



city college

brighton and hove



Safeguarding: Protection of Young People
and Vulnerable Adults (Child Protection)



Objectives

- **Understanding of Safeguarding and Child (young person and vulnerable adults) Protection**
- **Awareness of the context, background and legal obligations**
- **Knowledge of what to do (and what not to do) should a child protection situation arise**
- **Know the college policy and referral mechanisms**

Safeguarding: what does it mean?

- **Keeping young people and vulnerable adults safe from actual or potential harm**
- **Preventing, identifying and responding to risks in college context**
- **Requirement of Ofsted Common Inspection Framework**

Safeguarding: what does it cover?

- **Recruitment of appropriate staff**
- **Young persons or vulnerable adult protection**
- **Health and safety: risk assessments and safe environment and practices**
- **identifying and responding to risks/ situations**
- **Anti-bullying, harassment, internet safety**
- **Training and awareness for all staff**
- **Monitoring, recording and reporting**

Child Protection

- One in 4 young people will experience some form of abuse at some time in their lives (NSPCC)
- Vulnerable adults have a higher risk of abuse and are less likely to be believed
- As teachers and staff who work in education we may spend more time with young people than other adults
- We are in positions of trust and we build positive relationships

Definitions

A 'Child' is any young person under the age of 18

A 'Vulnerable Adult' is any person aged 18 years or over, who may by reason of mental or other disability, age or illness be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

Child Protection is about identifying and reporting any suspected, potential or actual abuse by an adult

Legislative Framework

Children Act 1989

- duty to assist local authorities in protecting the welfare of children

Education Act 2002

- duty to safeguard and promote the welfare of children

Climbie Enquiry: Lord Lamming Report Jan 2003

Safeguarding: Ensuring the safety, well-being and protection of young people and vulnerable adults

Increasing levels of legal responsibilities

What do we have to do?

(Legal) Responsibility of all staff and relates to all students under 18

Organisation

- have a designated member of staff responsible for Child Protection
 - Child Protection Manager; Head of Intensive Support Liam Ryan
 - Senior Manager; Vice Principal Student and Learning Support Rebecca Foreman
- Have a policy and referral system
- Provide training

What do we have to do?

(Legal) Responsibility of all staff and relates to all students under 18

Individuals

- **Read** the college policy (intranet home page: Quick Links; cross-college policies)
- Be **alert** to the signs of abuse
- **Report** any abuse discovered or suspected
 - Has suffered or is likely to suffer significant harm
 - Potential harm to others
 - Potential criminal act

Reporting Procedure

If you suspect or a student tells you about actual or potential abuse

- Listen and note details
- Report to:
 - Child Protection Manager; Liam Ryan
 - Senior Manager; Vice Principal Student and Learning Support; Rebecca Foreman
 - Intensive Support office: Pelham 2.22 ext 746

Also providing support for students and staff:

- Senior College Counsellor : Maria Wilch or the counselling team

Allegations against staff

If you are concerned about the conduct of a member of staff or a student tells you about potential misconduct;

You must report it to:

- your curriculum head or
 - the Head of HR or Learner Services
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- You can use the whistleblowing procedure
 - The allegation will be investigated initially internally but may be reported to the local authority or police
 - It may result in disciplinary or criminal action

Be Safe Be Heard

Four main types of abuse

- Emotional
- Sexual
- Physical
- Neglect

For vulnerable adults:

- Financial
- Institutional

Signs of abuse

- Unusual behaviour
- Physical appearance
- Changes in behaviour

What do I do (and not do)?

Don't

- Do not promise confidentiality to the student (but presumption of consent for adults unless...)
- Do not ask leading questions or investigate further

Do

- Listen (and note details)
- Signal importance and need to help
- Be open with the student about what you will do next
- Treat the information with respect and care
- Report to the college child protection team

What happens next?

Referral Procedure

Responsibilities of Child Protection Manager:

- Decision whether or not to refer
 - Has suffered or is likely to suffer significant harm
 - Potential harm to others
 - Potential criminal act
- Contact Brighton and Hove Child Protection Team and/or police
- Staff kept involved but on need to know basis

Remember: Often there will be no further action

Professional Boundaries

Objectives:

- To understand what is meant by 'Professional Boundaries'
- Building positive relationships with students; setting a professional tone
- Consider the factors that can influence the maintenance of boundaries
- Legal considerations

**Can a student ever be
your friend?**

Professional Boundaries

Who is Responsible?

- Our aim: relationships that are professional, appropriate and justifiable
- Position of Trust and 'Power' ; the adult defines and controls the relationship
- Decide on your own boundaries; is it appropriate and justifiable
- Protect yourself from misinterpretation or false allegations; recognise 'risky' situations

Professional Boundaries

Sexual Relationships with Students

Sexual Offences Act 2003

- Abuse of position of trust
- No sexual relationships with any child under 18

City College Expectations

- Professional relationship at all times
- Code of Conduct for Employees Whose Work Brings them into Contact with Young People (Disciplinary and Dismissal Procedures)

Professional Boundaries

Do not

Share your own personal information

Be 'Friends' on social networks

Issues to Consider

- Physical Contact
- Language
- Dress
- Giving lifts
- Meetings outside class
- Emotional constancy
- Jokes, teasing, criticism
- Sexual conduct
- Giving and receiving gifts
- Discrimination
- Favouritism

Professional Boundaries

Setting the Tone: what do we want to achieve

- Easy rapport
- Trust
- Comfortable atmosphere
- Respectful
- Objective
- Equality

Professional Boundaries

Summary

- Professional Relationships
- Clear lines of acceptable behaviour
- Authority to challenge
- Model on own behaviour
- Consistent application
- Conducive to learning