**

The CEO with a representative group of staff and learners will review the policy annually.



**CHILD/YOUNG PERSON/VULNERABLE ADULT PROTECTION RECORD**  
**CPO Form 2 - to be completed by Delegated Member of Staff for Safeguarding.**  
All recording must be factual – Action to be taken by the Delegated Member of Staff for Safeguarding following disclosure/allegation.

Action taken:
Referred to:
Written confirmation to: (Attach a copy)
Signature of the Delegated Member of Staff for Safeguarding:
Name: _____ Date: _____
Name of Child, Young Person or Vulnerable Adult:
Name of member of staff reporting the incident:
Confirmation that the member of staff reporting the incident is aware of the subsequent action taken:

## APPENDIX 1

### Guidelines for staff and volunteers

Guidance for staff, volunteers and partners dealing with Disclosures of Abuse and Procedures for Reporting Concerns

If a student tells you that he/she has been physically, sexually, emotionally or psychologically abused in any way you should:

1. Listen to their story without any prompting or leading questions.
2. Reassure the student that what they are telling you is being taken very seriously.

**Do not promise the student that what they are telling you will be kept totally confidential.** Explain that in order for you to help them you will need to discuss what you have been told with delegated staff for Safeguarding.

**Q What are some of the symptoms of child abuse? It must be stressed that every young person or vulnerable adult is different and symptoms will vary from individual to individual.**

**A** If abuse starts happening to a young person or vulnerable adult their behaviour is likely to change, a calm person may become loud and disruptive; a lively person may become quiet and withdrawn. The young person or vulnerable adult may:

- Present with bruises and injuries that they have difficulty explaining or that are in places where it is difficult to hurt yourself accidentally, i.e. neck, cheeks, eyes, shoulders and the top of the arms;
- Be scared, tearful and may present unusual, difficult or strange behaviour;
- Self harm or place themselves in risky situations, even attempt suicide;

**Q What if a young person or vulnerable adult tells you that they are being abused?**

**A** Take them seriously; it will have taken a lot of courage to tell someone. Reassure them that they have done the right thing in telling someone. Do not promise to keep what they tell you a secret, if the young person/vulnerable adult ask you to, tell them that you may have to tell

someone else to get further help and to keep them safe. Thank them for telling you and follow the procedures.

**Q What if you suspect a young person or vulnerable adult is being abused?**

**A** It is not your job to establish whether or not the young person or vulnerable adult is telling the truth. It is your job to pass on your concerns:

- Listen carefully and stay calm;
- Do not interview the young person, but question normally and without pressure, in order to be sure you understand what you are being told;
- Write down what is being said using the young person's words – use the CPO 1 Form;
- Do not put words into the young person's mouth;
- Reassure them that by telling you, they have done the right thing;
- Stress that information given will be treated confidentially and inform the young person that you must pass the information on but that only those who need to know about it will be told. Inform them of to whom you will report the matter;
- Ensure that the parents or carers are kept informed – not withstanding the above. **You should not investigate concerns or allegations yourself but should report them immediately to the delegated member of staff for Safeguarding.** <sup>[L]</sup><sub>[SEP]</sub> **All information disclosed to you should be treated as confidential and must not be passed on to other employees or volunteers, except the delegated member of staff for Safeguarding.** <sup>[L]</sup><sub>[SEP]</sub> **Where concerns and or allegations involve a member of staff you should report them immediately to the delegated member of staff for Safeguarding who will ensure that the CEO is notified.**

## **APPENDIX 2**

# **Code of Conduct for Staff and Volunteers working with Young Learners and Vulnerable Adults**

### **Introduction**

This code has been drawn up to assist in maintaining entirely proper and professional relationships with young learners and vulnerable adults.

It is stressed that this code is not a legal document but is intended to provide guidance to staff in carrying out their responsibilities.

Individuals should be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with young learners and vulnerable adults remain and are seen to remain entirely proper and professional. It is recognised that when working with children or adults individuals are vulnerable to the possible consequences of their close professional relationships with young learners and to the potential for malicious and misplaced allegations being made by young learners or vulnerable adults, either deliberately or innocently, arising from the normal proper associations that staff may have with them.

### **Guidelines for all relevant staff and volunteers**

#### **Physical contact**

- As a general principle, individuals should not have unnecessary physical contact with their young learners or 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 young person concerned i.e. there should be no unwanted physical contact, however well intentioned. However, be aware that any physical contact may be misconstrued by a learner, parent/carer or observer. Such contact can include well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which, if repeated with an individual young learner, could lead to serious questions being raised.
  
- Some individuals are likely to come into physical contact with young

learners and vulnerable adults from time to time in the course of their training activities, for example when showing a young learner or vulnerable adult how to use a piece of apparatus or equipment. You should give a clear explanation of the intended activity and ask the young person or vulnerable adult if it is alright to proceed. Individuals should be aware of the limits within which such contact should properly take place and should consider the possibility of such contact being misinterpreted by the young learner or vulnerable adult.

- Any form of physical punishment of young learners or vulnerable adults is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and that of the organisation and the educational establishment.
- There may be occasions where it is necessary to physically restrain a young learner or vulnerable adult to prevent him/her from inflicting injury to himself/herself or others. In such cases only the minimum force necessary must be used and any action taken must be to restrain a young learner or vulnerable adult. Where an individual has taken action to restrain a young learner or vulnerable adult he/she should report the matter to their manager and should complete an incident report form.

### **The Practice of Physical Restraint**

- Restraint can be defined as the reasonable application of the minimum necessary force to overpower a young person or vulnerable adult with the intention of preventing them from harming themselves or others, or from causing serious damage to property.
- Restraint should only be used exceptionally, when unavoidable and in keeping with the incident leading to it. **It should be primarily for the benefit of the young person/s and, though immediate, should, as far as possible, be a considered response.**
- Restraint should not be used as a form of punishment or, in normal circumstances, to enforce compliance with instructions. It should not be attempted where the member of staff is put at undue risk.
- Incidents of restraint should, in appropriate circumstances, be subject to debriefing for staff and volunteers involved and lead to a review of strategies for managing the behaviour of young learners and

vulnerable adults between relevant parties, e.g. manager, parent/carer, trainer etc. All incidents should be recorded, in writing, with witness statements etc.

- Where staff or volunteers are the subject of physical attack by young learners or vulnerable adults or their parents/carers, they should report the incident immediately to their manager.

### **Sexual Contact (in relation to young people under 18 and vulnerable adults)**

- There is NO acceptable behaviour that involves either explicit sexual acts or innuendos. Any such behaviour will always be treated as extremely serious and must be reported immediately.

### **Meetings with Young Learners**

- Staff and volunteers should be aware of the potential risks which may arise from interviewing individual young learners and vulnerable adults in private. It is recognised that there will be occasions when confidential interviews must take place but, where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by other people. Meetings with young learners and vulnerable adults away from educational or business premises normally utilised e.g. home or off-site visits should not take place unless specific approval has been obtained from those responsible for the learner (e.g. Line Manager).
- Where such conditions cannot apply, staff and volunteers are advised to ensure that another adult knows that the interview is taking place.
- If it is necessary to detain a young learner or vulnerable adult for any length of time after the end of normal hours, prior warning must be given to the young learner's or vulnerable adult's parents/carers.

### **Caring/First Aid**

- If a young person or vulnerable adult complains of injury or sickness, he/she should be referred to a person qualified in first aid or advised to see his/her own doctor. The young learner's or vulnerable adult's parents/carers should also be informed, if appropriate;
- Staff or volunteers that have to administer first aid (normally a trained First Aider) should ensure, wherever possible, that another adult is

- present, if they are in any doubt as to whether necessary physical contact could be misconstrued;
- Another adult should accompany staff or volunteers who have to help young learners and vulnerable adults with personal care and young learners and vulnerable adults should, wherever possible, be encouraged to deal with such matter themselves;
  - Where it is necessary to assist with/supervise dressing or undressing, staff must be of the appropriate gender and be careful to protect the dignity of the young person or vulnerable adult;
  - Male staff or volunteers should not, as a general rule, enter female toilets nor should female staff enter male toilets, except in extreme situations such as fire, or where there may be a threat to life or limb;
  - All first aiders must have a CRB check – their qualifications are to be updated on a regular basis;

### **Provision of Advice and Guidance**

- Staff or volunteers may be approached by young learners or vulnerable adults for advice. Young learners or vulnerable adults may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the young learner to a member of staff of another gender or to one with acknowledged expertise, experience or responsibility for that young learner or vulnerable adults. Staff and volunteers must, in these circumstances, use their discretion to ensure that any probing for details cannot be construed as unjustified intrusion;
- Staff and volunteers are advised **never to stop a free-flowing account/disclosure** of abuse but to make sure that at an appropriate point they inform the young person or vulnerable adult that they cannot keep such information confidential and need to tell someone else to get help. Example “Thank you for telling me, I now need to tell (where possible give the name and position of who will be told) so that we can get some help for you”;
- A young learner or vulnerable adult may ask a member of staff or volunteer to “keep a secret”, or to promise not to tell other people what they are about to tell them, where this happens the member of

staff must explain that they are not able to promise confidentiality as they need to tell someone else if they are to help the young person;

- Where a young person or vulnerable adult is told by a member of staff or volunteer that they cannot promise confidentiality the young person may decide not to continue telling. If a young person starts to say something and then stops, the member of staff needs to try to leave it open for the young person to come back to the discussion; the member of staff must act, following the Safeguarding Procedures and inform delegated member of staff for Safeguarding;

### **Social Contact**

- Social contact with young learners and vulnerable adults, other than that which is Organisation based or formally organised by Empirical Science Education CIC, should be positively resisted;
- It is recognised that there may be occasions when accidental or reasonable social contact may be unavoidable e.g. meeting young learners and vulnerable adults at social venues open to the general public or in shops or at private parties. In such circumstances staff should be mindful at all times of their professional relationship with young learners and vulnerable adults;
- Increasingly staff or volunteers may contact young learners and vulnerable adults via use of technology e.g. the Internet, social sites and mobile phones. When using these forms of communication, staff should be careful in their use of language/terminology or images that may be misconstrued or perceived to be inappropriate. It is inappropriate for any personal information or details of students to be added to any communications of this nature;

### **General Relationships with Young Learners and Vulnerable Adults**

- Staff or volunteers should ensure that their relationships with young learners and vulnerable adults are appropriate to the age and gender of the young learner or vulnerable adult, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescents;
- Comments by staff or volunteers to young learners or vulnerable adults, either individually or collectively, can be misconstrued. As a general principle, staff must not make unnecessary comments to and/or about young learners and vulnerable adults, which could be

construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst young learners and vulnerable adults in a class, training situation or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the training session or the circumstances. However, it is recognised that a topic raised by a young learner or vulnerable adult is best addressed rather than ignored;

- Staff and volunteers should be careful in their use of language/terminology that may be misconstrued;
- The systematic use of insensitive, disparaging or sarcastic comments is unacceptable;
- If staff or volunteers, at any time, feel that their relationship with a young learner or vulnerable adult is developing into one that would be inappropriate between a member of staff/volunteer and a young learner or vulnerable adult, it is their responsibility to discuss the situation with their line manager;
- Members of staff should not transport students unaccompanied in their own vehicles;

### **Reporting of Incidents**

- Following any incident where a member of staff or volunteer feels that his/her actions have been, or may be, misconstrued, the member of staff should report the matter to their manager;
- Such reporting is especially important in any case where a member of staff or volunteer has been obliged to restrain a young person or vulnerable adult physically to prevent him/her from inflicting injury to others or themselves, or where he/she has been personally attacked by another young learner, parent or carer;