

1. Statement of Intent

Wildes Education believe that it is unacceptable for a child, young person or vulnerable adult to experience abuse of any kind. Wildes Education recognises its responsibility to safeguard the welfare of a child, young person or vulnerable adult within our training environments and those who come into contact with our organisation.

Wildes Education recognises that:

- The welfare of the person is paramount.
- All people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with young people, vulnerable adults, their parents, carers and other agencies is essential in promoting their welfare.

2. Aim of the Policy

The policy sets out the arrangements that Wildes Education has put in place to safeguard children, young people under 18 years old, and vulnerable adults within our learning environments. Wildes Education's approach reflects the legislative context and also takes account of relevant guidance and good practice relating to the educational sector. Detailed definitions of abuse in this context are set out in Appendix A.

Wildes Education have a responsibility under safeguarding to ensure that:

- We provide protection for the young people and vulnerable adults who come into contact with Wildes Education.
- We provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a young person or vulnerable adult may be at risk of, or experiencing, harm.

Wildes Education endeavour to safeguard young people and vulnerable adults by:

- Valuing and listening to and respecting them.
- Adopting child protection guidelines through procedures for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information regarding child protection and good practice with young people, parents, employers, staff and volunteers.
- Sharing information regarding concerns with agencies that need to know and involving parents, young people and vulnerable adults appropriately.
- Providing effective management for staff and volunteers through supervision support and training.

The following issues and activities are within the scope of this policy:

- Every Child Matters activities involving children.
- Work placements involving learners under the age of 18.
- The training of learners under the age of 18.
- The employment of staff.

Wildes Education's policy is supported by a series of operating procedures relating to the above activities. Wildes Education's employees are available to act as contact points in case of any query.

3. Definition

- **A child or Young Person** – the legislation specifically refers to any person under the age of 18 years.
- **Vulnerable Adult** – is defined by the Safeguarding Vulnerable Groups Act 2006 as a person who is 18 years or over and who may be in need of community care services for reasons of mental or other disability, age or illness. It is a person who is unable to take care of themselves or to protect themselves from significant harm or serious exploitation.

A vulnerable adult may be a person who:

- Has a physical or sensory disability.
- Is physically frail or has a chronic illness.
- Has a mental illness or dementia.
- Has a learning disability.
- Is old and frail.
- Misuses drugs and/or alcohol.
- Living in sheltered housing or care home.
- Exhibits challenging behaviour.
- Detained in custody.
- Receiving payment from local authority.
- Receiving healthcare.

A person's vulnerability will depend on their circumstances and environment, and each case must be considered individually.

- **Significant Harm** – is the threshold that provides for the intervention by other agencies.
- **British Values** – are defined as 'democracy', the 'rule of law', 'individual liberty' and 'mutual respect and tolerance for those with different faiths and beliefs'.

Wildes Education encourages learners to respect other people with regard to the protected characteristics set out in the Equality Act 2010.

4. Staff Employment

Wildes Education is a responsible employer and ensures that it engages staff in a way that is compliant with the relevant legislation, and in particular that which exempts people with specific convictions from applying for or holding a particular job role where there is an acknowledged risk associated with access to young people or vulnerable adults. As a direct consequence, all vacant positions within the company are routinely reviewed and a consideration of the risks undertaken.

Offers of employment to all posts are subject to an enhanced DBS check and are conditional with the individual meeting the required standard. Failure to do so would result in an immediate withdrawal of the offer of employment. Failure to disclose or the provision of a false statement of disclosure by a potential employee or an employee in post may result in disciplinary action, and possible dismissal of the employee. All DBS disclosures are risk assessed against the job role on an individual basis. All information regarding DBS checks will be kept confidential in line with the Data Protection Act. All staff employed by Wildes Education are subject to routine enhanced DBS checks every three years.

In the event of a Wildes Education employee having suspicions regarding the contact of another employee, or an individual engaged on business for Wildes Education, with a young person or vulnerable adult, they should report this to their line manager and the safeguarding contact. This is in order to minimise any potential risk with immediate effect and allow an investigation into the allegations to take place.

All staff working at Wildes Education have undergone basic safeguarding training and will be available for a learner to discuss issues relating to safeguarding. For more serious issues the designated Safeguarding Officer should be contacted on safeguarding@wildeseducation.co.uk.

5. Recruitment of Learners

Wildes Education welcomes learners under the age of 18, 18+, or vulnerable adults, who can demonstrate that they are able to meet the initial assessment requirements for the programme of training they have chosen. These learners will also benefit from the social and learning environment which Wildes Education provides.

APPENDIX A – DEFINITIONS OF ABUSE

(Extracted from the NSPCC ‘First Check’ Publication)

Definitions of Abuse

Physical Abuse	Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.
Emotional Abuse	Emotional abuse is 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 only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all other types of ill treatment or abuse, though it may occur alone.
Sexual Abuse	Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
Neglect	Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter, including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These four definitions do not minimise other forms of harm. Chapter 11 of Working Together to Safeguard Children and other inter-agency guidance draws attention to other sources of stress or harm for children and families.

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These sources could include social exclusion, domestic violence, the untreated mental illness of a parent or carer, or drug or alcohol misuse.

All these areas may have a negative impact on a young person's health and development and may be noticed by someone caring for a young person. If it is felt that a young person's well being is adversely affected by any of these circumstances, the same procedure for reporting concerns should be followed.

Recognising abuse is not easy and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a young person's welfare or safety.

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APPENDIX B – RESPONDING TO A DISCLOSURE/ALLEGATION OF ABUSE

In all cases where there are allegations of abuse, it is vital that these are dealt with fairly quickly and consistently. If you encounter a safeguarding incident you should follow these basic guidelines, which are based on material produced by the NSPCC.

- Stay calm.
- Listen carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others, do not promise to keep secrets.
- Allow the child to continue at his/her own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the young person or vulnerable adult that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Tell them that you will be speaking to Natasha Sumner, the nominated Safeguarding Officer, who is responsible for their protection, and that they may contact the relevant Safeguarding Children's Board if we feel it is necessary.
- Explain to the learner that the Safeguarding Children's Board will advise us as to what we should do next.
- Record in writing what was said using the learner's own words as soon as possible. Record the date, time and names mentioned, to whom the information was given and ensure that the form is signed and dated. Use the Safeguarding Concern Form and the Safeguarding Concern Log for reporting any issues of concerns of abuse.
- Contact the nominated Safeguarding Officer, Natasha Sumner, as detailed above for further advice and onward referral as required.
- DO NOT talk to other people about the incident. Others should only be made aware of this on a 'need to know' basis.

There are three main strands to be considered:

- An investigation of a possible criminal offence by the police.
- Involvement of social services.
- Investigation by Wildes Education and/or an employer and consideration of any disciplinary action on staff or learners.

Information Sharing

Wildes Education is committed to sharing information for the purposes of safeguarding and promoting the welfare of young people and vulnerable adults in line with the Working Together (2013) and with respect for the Data Protection Act (2018). Any decision to break confidentiality should always be preceded by informing the learner of what is about to happen and the reason for the decision.

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There will be no breach of confidence if the person to whom a duty of confidence is owed consents to the disclosure. Staff should seek consent from the learner if considering sharing information with other agencies. It is therefore essential that members of staff understand what is meant by the above and for that reason do not promise absolute confidentiality to the learner.

Confidentiality Statement

Wildes Education will operate on the premise that all information imparted to a member of staff will be treated in confidence. Confidentiality is a key issue in the lives of learners and colleagues. They may trust a member of staff with issues of a personal nature and wherever possible their confidences should be respected. Staff must become familiar with the confidentiality guidelines upheld by Wildes Education.

Staff must not make promises on confidentiality that they may be unable to keep. Furthermore, staff should always make a learner or colleague fully aware of any situations where confidentiality must not be maintained as in a case of young person and vulnerable adult protection. Learners and colleagues may disclose information that is difficult for the member of staff to deal with without further advice and support. In this case the learner and colleagues should be told that the situation will be discussed with an individual with a speciality in that area, but confidentiality will be maintained if possible.

APPENDIX C – INCIDENT REPORTING PROCEDURE

