



## **Safeguarding Children and Vulnerable Adults Policy**

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### Introduction

It is the policy of Amac to ensure that every child or young person who takes part in training should be able to participate in a fun and safe environment and be protected from neglect and physical, sexual and emotional abuse.

The key principles that underwrite this policy are:

- Anyone under the age of 18 years should be considered as a child for the purposes of this document.
- The child's welfare is paramount
- All children whatever their age culture, ability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse
- All suspicious and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- Clubs and other organisations will be provided with the appropriate documentation and support to ensure they are able to implement the policy
- To ensure that adults working with children are also provided protection and are aware of the best practice so they can be protected from wrongful allegations
- Working in partnership with children and their parents/carers is essential for the protection of the child

Amac recognises the statutory responsibility of Social Services Departments to ensure the welfare of children and it is committed to working with Local Area Child Protection committees, and to comply with their procedures

### 1. General Policy Statement

- 1.1. Amac has a statutory and moral duty to ensure that we function with a view to safeguarding and promoting the welfare of young people receiving education and training with us.
- 1.2. Throughout these policies and procedures, reference is made to "young people". This term is used to mean "those under the age of 18". We recognise that some adults with learning difficulties are also vulnerable to abuse. The procedures will be applied to allegations of abuse and the protection of vulnerable adults.
- 1.3. Amac is committed to ensuring that we:
  - 1.3.1. Provide a safe environment for young people to learn in
  - 1.3.2. Identify young people who are suffering, or likely to suffer, significant harm, and
  - 1.3.3. Take appropriate action to see that such young people are kept safe, both at home and with Amac.

- 1.3.4. In pursuit of these aims, Amac will approve and annually review policies and procedures with the aim of:
  - 1.3.4.1. Raising awareness of issues relating to the welfare of young people and the promotion of a safe environment for young people learning with Amac
  - 1.3.4.2. Aiding the identification of young people at risk of significant harm, and providing procedures for reporting concerns
  - 1.3.4.3. Establishing procedures for reporting and dealing with allegations of abuse against members of staff
  - 1.3.4.4. The safe recruitment of staff
- 1.4. Amac will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to the City/County Council's Department of Children and Young People's Services, the City/County Council Adult Social Care Service, the police or in cases of radicalisation to the Channel Scheme as appropriate.
- 1.5. The Managing Director, Liz Lee, initially has responsibility for child protection issues until the appointment of a member of staff trained and experienced in this field. She will also undertake appropriate training and disseminate knowledge to all staff.
- 1.6. The Directors and all staff working with young people will receive training adequate to familiarise them with child protection issues and responsibilities and Amacsports procedures and policies, with refresher training at least every 3 years.
- 1.7. Amac recognises the following as definitions of abuse:
  - 1.7.1. **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.
  - 1.7.2. **Neglect** - Neglect is the persistent or severe failure to meet a young person's basic physical and/or psychological needs. It will result in serious impairment of the child's health or development.
  - 1.7.3. **Sexual Abuse** - Sexual abuse involves a 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.
  - 1.7.4. **Emotional Abuse** - Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the young person's behaviour and emotional development, resulting in low self worth. Some level of emotional abuse is present in all forms of abuse.
- 1.8. In respect of safeguarding individuals from radicalisation, the Company works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

- 1.9. Dealing with child abuse is rarely straightforward. In some cases a child's disturbed behaviour, or an injury may suggest that the child has been abused. In many situations, however, the signs will not be clear cut and decisions about what action to take can be difficult. Possible signs include:
- Uncharacteristic changes in the child's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper
  - Peer group gossip
  - Bruises and injuries for which the explanation seems inconsistent
  - Signs of discomfort and pain
  - The child becomes increasingly dirty or unkempt
  - The child loses weight for no apparent reason
  - Nervousness when approached or touched
  - Fear of particular adults - especially those with whom a close relationship would normally be expected
  - The child wishes to switch to another tutor without a reasonable explanation
  - Inappropriate sexual awareness
  - Children who are always alone and unaccompanied and/or are prevented from socialising with other children
  - Children who are reluctant to go home.
- 1.10. It must be recognised that the above list is not exhaustive, and the presence of one or more indicators is not proof that abuse is actually taking place.
- 1.11. It is not the responsibility of the tutor to decide that child abuse is occurring, but it is a responsibility to follow through on any concerns.

## **2. Designated Staff with Responsibility for Safeguarding**

- 2.1. The designated senior member of staff with lead responsibility for safeguarding issues is Liz Lee.
- 2.2. She has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of young people, and the promotion of a safe environment for young people learning with Amac.
- 2.3. In particular, she is responsible for:
- 2.3.1. Overseeing the referral of cases of suspected abuse/radicalisation or allegations to the City/County Council's Department of Children and Young People's Services, or other agencies (such as the police, Channel) as appropriate.
  - 2.3.2. Providing advice and support to other staff on issues relating to child protection
  - 2.3.3. Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
  - 2.3.4. Ensuring that parents of young people with Amac are aware of Amac's child protection policy
  - 2.3.5. Liaising with other appropriate agencies
  - 2.3.6. Liaising with employers and training organisations that receive young people from Amac on long term placements to ensure that appropriate safeguards are put in place

2.3.7. Ensuring that staff receive basic training in child protection issues and are aware of Amac child protection procedures.

### **3. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns**

3.1. The procedure will be determined primarily by the Local Authority Designated Officer (LADO) and the ISA, which establishes the locally agreed inter-agency procedures. Liz Lee will investigate this committee and make contact.

#### **3.2. If a young person tells a member of staff about possible abuse:**

3.2.1. Listen carefully and stay calm.

3.2.2. Do not interview the young person, but question normally and without pressure, in order to be sure that you understand what the child is telling you.

3.2.3. Do not put words into the young person's mouth.

3.2.4. Reassure the young person that by telling you, they have done the right thing.

3.2.5. **Inform the young person that you must pass the information on, but that only those that need to know about it will be told. Inform them of who you will report the matter to.**

3.2.6. Note the main points carefully-you can use the attached Child Protection proformas.

3.2.7. Make a detailed note of the date, time, place, what the young person said, did and your questions.

3.2.8. See Appendix for more detail

3.3. **Staff should not investigate concerns or allegations themselves, but should report them immediately to Liz Lee.**

### **4. Reporting and Dealing with Allegations of Abuse against Members of Staff**

4.1. The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

#### **4.2. Introduction**

4.2.1. In rare instances, staff of education institutions have been found responsible for child abuse.

Because of their frequent contact with young people, staff may have allegations of child abuse made against them. Amac recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

4.2.2. Amac recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within Amac will do so with sensitivity and will act in a careful, measured way.

#### **4.3. Receiving an Allegation from a Child**

- 4.3.1. A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines in Part 3 above for dealing with disclosure
- 4.3.2. The allegation should be reported immediately to Liz Lee, unless she is the person against whom the allegation is made, in which case the report should be made to a Programme Manager. Liz Lee should:
  - 4.3.2.1. Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by Liz Lee.
  - 4.3.2.2. Record information about times, dates, locations and names of potential witnesses.

#### **4.4. Initial Assessment by Liz Lee**

- 4.4.1. Liz Lee should make an initial assessment of the allegation, consulting with Programme Managers, the Managing Director and Local Authority Designated Officer (LADO) and /or ISA as appropriate. **Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Authority Designated Officer (LADO) and /or ISA.**
- 4.4.2. It is important that Liz Lee does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.
- 4.4.3. Other potential outcomes are:
  - 4.4.3.1. The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be addressed in accordance with Amac disciplinary procedures.
  - 4.4.3.2. The allegation can be shown to be false because the facts alleged could not possibly be true.

#### **4.5. Enquiries and Investigations**

- 4.5.1. Child protection enquiries by social services or the police are not to be confused with internal disciplinary enquiries. Amac may be able to use the outcome of external agency enquiries as part of its own procedures.
- 4.5.2. Amac shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.
- 4.5.3. If there is an investigation by an external agency, for example the police, Liz Lee should normally be involved in, and contribute to, the inter-agency strategy discussions. Liz Lee is responsible for ensuring that Amac gives every assistance with the agency's enquiries. She will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. Liz Lee shall advise the member of staff that he/she should consult with a representative.

- 4.5.4. Subject to objections from the police or other investigating agency, Liz Lee shall:
- 4.5.4.1. inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
  - 4.5.4.2. ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve.
  - 4.5.4.3. inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- 4.6. Liz Lee shall keep a written record of the action taken in connection with the allegation.

#### **4.7. Suspension of Staff**

- 4.7.1. Suspension should not be automatic. Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 4.7.2. Suspension should only occur for a good reason. For example:
- 4.7.2.1. where a young person is at risk.
  - 4.7.2.2. where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
  - 4.7.2.3. where necessary for the good and efficient conduct of the investigation.
- 4.7.3. If suspension is being considered, the member of staff should be encouraged to seek advice.
- 4.7.4. Prior to making the decision to suspend, Liz Lee should interview the member of staff. This should occur with the approval of the appropriate agency from the Local Safeguarding Children Board (LSCB) and/or the ISA. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.
- 4.7.5. The member of staff should be advised to seek the advice and/or assistance of their trade union (or other agency) and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- 4.7.6. During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.

- 4.7.7. If Liz Lee considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.
- 4.7.8. Where a member of staff is suspended, Liz Lee should address the following issues:
- 4.7.8.1. the SMT should receive a report that a member of staff has been suspended pending investigation, the detail given to them should be minimal
  - 4.7.8.2. the parents/carers of the young person making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension
  - 4.7.8.3. senior staff who need to know of the reason for the suspension should be informed
  - 4.7.8.4. depending on the nature of the allegation, Liz Lee should consider in consultation with the SMT whether a statement to Amac students and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity
- 4.7.9. Liz Lee in consultation with the managing Director, Liz Lee, shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The Local Authority Designated Officer (LADO) and external investigating authorities should be consulted.
- 4.7.10. The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.
- 4.7.11. The suspension should remain under review in accordance with Amac disciplinary procedures.

#### **4.8. The Disciplinary Investigation**

- 4.8.1. The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.
- 4.8.2. The member of staff should be informed of:
- 4.8.2.1. the disciplinary charge against him/her.
  - 4.8.2.2. his/her entitlement to be accompanied or represented by a representative or friend.
- 4.8.3. Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work.
- 4.8.4. The young people making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to Amac of the member of staff (if suspended).
- 4.8.5. Liz Lee should give consideration to what information should be made available to the general population of Amac.

#### **4.9. Allegations without foundation**



- 4.9.1. Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Local Authority Designated Officer (LADO), in order that other agencies may act upon the information.
- 4.9.2. In consultation, Liz Lee shall:
  - 4.9.2.1. inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support.
  - 4.9.2.2. inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
  - 4.9.2.3. where the allegation was made by a young person other than the alleged victim, consideration to be given to informing the parents/carers of that child.
  - 4.9.2.4. prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

#### **4.10. Records**

- 4.10.1. It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.
- 4.10.2. Attached are 2 recording forms– staff may find these useful for recording purposes. Copies need to be stored securely.
- 4.10.3. If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about Amac's statutory duty to inform the Independent Safeguarding Authority (ISA).

#### **4.11. Monitoring Effectiveness**

- 4.11.1. Where an allegation has been made against a member of staff, Liz Lee, together with the SMT, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of Amac's procedures and/or policies and/or which should be drawn to the attention of the Local Authority Designated Officer (LADO).. Consideration should also be given to the training needs of staff.

## **5. Recruitment and Selection Procedures**

- 5.1. Amac already has recruitment and selection procedures. They are reviewed regularly to take account of following principles:
  - 5.1.1. They should apply to all staff and volunteers who may work with young people.
  - 5.1.2. The post or role is be clearly defined.
  - 5.1.3. The key selection criteria for the post or role can be identified.
  - 5.1.4. Vacancies are advertised widely in order to ensure a diversity of applicants.
  - 5.1.5. Requirement of documentary evidence of academic & vocational qualifications.
  - 5.1.6. Obtaining of professional and character references.
  - 5.1.7. Verification of previous employment history.

- 5.1.8. Disclosure and Barring Service (DBS) checks are completed for all staff prior to staff working with learners.
- 5.1.9. Use a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).

# Appendix 1 – Responding to Complaints and Alleged or Suspected Incidents

Abuse may become apparent in a number of ways:

- you may observe signs in a student that lead you to suspect that they have been physically, emotionally, or sexually abused, or suffer severe neglect, or are becoming radicalised; or in addition in the case of a vulnerable adult, they may be experiencing financial, discriminatory or institutional abuse.
- the tables below gives examples that may indicate that an individual is being abused. In addition to these a person may be being abused by virtue of their race, gender, age, disability or sexual orientation which would indicate discriminatory abuse. Similarly, any of the examples listed may be an indication of institutional abuse if the individual is in receipt of organised care.
- the students themselves may disclose to you that they have been abused.

<p><b>Possible signs of physical abuse include:</b></p> <ul style="list-style-type: none"> <li>• Unexplained injuries or burns, particularly if they are recurrent</li> <li>• Refusal to discuss injuries</li> <li>• Improbable explanations for injuries</li> <li>• Untreated injuries or lingering illness not attended to</li> <li>• Admission of punishment which appears excessive</li> <li>• Shrinking from physical contact</li> <li>• Fear of returning home or of parents being contacted</li> <li>• Fear of Undressing</li> </ul>		<ul style="list-style-type: none"> <li>• Fear of medical help</li> <li>• Aggression/bullying</li> <li>• Over compliant behaviour or a 'watchful' attitude</li> <li>• Running away</li> <li>• Significant change in behaviour without explanation</li> <li>• Deterioration of work</li> <li>• Unexplained pattern of absence which may service to hide bruises or other physical injuries</li> </ul>
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<p><b>Possible signs of emotional abuse include:</b></p> <ul style="list-style-type: none"> <li>• Continual self-deprecation</li> <li>• Fear of new situations</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Self-harm or mutilation</li> <li>• Compulsive stealing/scrounging</li> <li>• Drug/solvent abuse</li> </ul>		<ul style="list-style-type: none"> <li>• 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on</li> <li>• Air of detachment – 'don't care' attitude</li> <li>• Social isolation – does not join in and has few friends</li> <li>• Desperate attention-seeking behaviour</li> <li>• Eating problems, including overeating and lack of appetite</li> <li>• Depression, withdrawal</li> </ul>
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**Possible signs of sexual abuse include:**

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the person's age – shown, for example, in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach others about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Recoiling from physical contact
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Genital discharge/irritation
- Sleep disturbance
- Unexplained gifts of money
- Depression
- Changes in behaviour

**Possible signs of neglect include:**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

**Possible signs of financial abuse include:**

- Loss of jewellery and personal property
- A bill not being paid when money is entrusted to a third party
- Unexplained withdrawal of cash
- Lack of money to purchase basic items
- Misuse of benefits
- Inadequate clothing
- Theft of property
- Over protection of money or property
- Loss of money from a wallet or purse

**Possible signs of radicalisation include:**

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.

## **If an allegation is brought to your attention:**

### **Step 1 - Listen and Reassure**

#### **DO**

- Stay calm - do not rush into inappropriate action
- Reassure the child - that they are not to blame and confirm that you know how difficult it must be to confide
- Listen and believe - to what the child says and show that you take them seriously
- Allow only one adult to talk to the child - as any discrepancies in statements may lead to legal problems
- Keep questions to a minimum - in many cases it may be more appropriate to nod and acknowledge the child's account. If you must question then use open ended questions i.e. those where more than a yes/no response is required. The law is very strict and child abuse cases have been dismissed if it appears that the child has been led or words and ideas have been suggested
- Ensure that you clearly understand what the child has said - so that you can pass it on to the appropriate agencies
- Consult with the Liz Lee - ensuring that you communicate all the information accurately
- Maintain confidentiality

In all cases if you are not sure what to do you can gain help from NSPCC 24 hour telephone on 0800 800 500 or ISA – [www.isa-gov.org.uk](http://www.isa-gov.org.uk) tel. 0300 123 1111.

### **Step 2 -Record**

Record what the child has said and/or your concerns legibly and accurately. Details should include:

- The child's name, address and date of birth
- Date and time of the incidents and/or nature of allegations
- Your observations e.g. describe the behaviour and emotional state of the child and/or bruising or other injuries
- The child's account - if it can be given - of what has happened
- Any action that you took as a result of your concerns e.g. comments made to the child, whether the parents/carers have been contacted
- Record whether the person writing the report is expressing their own concerns or passing on those of someone else
- Sign and date the report
- Keep a copy of the report

Please note that when a disclosure is made, it is the person to whom the disclosure is made that the authorities (police and/or social services) will come to for an account of what was said. This first hand account is of primary importance.

### **Step 3 - Involve the appropriate people**

Once you have completed your report you must ensure that Liz Lee has been informed so a decision can be made as to the most appropriate action.

Do not delay.

If you are unsure what to do, advice can be obtained from the Local Authority Designated Officer (LADO) or ISA [www.isa.gov.uk](http://www.isa.gov.uk) tel. 0300 123 1111.

### **Guidelines on sharing information.**

All employees shall exercise due care and discretion in divulging information relevant to Amac, including in relation to its staff, students and its premises.

Regarding safeguarding children, young adults and vulnerable adults, information shall be shared on a “need to know” basis and in line with protection policy guidelines.

## Appendix 2 - Code of Conduct for People working with Children

To ensure that all forms of abuse are prevented and to help protect people who work with children and vulnerable adults, the following guidelines should be followed:

- Always be publicly open when working with children or vulnerable adults. Avoid situations where you and an individual child or vulnerable adults are completely unobserved.
- In practical sessions, if a learner needs to be touched, it should be provided openly and the learner should be asked first. Care is needed, as it is difficult to maintain hand positions when providing manual support if the child is constantly moving. Some parents are becoming increasingly sensitive about touching children and their views should always be carefully considered.
- Where possible parents should take responsibility for their children in changing rooms. If groups are to be supervised in changing rooms, always ensure that adults work in pairs.
- All staff must respect the rights and dignity and worth of all and treat everyone with equality.
- Tutors must ensure that the activities which they direct or advocate are appropriate to the age, maturity and ability of the learner.
- Tutors must consistently display high standards of personal behaviour and appearance.
- Adults should never overtly criticise learners or use sarcasm where it may cause the child to lose self-esteem or confidence.

Everyone should also be aware that as a general rule it does not make sense to:

- Spend amounts of time alone with children away from others
- Take children alone on car journeys, however short
- Take children to your home

If you accidentally hurt a child, or cause distress in any manner, or the child appears to be sexually aroused by your actions, or misunderstands, or misinterprets something you have done, report the incident as soon as possible. Parents/carers should also be informed of the occurrence.

You should never:

- Engage in rough physical or sexually provocative games, including horseplay
- Permit or engage in any form of inappropriate touching
- Permit children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child, even in fun
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Do things of a personal nature that a child can do for itself. However it may be necessary for a volunteer to do things of a personal nature for children particularly if they are very young or disabled. Such tasks should only be carried out with the full understanding and consent of the parent/carer. There is also a need in these instances to be responsive to the child's reactions - if a child is fully dependant upon you talking with him/her about what you are doing and give choices where possible.
- Agree to meet a young learner on your own

In addition, all vocational tutors must abide by the REPS and Sports Coach UK's Codes of Ethical Conduct

Data Protection Act - Amac CP1  
**Child Safeguarding Procedure**

<p><b>This form is confidential. Immediately after completion, it should be placed in a sealed envelope marked "in confidence" and sent to Liz Lee, Amac</b></p>					
1. Date of Disclosure/ concern:		2. Time of Meeting:			
3. Names and status of those present during the meeting:					
Name (capitals)	Initials	Status:			
4. Name of complainant:					
5. Name of child who has alleged abused or you are concerned about: (if different from above)					
6. Outline of complaint: Please note the person who is completing this form should keep questions to a minimum. This section should record as briefly as possible the nature of the allegation and / or concerns and any other relevant information.					
7. Name: (printed)		Signature:		Date:	



Amac CP2  
**Child Safeguarding Procedure**

Report of allegation of child abuse to Social Services by the Designated Child Protection Person or Officer

1. Member of staff reporting incident:	
2. Position in college:	
3. Time of telephone call:	
4. Date of telephone call:	
5. Name of Social Services worker reported to:	
6. Position of above:	
7. Incident reported relates to CP1 form dated ....., relating to ..... (name of complainant).	
8. Letter confirming telephone report has been posted 1 <sup>st</sup> class within 24 hours Yes / No	
9. If no, explain why not and give date and time of posting:	
10. Actions reported to:	
Date and Time of verbal report:	