



Bradford Confederations Child Protection Policy Statement

“Policy statement on safeguarding and promoting the welfare of young people and vulnerable adults in education and training at all locations.”

Bradford Confederations are partnerships of education and training providers, including schools, colleges and work based learning organisations working together to enhance the 14 – 19 curriculum for the young people of the District.

Primary responsibility for the welfare, health and safety of young learners and vulnerable adults on school rolls remains with the home school and any incident or issue with child protection implications should be referred to the school’s named person.

This policy statement applies to all member agencies of the Confederation.

The Confederation is committed to the rights of young people and vulnerable adults within all learning locations, protecting their physical and psychological wellbeing and safeguarding them from all forms of abuse. We will operate in ways that best safeguard the interests of young people and vulnerable adults.

The Confederation is committed to the principles and practices of child protection:

- The needs and interests of young people and vulnerable adults are paramount.
- All people working under the auspices of the Confederation carry a responsibility for safeguarding and promoting the welfare of young people and vulnerable adults.

The Confederation will act in ways that facilitate the development of good practice by:

- Preventing abuse through safe recruitment policies and the development of safe and secure environments for learning with appropriate supervision and support for staff.
- Creating supportive environments, which enable young people and vulnerable adults to be able to speak out.
- Protecting young people and vulnerable adults from abuse by ensuring appropriate policies; practices and procedures are in place.
- Ensuring that all workers under the Confederation auspices have access to an appropriate level of information, instruction and training to ensure that the Confederations policies, practices and procedures are used and understood by all members of the Confederation.
- Supporting young people and vulnerable adults who may have been abused and supporting those working with them.
- Where members of the Confederation sub-contract to outside organisations, the service provider is responsible for ensuring that those working closely with or supervising young learners are CRB checked. This would include for instance taxi and private hire firms providing transport services between providers. (The debate with regard to the appropriate level of checking will continue with the DfES.)

The Confederation facilitates the development of good practice, which reflects Government guidance to safeguard young people and vulnerable adults.

This Policy Statement will be subject to continual revision as the area is subject to statutory review. There will be an annual formal review by the Steering Group and this will be then ratified by the Confederation Board.

Terms used in this policy statement:

Young person – any person between the ages of 14 and 18

Vulnerable adult – An adult (a person aged 18 or over) who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.



Bradford Confederations Child Protection Guidelines

Exemplar Code of Conduct for Staff working with Young Learners

1. Introduction:

- 1.1 This code has been drawn up to assist staff in maintaining entirely proper and professional relationships with Young Learners. It attempts to provide a clear and unambiguous picture of the boundaries associated with staff roles and the use of power and authority.
- 1.1 Organisations may choose to link a Code of Conduct to Disciplinary Procedures.
- 1.1 It is stressed that this Code is not a legal document but is intended to provide guidance to employees in carrying out their responsibilities.
- 1.1 As an employee of a College of Further Education, a vocational learning provider or any other organisation working with young learners relevant staff are required to demonstrate high standards in their exercise of authority, their management of risk, in the proper use of resources and in the active protection of young learners from discrimination and avoidable harm. This document is designed to both be useful for staff in avoiding situations that might lead to allegations against them, and to reassure other parties e.g. parents, schools, the LEA and the LSC, that a strategy exists to safeguard young learners.
- 1.1 Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with young learners remain, and are seen to remain, entirely proper and professional. It is recognised that staff 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, either deliberately or innocently, arising from the normal and appropriate associations that staff may have with them.
- 1.1 There is an onus upon staff to take full responsibility for their conduct.
- 1.1 It should be noted that wholly unfounded allegations are uncommon and tend to arise from inappropriate (sometimes unwitting) adult behaviour. Malicious allegations are very rare.

2. Principles

2.1 The duty of staff is to:

- Train and educate the young learners assigned to them according to the learning needs of those young learners
- Promote the general progress and well being of individual young learners and of any class or group of young learners assigned to them
- Ensure the health & safety of young learners while they are within their responsibility
- Provide advice and guidance to young learners on educational, personal and social matters including the provision of information about sources of more expert advice on specific questions.
- Maintain good order and discipline among young learners and promote their development

2.2 These principles are intended to guide staff members and ensure that they give paramount consideration to the young learner's well being by respecting and attempting to understand the following:

- The ascertainable wishes and feelings of the young person concerned (considered in the light of his/her age and understanding).
- The young learners physical, emotional and learning needs
- The likely effect on the young learner of any change in his/her circumstances
- The young learners age, gender, background and any other relevant characteristics
- Any harm that the young learner has suffered or is at risk of suffering
- Staff members are in a position of trust and they owe a duty of care to the young learner for whom they are responsible.
- Staff should never seek gratification of their own emotional or physical needs in their relationships with young learners and relationships must always be professional, appropriate and justifiable.
- The Organisation's Child Protection Procedures have primacy over other requirements and this document attempts to be supportive and complimentary to those procedures. These Principles and subsequent Guidelines provide the basis for an organisation and any educational establishment (e.g. College, schools), to identify inappropriate behaviour by our staff and should therefore be accessible to all members of staff.

Guidelines for all relevant staff

3.1 Physical contact

- As a general principle, staff should not engage in 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 contact should be appropriate and sensitive to the young person's wishes and feelings

and should be a response to an exceptional situation. i.e. there should be no unwanted physical contact, however well intentioned.

- It is recognised that some young learners require physical assistance due to the nature of their disability; however such contact must always be acceptable to the young person and be within their agreed plan of care. Furthermore 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 staff are likely to come into physical contact with their young learners from time to time in the course of their training activities, for example when showing a young learner how to use a piece of apparatus or equipment. Staff 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.
- Any form of physical punishment of young learners is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that employees 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 for a member of staff to physically restrain a young learner 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. Where the member of staff has taken action to restrain a young learner he/she should report the matter to their manager.

3.2 The practice of physical intervention

- Physical intervention can be defined as “the reasonable application of the minimum necessary force to overpower a child with the intention of preventing them from harming themselves or others, or from causing serious damage to property”.
- Physical intervention 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.
- Physical intervention 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 physical intervention should, in appropriate circumstances, be subject to debriefing for staff involved and lead to a review of strategies for managing the behaviour of young learners between relevant parties, e.g. Manager, Teacher, Trainer etc. All incidents should be recorded in writing with witness statements etc.

- Where staff themselves are the subject of physical attack by young learners or their parents/carers, they should refer to the guidance provided by the educational establishment and report the incident to their manager.
- Where physical intervention is deemed necessary it is advised that 2 staff be involved.

3.3 Sexual Contact

- There is NO acceptable behaviour that has either explicit sexual connotations or innuendo. Any such behaviour will always be treated as extremely serious and must be reported immediately.
- Sexual contact with a person in a position of trust is an offence even where the person is over the age of 16.

3.4 Meetings with Young Learners.

- Staff should be aware of the potential risks which may arise from interviewing individual young learners 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 away from educational or business premises normally utilised, should not take place unless specific approval has been obtained from those responsible for the young learner (e.g. Head Teacher).
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. The use of “engaged” signs or lights are not advisable and where possible another young person or another adult should be present or nearby during the interview.
- If necessary to detain a young learner for any length of time after the end of normal hours, prior warning must be given to the young learners parents/carers or Head Teacher.

3.5 Caring/First Aid

- If a young person complains of injury or sickness, a judgement should be made as to whether he/she should be referred to a person qualified in First- Aid or advised to see his/her own doctor. The young learner’s parents/carers should also be informed, if appropriate.
- Staff who have to administer first aid (normally a trained First Aider) are advised that, wherever possible, another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.
- Another adult should accompany employees who have to help young learners with personal care and young learners should, wherever possible, be encouraged to deal with such matters 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.

- Male staff 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.

3.6 Provision of Advice and Guidance

- Staff may from time to time be approached by young learners for advice. Young learners 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. Staff must in these circumstances use their discretion to ensure that e.g. any probing for details cannot be construed as unjustified intrusion.
- Staff 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 that they can not 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 and younger siblings.'
- A young learner may ask a member of staff 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 may need to tell someone else if they are to help the young person.
- Where a young person is told by a member of staff that they can not 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 child protection procedures. It may be appropriate to refer the young person to available counselling / medical services, for instance their GP or a school / college based service.
- **Remember - If in doubt - Act** (See flowchart)

3.7 Social Contact

- Social contact with young learners, other than that which is school based or organised by a school, 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 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.

3.8 General Relationships with Young Learners.

- Staff should ensure that their relationships with young learners are appropriate to the age and gender of the young learner, 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 adolescent boys and girls.

- Comments by staff to young learners, either individually or collectively, can be misconstrued. As a general principle, staff must not make unnecessary comments to and/or about young learners, which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst young learners 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 is best addressed rather than ignored.
- Staff should be careful in their use of language/terminology that may be misconstrued.
- The systematic use of insensitive, disparaging or sarcastic comments such as those that refer to a young person's body, intelligence or ethnicity in any way are unacceptable.
- If a member of staff feels that a young person is developing a crush or infatuation it is their responsibility to discuss the situation with their Manager.

3.9 Reporting of Incidents

- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, the member of staff should report the matter to their manager.
- Organisations should have a clear set of procedures to be followed by a manager to cover such circumstances.
- Such reporting is especially important in any case where a member of staff has been obliged to restrain a young person 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.

**Bradford Confederations
Child Protection Guidelines
Guidance for Pre Placement Risk Assessment**

It is essential that placement providers should be confident that they are not putting themselves or their learners at risk through the offer of a placement. This is an issue that requires sensitive handling on the part of our staff responsible for placing a learner. The following guidance is provided to assist staff in identifying where the incidence of risk is likely to be potentially significant.

In the first instance, staff should establish, either by questioning or observation, whether or not the placement involves any of the elements itemised below.

Where learners are required

1. To be supervised by adults who have not been CRB checked.
2. To travel alone to and from a placement, for instance by taxi or private hire vehicle.
3. Work alone with one employer/employee for extended periods of the day.
4. Work in isolated environments e.g. storage warehouse/outbuilding
5. Travel in company vehicles with one employer/employee as a regular aspect of the placement
6. Work with a young workforce who may subjected a young learner to initiation ceremonies and horseplay
7. Work unsociable hours, either early in the morning, in the evening or through the night e.g. in a leisure centre or anywhere utilising shift work as a normal pattern of working.
8. Work where sexually or racist explicit materials exist within the environs of the placement e.g. a photographic studio.
9. Work in situations where direct physical contact between the learner and an employer/employee or client is an inevitable aspect of the placement activity e.g. in a sheltered workshop, fashion agency, retail shop fitting rooms.
10. Work where there is a distinct chance of unsupervised access to the internet e.g. unpopulated offices.
11. Work with vulnerable groups e.g. young children, the elderly or disabled.

If any one or more of the above are features of the placement, staff should establish the extent of confidence building measures that might alleviate the potential for problems.

- 1 The proximity of other personnel within hailing distance.
- 2 The extent to which the learner's location is likely to be visited by other employees or members of the public e.g. members of the public having direct, unannounced, access to a retail operation

- 3 The extent to which the mentoring employer/employee has to maintain regular and direct contact with an operations base e.g. delivery driver.
- 4 The existence of emergency means of communication, readily accessible to the learner e.g. access to a mobile phone or other internal communication system.

In coming to a conclusion as to the appropriateness of the placement, staff should provide documented justifications or conclusions drawn from child protection issues where these have been raised. Staff must ALWAYS err on the side of caution in determining whether or not a placement is suitable.

The risk assessment documentation should include a question relating to whether or not child protection issues were discussed and a further question ascertaining whether or not a copy of the company's child protection policy was left with the provider of the placement.

It is essential that where a young learner has specific needs in terms of learning needs or physical disability a separate risk assessment is undertaken.

CHILD PROTECTION PROCEDURES ACTION FLOW CHART RELATING TO YOUNG PEOPLE AND VULNERABLE ADULTS ON SCHOOL ROLLS

**On discovery or suspicion of child abuse
If in doubt – ACT**

INFORM YOUR NAMED PERSON FOR CHILD PROTECTION

WHO SHOULD THEN TAKE THE FOLLOWING STEPS

Where it is clear that a child protection referral is needed contact Social Services without delay:
Tel No. 01274 437500
Out of hrs Emergency Duty Team
Tel No. 01274 530434
Where the Named Person is unsure whether it is a child protection issue, they may seek advice from the Child Protection Unit.
Tel No. 01274 434343

The Named Person may be asked to monitor the situation. Make sure that you are clear what you are monitoring, for how long and how and to whom you should feedback information to.

Remember the responsibility for the young person remains with the school. Whatever advice you are given by Social Services or the Child Protection Unit you must now inform the Named Person for Child Protection at the young person's school.

Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure.

USEFUL TELEPHONE NUMBERS
Child Protection Unit: 01274 434343
Emergency Duty Team: 01274 530434
Social Services: 01274 437500
Education Bradford: Principal Education Social Worker: 01274 385789
Child Protection Development Co-ordinator: 01274 385726
Police: Javelin House, Child Protection Unit: 01274 376061