Hampshire Learning

Policy and Procedures for Safeguarding

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Hampshire Learning

Policy and Procedures for Safeguarding

1 Introduction: A Whole Organisation Approach to Safeguarding

Hampshire Learning, including all partner adult and family learning providers, must consider how the whole of the organisation can implement safer working practices, environments and policies. A safer learning environment is more than safer recruitment of staff, and it is also more than protecting children and adults from harm. These are both vitally important, but should be seen as part of the overall strategy and processes to promote an ethos of well-being, safety and security which applies to all learners and all staff.

This policy document considers strategic approaches to safeguarding, learner involvement and dissemination activities and outlines a quality framework for assessing the extent to which safeguarding policy and practice are embedded and are effective across the whole organisation.

Hampshire County Council has specific duties for child and adult safeguarding both as social care and education providers. Where teaching and learning is provided by Hampshire County Council organisations, it will be the County Council’s responsibility to ensure overall procedures are in place, and that the individual centres of provision have proper procedures. Learning providers that are independent of Hampshire County Council, such as voluntary and community groups and private training organisations, can access advice and support provided by Hampshire Learning. Hampshire Safeguarding Children Board (HSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in Hampshire and Hampshire Safeguarding Adults Board (HSAB) ensures and oversees the effectiveness of the arrangements made by individual agencies and the wider partnership to safeguard adults from abuse.

Each provider must review and develop their strategic and operational responsibilities as outlined below:

**Strategic responsibilities**

Learning providers must ensure the following are in place:

- a safeguarding policy with effective systems for monitoring its implementation
- effective planning and co-ordination of services and allocation of resources
- effective partnerships with other agencies including health services; Adult and Children’s Services’ safeguarding teams; and local Safeguarding Boards
- senior named person to have specific responsibility for safeguarding issues.

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1 In this document, a child is anyone who has not yet reached their 18th birthday. ‘Children’ therefore means ‘children and young people’ throughout.
**Operational responsibilities**

All staff and volunteers must ensure that a safe and secure environment is provided for children and adults and that policies and procedures are put into operation for recruiting staff and volunteers; risk assessments; record keeping; and dealing with concerns and allegations of abuse. In the case of abuse having taken place there should be clear arrangements to support individuals involved as the top priority and consideration. Support for those involved in a wider context including learners, staff and local community should also be a consideration.

2 **Promoting the Safeguarding of Learners**

In September 2012 Ofsted introduced changes to the way they inspect further education and skills and the Common Inspection Framework 2012 summarises the principal criteria that inspectors will consider when inspecting any education and training provider.

They will consider the effectiveness of safeguarding within leadership and management and will look for evidence that organisations are clear about their statutory responsibilities regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum.

Inspectors will make their judgements by evaluating the extent to which:

- safeguarding arrangements are in place and regularly reviewed to keep all learners aged 14–18 safe
- staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding, which is updated regularly
- leaders, governors and supervisory bodies (where appropriate) fulfil legislative requirements, such as those for disability, safeguarding, and health and safety
- appropriate arrangements for health and safety protect staff and learners from harm.

Further guidance from Ofsted’s Handbook for the inspection of further education and skills is contained at Appendix 1.

3 **Definitions of Abuse, Harm and Neglect**

Children and adults can be put at risk of harm through a variety of actions, inadequate policies and procedures and failures to act.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children. Abuse may be physical, emotional or sexual. 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.

Adult abuse has been defined by the Department of Health as a violation of an individual’s human and civil rights by any other person or persons and includes the following six categories: physical; sexual; psychological/emotional; financial or material; neglect and acts of omission; and discriminatory abuse.

Further information about abuse of children is contained at Appendix 2 and of adults at Appendix 3.
4 Bullying and Harassment
Hampshire Learning is committed to providing a supportive, friendly, safe and positive learning and working environment for all learners and staff so that everyone can function in a secure atmosphere, which will enable them to maximise their experience and personal potential. Bullying, harassment and anti-social behaviour will not be tolerated in any form.

Staff at every level are responsible for ensuring that the learning environment is free from bullying and harassment. In particular, tutors have a vital role to play with learners in ensuring that they manage the learning environment appropriately, setting an appropriate tone and putting in place standards from the outset so as to eliminate opportunities for bullying and harassment. Managers and officers are responsible for the implementation of this policy, for ensuring that all of their staff, including tutors, as well as their learners, partners, stakeholders and other individuals that learners have contact with, are aware of this policy, and for taking corrective action to ensure compliance with it.

5 Protection of Freedoms Act 2012
From September 2012 legislative changes came into force as a result of the Protection of Freedoms Act (PoFA) 2012. These changes included the following:
- the merger of the Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB) which re-launched as the Disclosure and Barring Service (DBS) on 1st December 2012
- the introduction of a minimum age (16) at which someone can apply for a DBS check
- changes to the definition of Regulated Activity. Activities and work which have been removed from Regulated Activity relating to adults (which include teaching and training adults unless in relation to personal care) will still be eligible for, but not legally required to have, an enhanced criminal records check without barred list information.

Information on Regulated Activity in relation to adults, as defined in the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedom Act 2012, is contained in Regulated activity (adults) August 2012 (Department of Health).

6 Recruitment Procedures
Providers must develop safer recruitment procedures for paid and voluntary staff. All employers of volunteers and paid staff engaged in the post-16 learning and skills sector must have robust procedures that minimise the risk of recruiting unsuitable people. Vetting staff and volunteers by conducting various checks is one of a menu of actions that education and training providers should undertake when recruiting. It is important to remember that none of the processes are fail-safe, and that obtaining clear DBS or other checks does not guarantee that the person is suitable to work with children and adults. Furthermore, the nature of the job role must be looked at on a case-by-case basis and decisions about the suitability of applicants for the role should be taken. It is important to reduce risk as much as possible. It is also important to remember that the Regulated Activity describes the activities that the Disclosure and Barring Service can bar people from engaging in.
final decision on whether to employ an individual in a paid or voluntary position rests with the named responsible person within each organisation.

7 Disclosure and Barring Service
The primary role of the Disclosure and Barring Service (DBS) is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children. It is responsible for:
- processing requests for criminal records checks
- deciding whether it is appropriate for a person to be placed on or removed from a barred list
- placing or removing people from the DBS children’s barred list and adults’ barred list for England, Wales and Northern Ireland

Disclosure
The service will search police records and, in relevant cases, barred list information, and then issue a DBS certificate to the applicant and employer to help them make an informed recruitment decision.

Referrals
Referrals are made to the DBS when an employer or organisation has concerns relating to safeguarding issues: there is a duty, in certain circumstances, on employers to make a referral to the DBS. This includes concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children; when an employee has been dismissed or removed from working in regulated activity following harm to a child or adult; or where there is a risk of harm.

Barring
Fair, consistent and thorough barring decisions are made that are an appropriate response to the harm that has occurred, as well as the risk of harm posed. The service is aware of the impact barring or not barring can have both to the person under consideration and also those with whom they have or could have come into contact. Often very difficult and finely balanced decisions have to be made.

8 Criminal Records and Barred List Checks for Hampshire Learning Tutors
All organisations must take responsibility for the safer recruitment and ongoing management of their staff and volunteers, including requesting criminal records and barred list checks if they are eligible, and checking is deemed necessary based on each person’s role and responsibilities.

Hampshire Learning’s requirements for safeguarding include the expectation that providers will carry out appropriate checks, which will include Enhanced DBS Checks with barred list information (children’s or adults), for:
- tutors delivering Family Learning or Family English, Maths and Language classes which involve children, with or without parental supervision
- tutors delivering adult learning courses in ‘specified places’ which include schools and children’s centres
- tutors delivering adult learning classes in which a young person under the age of 18 is enrolled

In addition, in some cases where a tutor is working with groups of adults where the adults in the group and the activities fall into the pre September 2012 definition of regulated activity (ie within the Safeguarding Vulnerable Groups Act 2006 before it was
amended by the PoFA 2012), the tutor may be eligible for, but not legally required to have, an enhanced criminal records check without barred list information.

It is not expected that providers will request criminal records or barring checks routinely for other adult learning tutors.

It is the responsibility of providers to familiarise themselves with the statutory requirements for safeguarding; to identify staff roles that require DBS checks, and to maintain an appropriate single central record.

9 Induction, Training and Development
All employees and volunteers should receive relevant induction that includes advice on appropriate conduct with children and adults and should be given direct access to the organisation’s Safeguarding Policy and clear guidance on safeguarding procedures. Appropriate ongoing training for staff should be provided, including training on the issues of safe working practices and on creating safe environments for children and adults.

All staff need to be aware of the processes to be followed if there are concerns about the conduct of colleagues or other adults towards children and adults and the need to record and share all such concerns, however, minor. Staff should be alert to any indications that a child or adult may need to be safeguarded from harm and know who to contact if they have concerns.

Where appropriate, staff appraisal reviews should include discussion about safeguarding issues. Relevant ongoing training and CPD opportunities should be made available to all staff. Providers are responsible for ensuring that staff are conversant with the policies and procedures, have undertaken initial training and receive regular and ongoing training and support.

10 Learner Involvement
Learner involvement in the management and organisation of the learning provision is important for the quality improvement agenda. Learners should be involved in creating a safe and secure learning environment through induction, consultation, reviews and curriculum-based activities.

Initial assessment and individual reviews provide opportunities for tutors to identify areas of concern for learners and address these through individual learning and/or course plans. These should be regularly reviewed by tutors and learners. Learners are asked for feedback during and at the end of their course and their personal safety and well-being should be included in this process.

11 Disseminating Information to Learners and Staff
Providers should ensure that information and knowledge about discrimination, equality, wellbeing, personal safety and security are conveyed and embedded in the curriculum and are supported by the culture of the organisation and corporate and individual behaviour.

Reference to these aspects should be included in learner and staff handbooks, learner contracts, posters and information leaflets, web-based resources and any other forms of communication with staff and learners.
Further guidance on the types of information that should be disseminated to learners and staff is contained in Appendix 4.

12 Principles of Obtaining, Recording and Sharing Information
Where there are concerns about the safety and well-being of children or adults it is vital that information is shared with relevant organisations: most decisions to share information require professional judgement. There must be a legal basis for sharing information and a legitimate purpose for doing so. Whenever information is shared, it is important that the information should be recorded along with the date, the person(s) it was shared with and for what purpose.

A failure to share information, even at a level of ‘niggling worry’ may have serious consequences for the welfare of a child or adult and it is important that individuals are not deterred from sharing information because of perceived legal hurdles, or assuming that the ‘safer’ course is not to share information.

It is unlikely that the Data Protection Act will be a barrier when information is being shared to safeguard and promote the welfare of a child or adult as long as there is an established legal basis for sharing the information. Confidential information may be shared without consent where there is an overriding public interest in disclosure. **There is a statutory or professional duty to share relevant information in circumstances where children need to be safeguarded.**

The main principles of obtaining, recording and sharing information in relation to employees, as well as guidance for tutors and other staff, are contained at Appendix 5.

13 Photographic Images
Since the introduction of the Data Protection Act in 1998, there is a requirement to obtain the permission of anyone appearing in photographs, DVDs and webcam images. This includes children and adults.

Managers are responsible for ensuring that clear guidance is available to staff and volunteers; that staff are aware of the requirements; and that appropriate consent forms are readily available and are appropriately used.

14 Dealing with Concerns
Staff should be made aware of the procedures to follow if s/he has a concern about any child’s or adult’s welfare. In cases where a child or adult discloses that s/he is being, or has been, harmed or abused, or such a disclosure is made by a staff member, learner or member of the public, the member of staff should record the nature of the concern in writing and speak to his/her line manager who will contact the Safeguarding Officer. It is the role of the Safeguarding Officer to assess the concerns to determine whether an external referral to Children’s Services, Adult Services or the police needs to take place, or whether the matter can be addressed via the County’s internal procedures. The Safeguarding Officer should have received adequate safeguarding training and his/her role and responsibilities should be clearly defined in the job description.

Where a referral is to be made externally, the appointed officer will report the matter to Children’s Services or Adult Services, 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.
15 Dealing with Allegations of Abuse
In all cases where there are allegations of abuse, it is vital that these are dealt with fairly, quickly and consistently.

**Allegations against members of staff**
If an allegation is made against a member of staff this should be reported immediately by a senior officer or a member of the senior management team. Actions should be taken both to protect adults and the accused member of staff. These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place. Where it is appropriate, relevant Human Resources procedures may be initiated and/or a referral made to an external agency.

**Allegations about events outside of the provision**
Children or adults may allege that abuse or harm has occurred at home or in other situations outside of the learning and training provider’s remit. It is important that these allegations are treated seriously and that staff follow reporting procedures. Learning providers should work in partnership with local safeguarding partnerships or committees in dealing with these situations.

16 Embedding Quality Processes in Safeguarding Practice
It is important that learning providers have a quality assurance framework for safeguarding practice in their organisations. A set of standards enables providers to carry out a self-assessment of the provision. This quality process, and any subsequent evaluation of the quality process, is an effective way of ensuring that safeguarding practice is checked.

A framework for self-assessment of safeguarding practice incorporating the duties and responsibilities of learning providers is included at Appendix 6. This framework outlines guidelines for good practice in safeguarding. However, it is the responsibility of each learning provider to identify the most appropriate strategic approach and adapt this to their circumstances.

17 Recording and Reporting Concerns and Allegations
Appendix 7 contains a flowchart identifying the actions to be taken in the case of concerns or allegations about abuse or harm to a child or adult or allegations of abuse against a member of staff.

Appendix 8 contains a recording form for concerns/allegations and contact details for the Senior Designated Officer, Children’s and Adult Services and the police.
Information contained in this Policy document has been taken from:

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<td>Regulated Activity (adults) 2012</td>
<td>(Department of Health)</td>
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<tr>
<td>Changes to disclosure and barring: what you need to know 2012</td>
<td>(Home Office)</td>
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<td>Disclosure and Barring Supporting Information Pack 2012</td>
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<td>Safeguarding adults/adult protection policy 2010</td>
<td>(A tripartite policy between Hampshire, Portsmouth and Southampton)</td>
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<td>Working Together to Safeguard Children 2010</td>
<td>(DCSF)</td>
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<td>(DfES)</td>
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<td>Safer Practice, Safer Learning 2007</td>
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Appendix 1

Extract from Ofsted’s Handbook for the inspection of further education and skills

Effectiveness of safeguarding within leadership and management

1. Where relevant, inspectors will take into account:

- whether providers have a single, central record of all checks on staff and volunteers where appropriate
- the provider’s compliance with its statutory duty to assist local children’s services departments on child protection matters and, as appropriate, to liaise with the Local Safeguarding Children Board
- whether the provider takes appropriate action when a learner reports concerns
- whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level
- whether the provider has contact details for a parent, carer or person acting in loco parentis\(^3\) for learners aged up to 18 (and up to age 25 for learners with learning difficulties and/or disabilities)
- whether policies on bullying and discrimination are implemented effectively
- the extent to which all learning and development sites provide a safe learning environment, and safe working practices are promoted in training and at work
- whether thorough risk assessment and checks on staff across the provision provide the basis for a provider’s safeguarding policy and plans.

\(^3\) Coming from the Latin for ‘in place of a parent’, this refers to the legal doctrine under which an individual assumes parental rights, duties and obligations without going through the formalities of legal adoption.
Appendix 2

Identifying a Child Protection Issue and Recognising Patterns of Abuse
Child abuse may be physical, sexual, emotional or the result of neglect.

Defining Abuse
Abuse can occur wherever there are children or young people of any age. The effects of abuse can be damaging and if untreated they may cause serious problems in adulthood including the possibility of difficulty in maintaining stable, trusting relationships, involvement with drugs or prostitution, attempted suicide or abuse of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Abuse may take place in a family, institutional or community setting by those known to them, or more rarely by a stranger. Abuse can be from peers or adults. There are five main categories of abuse:

**Neglect** – when adults fail to meet a child’s basic physical and/or psychological needs and is likely to result in a serious impairment of the child’s health or development. This could include failure to provide adequate food, shelter, clothing, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment.

**Physical Abuse** – when someone physically hurts or injures a child by hitting, shaking, throwing, poisoning, burning, biting, or scalding; suffocating, drowning or otherwise causing physical harm.

**Sexual Abuse** – where boys and girls are sexually abused when adults (male or female) use them to meet their own sexual needs. This could include: Full sexual intercourse, masturbation, oral sex, fondling. Showing children pornographic books, photographs or videos, or taking pictures for pornographic purposes.

**Emotional Abuse** – the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may occur if children are subjected to constant criticism, name-calling, and sarcasm, bullying, racism, or unrealistic pressure to perform to high expectations consistently.

**Bullying** – is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. It may be physical e.g. kicking, verbal e.g. racist, emotional e.g. ignoring and isolating, or sexual e.g. unwanted physical contact.

It may also include more general activities that have the potential to create significant harm to all children such as downloading or using inappropriate material.

A child protection concern about a member of staff or volunteer may arise from a specific allegation or may evolve from a number of more minor incidents or activities that create concern or suspicion about the motives of the individual concerned. These issues may be more difficult to identify, but require the same processes described in these guidelines to be applied.

**Significant harm** If the incident under consideration on its own, or in combination with other concerns, could reasonably constitute significant harm to a child, then this information will need to be shared with an appropriate person or authority. In all cases where you suspect abuse, you should talk to your line manager in the first instance and keep a record of relevant information.

**Patterns of Abuse**
Most incidents of abuse by staff and volunteers towards children, when seen with hindsight, contain prior indications of the potential for abuse that have been missed, ignored or overlooked by the department. Sexual abuse in particular is likely to be characterised by a process of *grooming* of one
or more youngsters prior to a specific act. This will often consist of blurring of boundaries with children to allow opportunities for abuse to take place. It is essential that managers are fully aware of this possibility and are alert to indications of conduct that could be part of a grooming process.

“Grooming” can constitute an offence and applies to specific behaviour towards children up to 16 years. Further, whilst the age of consent for sexual activity is 16, any sexual activity between a pupil/student up to the age of 18 and a member of staff, even if perceived to be with the consent of a pupil, is an ‘Abuse of Trust’ offence and should be brought to the immediate attention of the Safeguarding Officer who will liaise with the Local Authority Designated Officer (LADO).

Activities that might arouse suspicion or merit further investigation, especially when conducted in a clandestine manner, and are contrary to the department’s policy, and which occur in combinations in relation to the same member of staff or volunteer might include:

- Meeting or visiting children and young people outside of the activity
- Offering extra support to individual children and young people
- Placing themselves in closed rooms or inappropriate situations with a child or young person
- A series of minor concerns about physical contact
- Inappropriate behaviour/conduct/boundaries with children or young people
- Use of inappropriate and/or familiar language
- Texting or e-mailing children or young people
- Underperforming in their job linked to other behavioural concerns
- A history of frequent moves from job to job working with young people or children
- Constantly ignoring rules about safe levels of staff to children/young people ratios

**What you should do if you think a child is being abused**

If you have any concerns because you think that a child might be being abused, don’t assume that someone else is doing something about it, you must do the following:

- In an emergency (ie a serious incident, the child is in need of medical attention or a crime may have occurred) call 999
- Contact your line manager who will report your concerns to Children’s Services
- Keep a record of your concerns and any action taken

See Appendix 8 for relevant contact details
Appendix 3

Safeguarding Adults

The following forms of abuse have been identified:

**Physical abuse** - including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions

**Sexual abuse** - including rape and sexual assault or sexual acts to which the adult has not consented, or could not consent or was pressured into consenting. Sexual abuse might also include exposure to pornographic materials, being made to witness sexual acts and encompasses sexual harassment and non-contact abuse

**Psychological abuse** - including emotional abuse, threats of harm, controlling, intimidation, coercion, bullying, harassment, verbal abuse, isolation or withdrawal from services or supportive networks

**Financial or material abuse** - including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

**Neglect and acts of omission** - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating

**Discriminatory abuse** - including racist, sexist, that based on a person’s disability, and other forms of harassment, slurs or similar treatment.

**Bullying**
Bullying is to intimidate, threaten, humiliate or persecute someone. It is unwanted behaviour by one or a group of individuals directed towards another, which is not justified by their relationship and which is offensive to the recipient or others. This does not relate to the discomfort of a learner with a tutor or other staff member exercising their legitimate role in advising, instructing, monitoring or assessing their performance but might relate to the manner in which it is carried out.

**Harassment**
Harassment can take many forms, occur on a variety of grounds and may be directed at an individual or a group of individuals. Harassment has been defined by legislation as “conduct which has the purpose or effect of either violating another person’s dignity or creating an offensive environment that is intimidating, hostile, degrading, humiliating or offensive. It is not the intention of the perpetrator but the deed itself and the impact on the recipient, which determine what constitutes harassment”.

Any complaint about bullying, harassment or anti-social behaviour should be promptly investigated. Behaviours which will be interpreted as bullying, harassment or anti-social behaviour include:

- ‘Picking on’ someone and causing them distress or discomfort.
- Name calling which may cause hurt and offence.
- Unwanted physical contact or abusive comments regarding someone’s race, gender, sexuality, disability, culture or religion.
- Constant interruption, shouting or undermining someone.
- Gossiping in order to undermine and damage others.
- Unwanted, uninvited, offensive and derogatory statements and comments – either verbally or in writing.
- Abusive or patronising language or gestures, jokes or remarks.
- Circulation of sexist, racist, homophobic, xenophobic or discriminatory material.
- Unwanted comments on dress, appearance, size, lifestyle or body language.
• Offensive graffiti or badges.
• Intrusive questioning, banter, threats, gestures or insults; excluding someone.
• Misuse of computer technology to target potential victims.
  • Exercising undue pressure on some to bully, harass or discriminate against another person.
• Damaging other people’s goods and property.
• Offensive, unwanted, repetitive, obscene or malicious phone calls

**What you should do if you think someone is being abused**
If you have any concerns because you think that an adult is being abused, don’t assume that someone else is doing something about it, you must do the following:

• In an emergency (ie a serious incident, someone is in need of medical attention or a crime may have occurred) call 999
• Contact your line manager who will report your concerns to Adult Services
• Keep a record of your concerns and any action taken

See Appendix 8 for relevant contact details
Appendix 4

Information for learners and staff

It is recommended that guidance for learners and staff should include information about well-being, personal safety, security and safeguarding issues.

For learners this may include:
- a description of the provider organisation that includes the mission statement, organisational structure with a message stating a commitment to well-being, security and a safer environment
- what to expect from the organisation regarding its commitment to learners and their safety and well-being
- details of the learner induction programme which should include sessions on individuals’ rights and responsibilities in relation to personal safety, security and well-being
- how to use the Internet, to include guidance on internet security
- arrangements for learning support; how to access support and counselling, (both that available within the provision as well as from external bodies and providers) and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- policies and procedures on expected behaviours and codes of conduct
- equality and diversity policies that make it clear that discrimination, abuse, harassment and bullying is not tolerated
- who to contact in different situations such as reporting abuse, security issues or unreasonable behaviour
- children and adult safeguarding procedures.

For staff this may include:
- the aim of the provision showing how its work fits into both the national and local context.
- details of partners, including those involved in well-being initiatives, personal safety and safeguarding adults
- who to contact in different situations such as dealing with allegations of abuse, security breaches or unreasonable behaviour;
- the services available including include learning support, human resources, staff counselling and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- how to use the Internet, to include the policy and practice on Internet security
- information, policies and procedures on expected behaviour and codes of conduct
- the policy on providing transport and safer recruitment of transport staff for adults with safeguarding needs
- equality and diversity policies that make it clear that discrimination, abuse, harassment and bullying is not tolerated
- adult safeguarding procedures
- details of the staff induction programme to include sessions on staff responsibility in relation to personal safety, security and well-being
- an explanation of how diversity issues, safer practice and appropriate conduct are embedded into the curriculum
- safer recruitment of staff and volunteers policy and risk assessment procedures.
Appendix 5

Sharing information in relation to employees

- Proper and thorough pre-employment checks must be carried out on all potential staff prior to offers of employment, including full references, DBS and ISA checks, verification of qualifications etc. Further advice can be found in the CCRA ‘Safer Recruitment’ Policy.
- Managers must seek full information on previous employment records from past employers and examine this to assess whether there is any basis for concern.
- Managers must keep secure records of any concerns or incidents relating to individual staff, on confidential files. This includes where there is insufficient evidence to determine whether they are true or false. Patterns of such incidents over time may be significant. Such records should be made accessible to the member of staff.
- Any disciplinary or capability warnings about issues relating to child protection or adults with safeguarding need must be retained beyond their expiry date as part of recording patterns of concern.
- Managers must be willing to share full and relevant information concerning allegations or concerns relating to child protection and adults with safeguarding needs about an employee when they are moving to a new employer, prior to any offer of employment being made.
- References should include all relevant matters which relate to the job for which the employee has applied, to assist the recognition of patterns of behaviour, which may not be obvious when considered in isolation.
- Employees should be allowed to see any reference a Manager has prepared.
- All staff and volunteers must be encouraged to discuss issues relating to child protection and adults with safeguarding needs and to share in confidence any concerns they may have about other staff, volunteers, contractors, hirers etc. It must be made clear to all staff to whom such matters should be reported, which would normally be Designated Senior Officer.
- Information or concerns raised by people outside of the department about the actions of staff or volunteers must be treated with the same level of seriousness and addressed in accordance with these guidelines, even if those concerns are raised anonymously.
- These approaches will enable complete information to be shared openly and the identification of an ‘audit trail’ in those rare cases where a genuine child protection or vulnerable adult with safeguarding need exists.

Sharing Information in relation to concerns about children and adults with safeguarding needs

- You should explain to children and adults at the outset, openly and honestly, what and how information will or could be shared. You should seek their agreement. The exception to this is where to do so would put that child, adult or others at increased risk of significant harm.
- You must always consider the safety and welfare of a individual when making decisions on whether to share information about them. Where there is concern that the individual may be suffering or is at risk of suffering significant harm, the individual’s safety and welfare must be the overriding consideration.
- You should, where possible, respect the wishes of children or adults who do not consent to share confidential information. You may still share information, if in your judgement there is sufficient need in the public interest, or in the case of children where there is risk of significant harm to override that lack of consent.
- You should seek advice where you are in doubt.
- You should ensure that the information you share is accurate and up-to-date.
- You should always record the reasons for your decision, whether it is to share information or not.
## Appendix 6
A Quality Framework for protecting children and adults from abuse and neglect

<table>
<thead>
<tr>
<th>Theme</th>
<th>To what extent</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Partnership</td>
<td>▪ is there a commitment to working with existing local safeguarding boards and other health and social care partnerships?</td>
<td></td>
</tr>
<tr>
<td>2 Accountability, roles and responsibility</td>
<td>▪ are there clear lines of accountability within the senior management, governing body or corporation of the organisation that show where responsibilities lie?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ is there a clear indication of who has the responsibility and at what level for different aspects of safeguarding children and adults</td>
<td></td>
</tr>
<tr>
<td>3 Rights and values</td>
<td>▪ is there a clear statement that shows the organisation’s values and belief in relation to individual rights to freedom from abuse and harm?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ does it state the expectation for the whole organisation to demonstrate these values through corporate and individual behaviour?</td>
<td></td>
</tr>
<tr>
<td>4 Tolerance levels</td>
<td>▪ is there a clear statement for all learners and staff which indicates that there is zero tolerance of abuse and other harmful behaviours?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ do policies and procedures direct both staff and learners towards taking appropriate actions when abuse and harmful behaviours occur?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ are these policies and procedures having an impact?</td>
<td></td>
</tr>
<tr>
<td>5 Risk assessment</td>
<td>▪ does the risk management system work in relation to safeguarding vulnerable groups?</td>
<td></td>
</tr>
<tr>
<td>6 Policy</td>
<td>▪ are there policy and procedures for safeguarding children and adults?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ do all staff know about these?</td>
<td></td>
</tr>
<tr>
<td>7 Staff and volunteer recruitment</td>
<td>▪ does the organisation demonstrate their commitment to good quality processes in the recruitment and vetting of new staff and the monitoring of existing staff and volunteers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **8 Capacity and capability** | ▪ is there a clear commitment to training all staff at all levels on the issue of safeguarding vulnerable adults?  
▪ is there a range of staff training opportunities? |   |
| **9 Information and communications** | ▪ is information for learners and staff (on safeguarding, abuse and how to seek help) both available and accessible:  
▪ is there a clear communications system for issues of safeguarding, including reporting of allegations or concerns:  
▪ does information on safeguarding and health feature in all communication processes, such as on the Internet, intranet, in handbooks and on notice boards? |   |
| **10 Curriculum** | ▪ are personal safety rights and responsibilities embedded into the curriculum for all learners? |   |
| **11 Involving learners / learner induction** | ▪ has the organisation ensured that learners are included in identifying, developing and monitoring the impact of safeguarding work, from developing the partnerships, policies and procedures to monitoring and evaluating its effectiveness?  
▪ is safeguarding part of induction for all learners and staff? |   |
Appendix 7

Recording and Reporting Concerns and Allegations

You are approached by a child or adult with a disclosure that s/he is being, or has been harmed or abused or neglected or you are informed of such a disclosure by a staff member, learner or member of the public or

You are concerned that a child or vulnerable adult is, or may be subject to, abuse or harm.

Make a written note of the information/observation, and include a record of the time, date and persons present.

Inform your line manager as soon as possible.

Line manager will evaluate the incident and/or make a referral to the appropriate internal officer or external agency.

You are concerned that the behaviour of a member of staff or other person is threatening, or potentially threatening, the well-being of a child or adult.

Report your concerns immediately to the Designated Senior Officer (for Children’s Services staff) or the Local Authority Designated Officer (for other local authority establishments) Where appropriate, relevant Human Resources Service procedures may be initiated and/or a referral made to an external agency.

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

N.B: If you have immediate concerns that a child or adult is at risk of significant harm contact Children’s Services or Adult Services. If you think a criminal offence has been committed contact the police. (See Appendix 8 for contact details)
Appendix 8

All allegations of abuse or concerns about children and adults must be recorded without delay. This is to ensure that accurate information is passed on to the relevant person and that there is a written record of the key information.

**CONCERNS/ALLEGATIONS – RECORDING FORM**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person completing report</td>
<td></td>
</tr>
<tr>
<td>Source of information</td>
<td></td>
</tr>
<tr>
<td>Name of vulnerable adult(s) or child(ren)</td>
<td></td>
</tr>
<tr>
<td>Name and role of employee/volunteer (in the case of an allegation against a member of staff)</td>
<td></td>
</tr>
<tr>
<td>Date and location of incident(s)</td>
<td></td>
</tr>
<tr>
<td>Nature of concern/allegation (attach additional sheet if required)</td>
<td></td>
</tr>
<tr>
<td>Concern/allegation discussed with: (name and job role of member of staff)</td>
<td></td>
</tr>
<tr>
<td>Outcomes of discussion</td>
<td></td>
</tr>
<tr>
<td>Actions agreed</td>
<td></td>
</tr>
<tr>
<td>Signed:</td>
<td>Date:</td>
</tr>
<tr>
<td>Actions resolved or details of any further actions as issue is addressed</td>
<td></td>
</tr>
<tr>
<td>Signed:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Contact details

Dealing with Concerns

If you become aware of concerns that a child or adult is being abused, or if you have any concerns, you must report it to your line manager. If you think someone is being abused, don’t assume that someone else is doing something about it. Your line manager will make contact with the relevant Safeguarding Officer.

If you need to contact Children’s Services or Adult Services, use the phone numbers below:

<table>
<thead>
<tr>
<th>Children’s Services:</th>
<th>Monday - Thursday 8.30am to 5pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845 603 5620</td>
<td>Fridays  8.30am to 4.30pm</td>
</tr>
<tr>
<td></td>
<td>All other times and for Weekends and Bank Holidays please use the Out of Hours number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Out of hours:</th>
<th>Monday - Thursday 5pm to 8.30 am.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845 600 4555</td>
<td>Friday 4.30 pm to Monday 08.30 am.</td>
</tr>
<tr>
<td></td>
<td>All day on Bank Holidays and Christmas Day.</td>
</tr>
<tr>
<td></td>
<td>The helpline is staffed by social workers and other specialists who can deal with anything.</td>
</tr>
<tr>
<td></td>
<td>If this line is engaged you will be put through to an answerphone. Leave your name and number and your call will be returned as quickly as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult Services:</th>
<th>Monday - Thursday 8.30am to 5pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845 603 5630</td>
<td>Fridays  8.30am to 4.30pm</td>
</tr>
<tr>
<td></td>
<td>All other times and for Weekends and Bank Holidays please use the Out of Hours number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Out of hours:</th>
<th>Monday - Thursday 5pm to 8.30 am.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845 600 45 55</td>
<td>Friday 4.30 pm to Monday 08.30 am.</td>
</tr>
<tr>
<td></td>
<td>All day on Bank Holidays and Christmas Day.</td>
</tr>
<tr>
<td></td>
<td>The helpline is staffed by social workers and other specialists who can deal with anything from advice about how best to help an elderly relative to getting help in an emergency.</td>
</tr>
</tbody>
</table>

If you believe a crime has been committed, or the child or adult is in immediate danger, dial 999.
Dealing with Allegations

Where there are concerns or specific allegations about the conduct of a member of staff or a volunteer, the line manager should contact a senior officer who will liaise with the Local Authority Designated Officer (LADO) who is the **single point of contact** on such issues. It is the responsibility of the LADO to liaise with other agencies such as Human Resources or the police in appropriate cases.

**Contact details are as follows:**

<table>
<thead>
<tr>
<th>Local Authority Designated Officer (LADO)</th>
<th>Telephone: 01962 876364</th>
<th>E-mail: <a href="mailto:barbara.piddington@hants.gov.uk">barbara.piddington@hants.gov.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Safeguarding Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Services Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarendon House, Monarch Way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winchester  SO22 5PW</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The LADO should be advised of all cases where it is alleged that a person who works with children has:
- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.

For allegations involving staff working with adults the contact is:

<table>
<thead>
<tr>
<th>Jane Selvage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Services Manager Safeguarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone: 01962 833673</td>
<td>Email: <a href="mailto:jane.selvage@hants.gov.uk">jane.selvage@hants.gov.uk</a></td>
<td></td>
</tr>
</tbody>
</table>