

**Safeguarding Care  
and Welfare  
Policy**

## **1. INTRODUCTION**

Workforce Training Services (Workforce) aims to ensure that all participants, staff and stakeholders of the organisation experience an inclusive, enjoyable and safe environment, in which they feel respected and valued. We share the common objective of keeping children, young people, adults at risk and adults in need of protection, safe from harm. The organisation takes a holistic approach to safeguarding by promoting the welfare of children, young people and adults at risk of harm, and protecting them from significant harm. This policy considers safeguarding as more than child protection, and therefore includes identifying potential harm that may impact on the child, young person or adult at risk's welfare, personal development and/or well-being.

## **2. PURPOSE**

The purpose of this Policy is to:

Promote the welfare of children, young people, adults at risk of harm and adults in need of protection to protect them from harm;

- Encourage good practice in all aspects of promotion and protection of children, young people, adults at risk of harm and adults in need of protection;
- Raise awareness of the safeguarding, care and welfare issues that may or have the potential to impact upon children, young people and adults at risk of harm and adults in need of protection;
- Prevent and reduce the risk and potential risk of harm to children, young people, adults at risk of harm and adults in need of protection, whilst providing an inclusive non-stigmatised learning environment for all;
- Empower children, young people, adults at risk of harm and adults in need of protection to make informed decisions about their education, life experiences and wellbeing which will allow them to live life free from coercion and have freedom of expression;
- Provide and implement clear, accessible and consistent guidance in relation to the procedures for reporting concerns;
- Advocate for children, young people, adults at risk of harm and adults in need of protection in their right to fair justice as a result of abuse, exploitation or neglect;
- Encourage and promote continuous professional learning in the approach to safeguarding, care and welfare practices.

### **3. CONTEXT**

Workforce will carry out its responsibilities under all relevant legislation, regulations and professional guidelines, which are listed in Appendices 1 & 2.

### **4. SCOPE**

This policy applies to all staff, participants, the Board of Trustees and visitors to Workforce's premises and should be read in conjunction with any other relevant organisational procedures.

### **5. GENERAL PRINCIPLES**

The Policy is based on the following principles:

- Workforce seeks to provide and promote a safe learning environment for all users;
- Workforce is committed to the challenging and reporting of harmful behaviour and, recognising that anyone can be the subject of abuse, will seek to develop a culture of healthy and respectful relationships wherein all allegations of abuse will be taken seriously and treated in accordance with Workforce's procedures;
- Workforce will consistently apply a thorough and clearly defined method in its safe recruitment of staff by undertaking the appropriate checks, in line with legislation and best practice;
- Workforce must follow risk assessment procedures, before enrolling any person who has a conviction for the abuse of a child, young person, an adult at risk of harm or an adult in need of protection;
- Workforce will comply with regional policies and procedures in full partnership with other local agencies including the Health and Social Care Trust Gateway Team and Police Service of Northern Ireland (PSNI);
- Workforce is committed to developing, implementing and updating existing safeguarding protections, policies / procedures and measures for children, young people, adults at risk of harm or adults in need of protection;
- Workforce staff will listen to, record and report all concerns, disclosures and allegations of abuse in accordance with current procedures in an empathetic, prompt and secure manner;
- Workforce will not investigate instances of abuse as this is the role of other statutory agencies e.g. social services, PSNI;

- Workforce is obligated to supporting, resourcing and training, in line with current legislation, those who work with, or come in contact with children, young people, adults at risk of harm and adults in need of protection and to provide appropriate supervision for them;
- Workforce will ensure there is an effective procedure in place for assessing and managing risks to learners and staff;
- Workforce will ensure any identified risks are managed by putting in place risk-reducing measures which are recorded and reviewed.

## **6. DEFINITIONS AND TYPES OF ABUSE**

### **Child or Young Person**

The definition of a 'child' is any person that is under the age of 18, as defined in the Children (NI) Order 1995, the principal statute governing care, upbringing and protection of children in Northern Ireland.

### **Adult at Risk**

An adult at risk is any person aged 18 years or over who is, or may be, unable to take care of him or herself or who is unable to protect him or herself against significant harm or exploitation. This may be because he or she has a mental health problem, a disability, a sensory impairment, is old and frail, or has some form of illness. Because of his or her vulnerability, the individual may be in receipt of a care service in his or her own home, in the community or be resident in a residential care home, nursing home or other institutional setting.

### **Adult in need of protection**

The definition of an 'adult in need of protection' is a person aged 18 years and over, who may be at a greater risk of exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) personal characteristics and / or;
- b) life circumstances; and
- c) who is unable to protect their own well-being, rights, or other interests; and
- d) where the action or inaction of another person or persons is causing or is likely to cause him / her to be harmed.

The consideration of mental capacity is crucial at all stages of safeguarding adult's procedures as it provides a framework for decision making to balance independence and protection.

### **Types of Child Abuse (NSPCC, 2020) (ref Appendix 4)**

Workforce recognises that harm from abuse is not always straightforward to identify and a child may all too often experience more than one type of harm or significant harm. Harm can be caused by:

- Emotional abuse
- Sexual abuse
- Physical abuse
- Neglect
- Exploitation
- Harmful Sexual Behavior
- Domestic Abuse
- Bullying & Cyber Bullying

### **Types of Adult Abuse (DHSSPS, 2015) (ref Appendix 4)**

- Physical abuse
- Sexual abuse
- Psychological / emotional abuse
- Financial abuse
- Institutional abuse
- Neglect
- Exploitation

## **7. PROMOTING DIGITAL SAFETY**

Digital Safety is becoming an increasingly significant issue to consider when it comes to safeguarding children, young people, adults at risk and adults in need of protection.

All participants, staff, the Board of Trustees and other stakeholders who wish to use the Workforce's IT systems are required to agree to Workforce's Acceptable Use Policy and comply with any other relevant digital policies as directed.

Staff, participants, the Board of Trustees and visitors to Workforce's premises are directed to the Safeguarding, Care and Welfare Policy and procedures during induction and via active promotion of "keeping safe" messages through other activities e.g. internet usage and social networking.

## **8. RESPONSIBILITY**

The Board of Trustees and staff at Workforce accept and recognise their responsibilities to develop awareness of the issues that impact on the welfare of children, young people and adults at risk of harm, and to establish and maintain a safe environment for them. The organisation is committed to promoting an atmosphere of inclusion, transparency and openness and welcomes feedback from the people who use our services, carers, advocates and staff, with a view as to how we may continuously improve our services.

Workforce safeguards and promotes the welfare of all course participants in its charge. All staff acting in accordance with this policy and in the spirit of the organisation's mission statement is indemnified by the Board of Trustees. All staff have been subjected to appropriate background checks and have adopted the organisation's Code of Practice towards learners. (Appendix 16)

### **The Role of the Care and Welfare Team**

The Care and Welfare Team meets quarterly to discuss matters relating to safeguarding and child protection. Information is shared with relevant members of the Board of Trustees at meetings of the Board of Trustees or when necessary. The team may co-opt other members as required to address specific issues.

The person with overall responsibility for safeguarding issues at Workforce is the General Manager, Paul Boyle. He is the Designated Person and also the Adult Safeguarding Champion. Barry McCafferty (Care & Welfare Manager) and Ciara Cavanagh (Employability Co-ordinator) are Deputy Designated Officers. All of these individuals are an integral part of Workforce's Care and Welfare Team which also includes the following people

- Mr Joseph McAuley, Chair and member of the board with responsibility for safeguarding
- Mrs Harriet Ferguson, Trustee
- Ciara McBride, Health & Wellbeing Mentor and Safeguarding Officer
- Desi Magill, Health & Wellbeing Mentor and Safeguarding Officer
- Lauren Stone, Health & Wellbeing Mentor and Safeguarding Officer.

Together this team oversees and co-ordinates operational safeguarding matters across Workforce's provision. Posters are displayed at all Workforce buildings to identify those whom staff, participants, visitors and other stakeholders can engage with on safeguarding, care and welfare matters.

Report of concern(s) should be made to a member of the Care and Welfare Team in line with this Safeguarding, Care and Welfare Policy.

All of Workforce's employees are required to abide by the staff Code of Conduct which articulates Workforce's values and sets clear expectations of behaviour for all staff.

### **The Role of the Trustee with Responsibility for Safeguarding**

- Ensure that Workforce's policies are consistent with the requirements for safeguarding participants.
- Ensure that a Designated and Deputy Designated Safeguarding Persons / Adult Safeguarding Champion are in post and have a full understanding of the role that they play.
- Ensure that Safeguarding Training is delivered to all Trustees including Refresher Training.
- Ensure that the Board of Trustees reviews this policy annually.
- Ensure that each year the Board is informed, by way of a report, of how the organisation and its staff have complied with the policy.

The Trustee with responsibility for safeguarding is responsible for overseeing the liaison, on behalf of Workforce, between Social Services and the PSNI in connection with any allegations against the General Manager. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

### **The Roles of the Designated and Deputy Designated Persons**

- Keep the Trustees informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from the Department of Education are shared promptly;
- Responsible for taking the lead in the development of the organisation's Safeguarding Care and Welfare policy;
- Ensure that the Safeguarding Care and Welfare Policy and procedures are implemented and followed by all staff and that new staff have safeguarding and child protection awareness sessions as part of an induction programme;

- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in line with procedures;
- Ensure that course participants' welfare is addressed through the curriculum;
- Responsible for making the referrals to Social Services or PSNI Care Team;
- Responsible for discussing child protection/safeguarding concerns of all staff and keeping all records;
- Responsible for promoting a child protection/safeguarding ethos and acting as a source of support and expertise to the organisation;
- Maintaining a current awareness of early interventions and supports and other local services (in conjunction with the Care and Welfare Team);
- Maintain routine record keeping required (which will also identify patterns and enable early intervention) and the security thereof in relation to safeguarding, care and welfare matters;
- Ensure the Care and Welfare Team has identified on an ongoing basis key safeguarding issues to be delivered as part of Workforce's preventative education curriculum;
- Responsible for the induction and training of all teaching and non-teaching staff within the organisation on matters of safeguarding and child protection and for ensuring their attendance at training and training updates as specified by the Department of Education;
- Responsible for liaising with designated officers/teachers from partner organisations/schools, if and when the need arises;
- Responsible for ensuring that the Chair of the Board of Trustees, Mr Joe McAuley, is informed of matters relating to safeguarding and child protection;
- Responsible (Deputy Designated Officers) for notifying the Chair of the Board of Governors, if a complaint is received against the General Manager;
- Responsible for preparing an annual written report to Trustees regarding child protection/safeguarding issues (details of child protection training, statistics in relation to child protection concerns – e.g. the number of referrals to social services, the number of children on the child protection register, the number of complaints against staff, any safeguarding /child protection initiatives delivered as part of the Workforce's preventative education curriculum, policy reviews undertaken). All reports are anonymized in keeping with the principle of confidentiality.

### **The Role of the Adult Safeguarding Champion (ASC)**

- Provide strategic and operational leadership and oversight in relation to Adult Safeguarding;
- Manage the Deputy Designated Safeguarding Officers;



- Ensure full implementation of Workforce's Safeguarding, Care and Welfare Policy and procedures;
- Oversee the security of record keeping in relation to safeguarding, care and welfare matters;
- Compile and analyse records of reported concerns to determine whether a number of low-level concerns are accumulating to become significant, and make records available for inspection;
- Review the Safeguarding, Care and Welfare Policy and related procedures annually;
- Provide information and support for staff on adult safeguarding within the organisation;
- Advise within the organisation regarding adult safeguarding training needs in line with current legislation;
- Provide advice to staff who have concerns about the signs of harm, and ensure a report is made to Health and Social Care (HSC) Trusts where there is a safeguarding concern;
- Support staff to ensure that any actions take account of what the adult wishes to achieve – this should not prevent information about any risk of serious harm being passed to the relevant HSC Trust Adult Protection Gateway Service for assessment and decision making;
- Establish contact with the HSC Trust Designated Adult Protection Officer (DAPO), PSNI and other agencies as appropriate.

**The ASC should ensure that, at a minimum, the organisation safeguards adults at risk by:**

- Recognising that adult harm is wrong and that it should not be tolerated;
- Being aware of the signs of harm from abuse, exploitation and neglect;
- Reducing opportunities for harm from abuse, exploitation and neglect to occur; and
- Knowing how and when to report safeguarding concerns to HSC Trusts or the PSNI.

**The Roles of the Safeguarding Officers (includes Designated Safeguarding Persons)**

- Receive information from any staff, children, parents or carers who have safeguarding concerns and record it and refer as appropriate.
- Advise staff on protection policy, procedures and record keeping.
- Assess the information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- Record statements and information relating to any safeguarding issues.
- Store all information and records in a secure manner and in accordance with the prevailing data protection legislation.

- Liaise with the local Gateway Team regarding safeguarding, care and welfare procedures and any reported incidents of concern;
- Liaise with and understand the roles and responsibilities of all the appropriate investigating agencies;
- Support children and young people from care backgrounds and who are on the Child Protection Register by attending case conferences, Looked-after children (LAC) reviews and working in partnership with social services;

## **All Staff**

All staff working in Workforce have a duty to record and report disclosures of abuse and incidents of concern with respect to Children, Young People and Adults at Risk and in Need of Protection. This responsibility extends to all staff, and not just to those specifically working with children, young people and adults at risk and in need of protection.

- Anyone with an immediate concern about the safety or welfare of a child, young person or adult at risk and in need of protection should contact the police via a 999 call.
- Anyone with a concern about the suspected abuse of a Child, Young Person or Adult at Risk in Need of Protection in circumstances other than an emergency should follow Workforces reporting process for safeguarding concerns as outlined.
- Adopt Child Protection and Adults at Risk and in Need of Protection guidelines including the code of conduct for staff.
- Act upon any safeguarding disclosure in accordance with Workforce's procedures.
- Promote safe practice and challenge poor and unsafe behaviour.
- Ensure that all health and safety procedures are followed.

## **The Curriculum**

Workforce provides within its curriculum, elements which support participants in considering their physical and emotional well-being, developing resilience and in learning to manage their general interests and personal relationships, including their use of social networking sites and mobile technology. With regard to helping to prevent abuse Workforce contributes by having an ongoing programme of Personal and Social Development training, which includes appropriate coverage of self-protection and resilience building skills/strategies and promoting the safety of our young people for example by promoting appropriate use of social media enabling young people to develop realistic and responsible attitudes towards the responsibilities of adult life.

## **REACH App**

Workforce strives to provide a safe environment where our learners feel valued, listened to and are comfortable discussing issues so that they feel more confident and supported. The REACH App has been designed to help engage those young people who are most in need of our support and to create a 'happy and safe' place that is personal to them.

The APP facilitates interventions such as on-to-one mentoring, referrals to community guidance and support services and it also promotes change of lifestyle choices, such as gym sessions, consisting of a 6-week, fully funded programme with a Personal Trainer for all trainees, designed to improve mental health through physical activities.

The App can be used to contact a mentor directly and to raise concerns and/or report issues relating to safeguarding. Contact with a mentor through the REACH App is confidential and is available during Workforce's hours of business. The App also provides contact details for organisations which deliver counselling and other support services across Belfast, during out of hours.

## **CONFIDENTIALITY**

There is great sensitivity surrounding safeguarding issues, and tutors and staff should not treat the disclosure of confidential information lightly. Information is only shared with staff who require access to it, in order to work in a safe and informed way with the young person and the family.

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety and welfare of the person is the overriding concern. The degree of confidentiality will be governed by the need to protect the individual and therefore complete confidentiality cannot be guaranteed. It is therefore **crucial** that staff understand and implement the guidelines for Data Protection and information sharing.

## **WORK PLACEMENTS OR RESIDENTIALS**

Staff organising any work placements or residentials should take the safeguarding, care and welfare of children, young people, adults at risk and adults in need of protection into account when assessing the suitability of the work placement or residential arrangements. Participants are more vulnerable to harm or abuse when in long-term placement in the workplace or when outside their normal environment. Workforce has a duty to put in place additional safeguards as required.

All participants on work placement or residentials should have a regular point of contact with a member of Workforce staff and be advised that they can discuss with that person any concerns they may have. Any concerns raised or any suspicions of abuse must be reported to a member of the

Safeguarding Team by staff immediately in line with safeguarding, care and welfare procedures as outlined in this document. Participants undertaking childcare programmes will require an enhanced disclosure certificate to work in a sector related placement.

## **PROCEDURES FOR REPORTING SUSPECTED ABUSE**

When staff see signs which cause them concern, they may have the opportunity to talk to the participant with tact and sympathy to seek clarification. Where some other member of non-teaching staff sees such signs, he/she should immediately bring them to the attention of the tutor or Designated Person, who may then seek clarification. Staff should not inquire too deeply or carry out an examination. Staff should not ask leading questions as this can later be interpreted as putting ideas in the participant's mind. Staff should say, 'Tell me what has happened,' rather than, 'Did they do X to you?' Staff should listen actively to the participant, to enable them to record a detailed account as soon as possible afterwards. Staff **MUST NOT** ask the participant to write an account of their disclosure. If the participant's verbal responses do not dispel suspicion, or if it is impossible to talk to them, then staff must make their concerns known to the Designated/Deputy Designated Person as soon as possible. The Designated/Deputy Designated Officer will agree the subsequent action and who will undertake it. The Designated/ Deputy Designated Officer may seek advice from the Trust's Gateway team.

In the case of a tutor who has concerns about a student that they teach from a school in Workforce's School Links or Youth Support Programmes, they should report the concern to Workforce's Designated Person, who will bring it to the attention of the Designated Teacher/Officer in the appropriate school or organisation. The procedure, Receive, Reassure, Respond, Record, Refer, should, as in all such cases, be employed here – see Appendix 7. Staff must complete the Safeguarding Incident Record Form (Appendix 10) as soon as possible after informing the Designated/Deputy Designated Person of a concern and give the completed form to him/her, again, as soon as possible. Visiting teachers/classroom assistants will be advised of organisational procedures regarding safeguarding/child protection (see Appendices 8 and 9).

If a participant displays harmful sexualized behaviour, they should also bring this to the attention of the Designated/Deputy Designated Person. Furthermore, although such cases may be uncommon in this area, staff must also report to the Designated/Deputy Designated Person any concerns they may have of a young person being subject to Female Genital Mutilation (FGM) or Forced Marriage.

On occasion a participant may express suicidal thoughts or intentions to adults they trust. Any such expression should be taken seriously and acted upon. They may express suicidal ideation to their peers; it is important they are encouraged to pass this information to a trusted adult who can take the necessary steps to ensure that the participant is kept safe. A participant at risk – immediate reaction: The immediate reaction by a member of staff to the alert that a participant is in distress, is crucial to the protection of the participant. It is therefore important that staff consider in advance how they would react in such a situation. In every situation the two essential elements are:

- 1.To respond with empathy and in a non-judgmental way to the participant in need; and
- 2.To follow usual safeguarding procedures, noted above, and to make appropriate referrals to ensure the participant's safety, because self-harm and expressions of suicidal thoughts are safeguarding issues.

The participant in distress should be supervised closely and delivered to the care of the Designated/Deputy Designated Person for Safeguarding, or appropriate alternative. Sometimes it is more helpful for the staff member to whom the participant expressed their distress to be the one who stays with them, while the Designated/Deputy Designated Person makes arrangements to safeguard them.

Where a member of staff has reasonable grounds to suspect abuse or risk of abuse, then they should act in accordance with the procedures outlined in Appendices 11 and 12, or in the case of an emergency situation, Appendix 18.

In the event of suspected cases of abuse in the organisation involving a member of staff, the concerned person should immediately express their concern to the Designated/Deputy Designated Person or to the Chairman of the Board of Trustees. See Appendix 12.

If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place. When our participants attend off-site activities, we will check that effective safeguarding arrangements are in place.

When the decision to refer is made, the Designated/Deputy Designated Officer should contact Social Services Gateway on 028 9050 7000 by telephone and then forward, by email or post, the standard referral form – UNOCINI – see Appendix 13.

The Designated/Deputy Designated Officer will take the lead from Social Services with regard to the time frame used for informing parents or those with parental responsibility.

The Designated/Deputy Designated Officer should make a record of all the discussions held and actions taken within **24 hours** of a referral.

If an acknowledgement of the referral is not received from social services within 5 working days, then the Designated/Deputy Designated Officer should follow this up.

After referral, Workforce staff will co-operate with the child protection/safeguarding investigation. This can involve providing factual information about the young person/adult at risk of harm for the purposes of the multi-agency assessment of risk and the Child Protection Plan.

Tutors and other staff may receive information on suspected abuse from a variety of sources, sometimes anonymously. Where such secondary evidence is obtained, those providing the information should be advised that they also have a responsibility to contact the appropriate Social Services Office. Appendices 3, 4 and 5 contain detailed guidance and information on reporting instances of suspected abuse.

The issue of safeguarding systems is a regular agenda item at meetings of the Welfare Team.

## **SAFEGUARDING RECORDS**

Staff who receive information about participants, about whom there are concerns, and their families, must share that information only within appropriate professional contexts.

Records of all safeguarding information, showing dates, events and action taken, are kept under secure conditions, in a locked cabinet by the Designated Person, in his office. The keys to the cabinet are not removed from the premises and are stored securely in a key safe. The cabinet is accessible only to the General Manager and the Deputy Designated Persons as necessary. The cabinet is not accessible to anyone else, including administration staff, the ETI or members of the Board of Trustees. The Designate/Deputy Designated Person ensures each Safeguarding Incident Record Form and UNOCINI documents are stored in the participant's safeguarding file and he/she supplements it with all other records created and acquired as the management of the concern progresses.

The General Manager keeps, under secure conditions, in the same cabinet, a 'hard-backed book' in which complaints made against staff or concerns raised regarding staff are recorded. This book will be available for inspection by ETI; they will check that the book is completed and signed off annually by the Chair of the Board of Trustees. The Chair signs and dates the book even if there have been no entries. Where a complaint has been found to be without foundation, the entry is struck through with an explanation entered. However, given the number of recent historical allegations, unless the member of staff is completely exonerated, the record will be retained

indefinitely. When the member of staff retires, leaves or changes post, advice should be sought from the Information Commissioner's Office.

Safeguarding Records are not removed from Workforce's premises except when taken to a case planning meeting, in respect of a participant, or on foot of a court order. If information needs to be taken out of the organisation, it is transported securely and a record is kept of when it was removed, by whom, for what purpose, and when it was returned.

In cases where a young person is transferring from Workforce to another organisation and where there have been or are current concerns, Workforce will consider what information should be shared with the new organisation. Any information deemed appropriate, will be transferred by Workforce's Designated/Deputy Designated Person to the Designated Person of the receiving organisation, in the most secure and appropriate manner, to minimise the risk of any data breach.

When a participant whose name is on the Safeguarding Register changes organisation, the Designated/Deputy Designated Person will inform the receiving organisation immediately, that his/her name is on the Register, discuss concerns with the Designated Person in the new organisation and pass on contact details for the social worker. Workforce will then destroy all safeguarding records on the participant supplied by Social Services, including records of case conferences, and should inform the participant's Case Co-ordinator in Social Services. Advice on these matters can be sought from the CPSSS.

When a participant leaves Workforce safeguarding concerns cease to be current or ongoing, and records cease to be of active use, other than for reference purposes. The participant's individual safeguarding file should be closed. The Designated/Deputy Designated Person should mark the front cover of the file indicating the date on which the file can be destroyed.

## **COMPLAINTS PROCEDURE**

Participants: Workforce operates a 2 stage complaints procedure for use by all trainees and apprentices. Stage 1 is informal. Stage 2 is formal and the complaint should be in writing. (See Workforce's Complaints Procedure)

Parents: As part of overall pastoral care provision, parents are encouraged and expected to contact Workforce if they have any worries about any aspect of their child/adult at risk of harm's

experiences or training/education. This is especially important where parents have a concern about their child's safety.

Appendices 7 and 8 outline how trainees, apprentices and parents can process their complaints and worries

The Designated/Deputy Designated Persons will also inform parents/guardians that it is their responsibility to inform Workforce if there is any change as to who has responsibility for a participant attending the organisation.

It is hoped that we will be able to resolve any complaint through the complaints procedure. If the customer remains dissatisfied with the outcome they have the right to raise the matter with the Northern Ireland Ombudsman's Office (in his/her role as Commissioner for Complaints).

The customer can complain to the Ombudsman; however, the Ombudsman will normally only consider a complaint after it has been managed in accordance with the College's Customer Complaints Policy.

Contact details for the Ombudsman are:

**Northern Ireland Public Services Ombudsman**

Progressive House

33 Wellington Place

Belfast BT1 6HN

## **STAFF TRAINING**

Workforce recognises the need for appropriate in-service training for those implementing safeguarding procedures, by arranging access to multi-agency training for the Designated Person, Deputy Designated Persons, all staff and Board of Trustees as directed by DE Guidance.

Workforce includes coverage of safeguarding procedures in the induction programme for all new tutors and support staff.

The Designated Person, in consultation with Workforce's Quality & Performance Manager, will arrange refresher training on safeguarding for all members of staff as and when required.

## **ALLEGATION CONCERNING A MEMBER OF STAFF**

Where a complaint about possible abuse is made against a member of Workforce's staff (Appendix 12) the procedures detailed in DE Circular 2015/13 are followed. The possible risk of



harm to participants posed by a member of staff must be evaluated and managed and in all decisions the participant's welfare is the paramount consideration. From the outset, the General Manager (Designated Safeguarding Person) will manage the handling of the allegation. The accusation will be investigated immediately and may result, after consultation with the Board of Trustees, in precautionary suspension. The General Manager and Board of Trustees have a duty of care to the staff and will aim to ensure they provide effective support for anyone facing an allegation of abuse.

Appendix 16 sets out a Code of Conduct for staff to follow in order to minimize the risk of false accusation. The central aim of this is to protect and promote the welfare of participants which is the responsibility of all members of staff, both teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect through which the best interests of the participants entrusted to their care is paramount. Naturally implicit in this is the assumption that the conduct of staff towards the course participants must be above reproach.

## **APPOINTMENT OF STAFF**

All newly appointed staff, including voluntary staff, will be subject to an AccessNI vetting check (in most cases this will be an Enhanced Disclosure Check) as per Department of Education Circular2013/01 before commencing their employment with Workforce.

Substitute staff will be employed only when they have received their EDC from AccessNI.

All staff will be informed of the staff Code of Conduct (see Appendix 16).

## **ABUSE OF TRUST**

The relationship between a member of staff and a course participant is one of trust. The staff member is in a position of power and influence over the participant by virtue of his/her work. It is vital for all staff, in such positions of trust, to understand the power they have over those they care for and the responsibility they must exercise as a consequence. Appendix 17 sets out in more detail, guidelines and procedures for preventing Abuse of Trust.

## **RESTRAINING PEOPLE – SAFE HANDLING**

On rare occasions, teaching or support staff may have to, in carrying out their responsibilities, use reasonable force to restrain or control a participant. Reasonable force can be used to

prevent a participant from committing an offence, causing personal injury to or damage to the property of any person (including the participant him/herself).

Guidelines on use of reasonable force:

- Before intervening physically, other strategies should have been used;
- The participant should be told to stop his/her behaviour and informed what is going to happen if he/she does not;
- Staff member should continue to talk to the participant throughout and make it clear that physical contact will stop as soon as it ceases to be necessary;
- Staff should never give the impression that they have lost their temper or that they are acting to punish the participant;
- Depending on the size of the participant, it might not be prudent for a member of staff to intervene (except in an emergency) without the help of a colleague;
- Examples of reasonable force might involve staff physically interposing between people, blocking a person's path, holding, pushing, pulling, leading a person by the arm, placing a hand in the centre of back;
- Holding a person round the neck or by the collar, slapping, punching or using any implement, throwing any object at the person, or twisting or forcing limbs can **NEVER** be justified.

## **VISITORS TO WORKFORCE**

All visitors to Workforce are required to report to reception. Visitors passing beyond the reception area will have their details recorded at reception. Access to course participants will be restricted to the purpose of their visit.

## **USE OF CCTV**

There are CCTV cameras placed throughout the organisation. Recorded CCTV will be kept for no more than sixty days. CCTV recording can only be viewed by the General Manager, and the Senior Management Team. Other staff may view CCTV recorded footage, accompanied by one of the aforementioned people.

## **LINKS WITH SOCIAL SERVICES**

Social Services have a statutory duty to investigate any case where they receive information suggesting that a participant may be in need of care, protection or control, unless satisfied that

such enquiries are unnecessary. They also have a lead role in coordinating the work of all the agencies and professionals concerned with the child's family.

When there is a suspicion that a learner has been abused, Social Services will convene a multi disciplinary Case Conference. If requested, Workforce may send a written report to the Social Services Officer, or have someone attend the Conference itself. If the participant transfers to another organisation, Workforce's records regarding safeguarding are forwarded to that organisation and other related materials e.g. minutes of case conferences, will be destroyed. Minutes should be destroyed when the participant's name is removed from the Safeguarding Register.

## **LINKS WITH PSNI**

Workforce Training Services implements the *Operation Encompass* initiative. Operation Encompass is an early intervention partnership between local police and our organisation, aimed at supporting young people who are victims of domestic violence and abuse. As an organisation, we recognise that children's exposure to domestic violence is a traumatic event for them.

When the police have attended a domestic incident and one of our trainees or apprentices is present, they will make contact with Workforce at the start of the next working day, to share this information with a member of the safeguarding team. This will allow Workforce's safeguarding team to provide direct or indirect support to this young person and their family.

This information will be treated like any other safeguarding information. It will only be shared outside of the safeguarding team on a proportionate and need-to-know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they are able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.

## **CONCLUSION**

The Anti-Bullying Policy, Positive Behaviour Policy, E-Safety, Social Media Policy, Mobile Phone Policy and The Guidance for Preventing Abuse of Trust (Appendix 17) are part of Workforce's provision for safeguarding.

This policy and associated policies will be reviewed annually in line with changes to legislation or more frequently when required because of new information or the occurrence of a safeguarding incident.

Signed: \_\_\_\_\_

Mr Paul Boyle

Designated Person

General Manager

## APPENDIX 1 DEPARTMENT OF EDUCATION CIRCULARS

**Note: DE Circulars apply directly to schools, but provide advice on good practice relevant to all organisations.**

1. [Circular 2007/01 Acceptable Use of the Internet and Digital Technologies in Schools](#)
2. [Circular 2019/14 Attendance Guidance and Absence Recording By Schools \(2019/14 supersedes 2018/12\)](#)
3. [Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage](#)
4. [Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Appendix A](#)
5. [Circular 2006/07 Child Protection: Employment of Substitute Teachers](#)
6. [Circular 2008/03 Child Protection: Pre-employment Checking of Persons To Work in Schools – New Arrangements](#)
7. [Circular 2020/07 Child Protection: Record Keeping in Schools \(2020/07 supersedes 2016/03\)](#)
8. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings](#)
9. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Appendix A](#)
10. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Form DOR O2](#)
11. [Circular 2006/08 Child Protection: Training Requirement for School Governors on Staff Recruitment and Selection Panels](#)
12. [Circular 2006/25 Child Protection: Vetting of School Governors](#)

13. [Circular 2022/02 Children Who Display Harmful Sexualised Behaviour](#)
14. [Circular 2016/11 Class Sizes In Post-Primary Schools – Practical Subjects \(as well as other subjects that include a practical activity\)](#)
15. [Circular 2015/13 Dealing With Allegations of Abuse Against A Member of Staff](#)
16. [Circular 2012/19 Disclosure and Barring Arrangements: Changes To Pre-employment Vetting Checks For Volunteers Working In Schools From 10/09/12 – Guidance For Schools and Employing Authorities On Changes To Pre-employment Checking and Safer Recruitment Practices](#)
17. [Circular 2013/01 Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff Working In Or Providing A Service For Schools – Guidance For Schools and Employing Authorities On Pre-employment Vetting Checking and Safer Recruitment Practices](#)
18. [FE Circular 11/13 Disclosure and Barring Arrangements: Vetting Requirements for \(i\) The Recruitment of Staff to Further Education Colleges \(ii\) Existing Staff and \(iii\) Students](#)
19. [Circular 2015/23 Drugs Guidance](#)
20. [Circular 2014/24 Education Otherwise Than At School \(EOTAS\) Guidance](#)
21. [Circular 2016/26 Effective Educational Uses of Mobile Digital Devices](#)
22. [Circular 2008/10 Employment of Substitute Teachers – NI Substitute Teachers Register \(NISTR\)](#)
23. [Circular 2010/18 Every School A Good School – The Governors’ role](#)
24. [Circular 2013/25 e-Safety Guidance](#)
25. [Circular 2010/01 Guidance on Relationships and Sexuality Education](#)
26. [Circular 2020/05 Guidance for Schools on Supporting Remote Learning to Provide Educational Continuity](#)

27. [Circular 2011/22 Internet Safety](#)
28. [Circular 2014/27 Managing Information On Persons Who Pose A Risk To Pupils](#)
29. [Circular 2016/27 Online Safety](#)
30. [Circular 2014/14 Pupil Participation](#)
31. [Circular 2015/22 Relationship and Sexuality Education \(RSE\) Guidance](#)
32. [Circular 2013/16 Relationships and Sexuality Education Policy In Schools](#)
33. [Circular 2017/04 Safeguarding and Child Protection – A Guide for Schools - Update](#)
34. [Circular 2018/07 Self-Assessment Audit Tools for Schools](#)
35. [Circular 2010/22 - School development planning - Regulations and guidance](#)
36. [DE Guidance - School Development Planning 2020/21 – COVID 19](#)
37. [Circular 2020/08 Amended draft Attendance Guidance and Absence Recording by schools](#)
38. [Circular 2021/12 Addressing Bullying In Schools Act \(NI\) 2016 - Statutory Guidance for Schools and Boards of Governors](#)
39. [Circular 2021/13 Interim Guidance on the use of Restraint and Seclusion in Educational Settings](#)
40. [DE Circular 2021/04 - Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland](#)
41. [Circular 2003/13 Welfare and Protection of Pupils Education and Libraries NI Order 2003](#)

## **APPENDIX 2      LEGISLATION**

- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Children (Leaving Care) Act (NI) 2002
- Children (Public Performances) Regulations (Northern Ireland) 1996
- Children and Young Persons Act (Northern Ireland) 1968
- Children's Services Co-operation Act (NI) 2015
- Criminal Justice and Courts Act 2015 section 33
- Criminal Law Act (NI) 1967
- Education (NI) Order 1998
- Female Genital Mutilation Act 2003
- Forced Marriage (Civil Protection) Act 2007
- Health & Personal Social Services (NI) Order
- Health & Personal Social Services Act (NI) 2001
- Health & Social Care (Reform) Act (NI) 2009
- Human Rights Act 1998
- Prohibition from Teaching and Working with Children Regulations (NI) 2006
- Protection of Children (NI) Order 1978
- Protection of Children (Northern Ireland) Order 1978 article 3
- Safeguarding Board Act (NI) 2011
- Sexual Offences Act 2003
- The Children (NI) Order 1995
- The Criminal Evidence (NI) Order 1999
- The Criminal Justice Act 1988 (Reviews of Sentencing) Order (NI) 2019
- The Data Protection Act (2018) and UK General Data Protection Regulations
- The Disability Discrimination Act 1995
- The Education and Libraries (NI) Order 2003; Articles 17 and 18
- The Family Homes & Domestic Violence (NI) Order 1998
- Mental Capacity Act (Northern Ireland) 2016
- The Mental Health (NI) Order 1986
- The Northern Ireland Act 1998, Section 75
- The Police & Criminal Evidence (NI) Order 1989
- The Public Interest Disclosure (NI) Order 1998
- The Race Relations (NI) Order 1997
- The Safeguarding Vulnerable Groups (NI) Order 2007 (amended 2012)
- The Sexual offences (NI) Order 2008
- The Special Educational Needs and Disability Order (NI) 2005 (SENDO)



## APPENDIX 3 REFERENCES & RESOURCES

While issued mainly for schools note that the Department of Education (DE) and Education Authority (EA) publications and circulars referenced below contain guidance which is regarded as good practice for other organisations, where appropriate. Please refer to these and apply only as appropriate to the context of an FE College.

The Department of Education's has published guidance on [child protection issues for schools](#).

Further detailed information is available on the EANI website:

[www.eani.org.uk/schools/safeguarding-and-child-protection/](http://www.eani.org.uk/schools/safeguarding-and-child-protection/)

1. [Adult Safeguarding Champion Frequently Asked Questions \(FAQs\)](#)
2. [Adult Safeguarding: Prevention and Protection in Partnership](#)
3. [Adversity and Trauma-Informed Practice –Young Minds 2019](#)
4. [Adverse Childhood Experiences. Ensuring a better deal for children in Wales. Professor Mark A. Bellis](#)
5. [Adverse Childhood Experiences Factsheet - Volunteer Now](#)
6. [Apprentice NI Guidelines](#)
7. Attendance  
[Miss School Miss out – Improving Pupil Attendance Strategy](#)  
[ETI Attendance Schools Good Practice Report and Case Studies](#)
8. [Code of Good Governance](#)
9. [Co-operating to Safeguard Children & Young People in NI \(2017\) DoH](#)
10. [Department of Health, Social Services and Public Safety \(DHSSPS\) Adult Safeguarding \(2015\) Prevention and Protection in Partnership](#)
11. [First-aid and administration of medicines](#)
12. [Health and Safety](#)
13. [Managing Critical Incidents Guidance](#)

14. [Mental Capacity Factsheet](#)
15. [National Society for the Prevention of Cruelty to Children \(NSPCC\) \(2017\) Child Abuse and Neglect](#)
16. [Publications and guidance on child protection issues for schools](#)
17. [Safeguarding Children and Adults at Risk, Policy Standards](#)
18. [Safeguarding and Child Protection - Information and resources for school Governors, Principals, Designated Teachers/Deputy Designated Teachers and for all EA staff](#)
19. [Safeguarding Board for Northern Ireland \(SBNI\) Procedures Manual \(May 2018\)](#)
20. [Safeguarding Board NI Strategic Plan 2018-2022](#)
21. [The United Nations Convention on the Rights of the Child](#)
22. [Training for Success \(TfS\) Operational Requirements and Guidelines](#)
23. [UK Council for Child Internet Safety \(2016\) Sexting in schools and colleges](#)

## APPENDIX 4      TYPES OF ABUSE

### Types of Child Abuse (NSPCC, 2020)

- General signs of abuse -Children experiencing abuse often experience more than one type of abuse over a period of time. Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Many of the signs that a child is being abused are the same regardless of the type of abuse.
- Physical abuse - when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FI).
- Neglect - is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:
  - providing adequate food, clothing or shelter
  - supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
  - making sure the child receives appropriate health and/or dental care
  - making sure the child receives a suitable education
  - meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

- Sexual abuse- is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.
- Child sexual exploitation (CSE) - is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

- Harmful sexual behaviour (HSB) - is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.
- Emotional abuse – this may involve:
  - humiliating, putting down or regularly criticising a child
  - shouting at or threatening a child or calling them names
  - mocking a child or making them perform degrading acts
  - constantly blaming or scapegoating a child for things which are not their fault
  - trying to control a child’s life and not recognizing their individuality
  - not allowing a child to have friends or develop socially
  - pushing a child too hard or not recognising their limitations
  - manipulating a child
  - exposing a child to distressing events or interactions
  - persistently ignoring a child
  - being cold and emotionally unavailable during interactions with a child
  - not being positive or encouraging to a child or praising their achievements and successes.
- Domestic abuse - is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse.
- Bullying and cyberbullying - is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.

### **Types of Adult Abuse (DHSSPS, 2015)**

- Physical abuse - This is the use of physical force or mistreatment of one person by another, which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force-feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.
- Sexual abuse - This is any behaviour perceived to be of a sexual nature, which is unwanted or takes place without consent or understanding. Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including

but not limited to non-consensual penetrative sexual activities or non-penetrative sexual activities, such as intentional touching (known as groping).

- Psychological / emotional abuse - This is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, controlling, intimidation and coercion.
- Financial abuse - This is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.
- Institutional abuse - This is the mistreatment or neglect of an adult by a regime or individuals in settings, which adults who may be at risk, reside in or use. This can occur in any organisation, within and outside the HSC sector. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours, inflexible regimes and rigid routines, which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services, and includes a failure to ensure that the necessary preventative and/or protective measures are in place.
- Neglect - Neglect occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly when the person lacks the capacity to assess risk.

- Exploitation - This is the deliberate maltreatment, manipulation or abuse of power and control over another person; to take advantage of another person or situation usually, but not always, for personal gain from using them as a commodity. It may manifest itself in many forms including slavery, servitude, forced or compulsory labour, domestic violence and abuse, sexual violence and abuse, or human trafficking.
- Domestic violence and abuse- This is threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation. Domestic violence and abuse is essentially a pattern of behaviour which is characterised by the exercise of control and the misuse of power by one person over another. It is usually frequent and persistent. It can include violence by a son, daughter, mother, father, husband, wife, life partner or any other person who has a close relationship with the victim. It occurs right across society, regardless of age, gender, race, ethnic or religious group, sexual orientation, wealth, disability or geography.
- Human trafficking- This involves the acquisition and movement of people by improper means, such as force, threat or deception, for the purposes of exploiting them. It can take many forms, such as domestic servitude, forced criminality, forced labour, sexual exploitation and organ harvesting. Victims of human trafficking can come from all walks of life; they can be male or female, children or adults, and they may come from migrant or indigenous communities.
- Hate crime is any incident which constitutes a criminal offence perceived by the victim or any other person as being motivated by prejudice, discrimination or hate towards a person's actual or perceived race, religious belief, sexual orientation, disability, political opinion or gender identity.
- Victims of domestic violence and abuse, sexual violence and abuse, human trafficking and hate crime are regarded as adults in need of protection. There are specific strategies and mechanisms in place designed to meet the particular care and protection needs of these adults and to promote access to justice through the criminal justice system. It is essential that there is an interface between these existing justice led mechanisms and the HSC Trust adult protection arrangements described in this policy.

**Indicators of abuse – what you might see**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated/Deputy Designated Person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss training or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their training and work placement;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated/Deputy

Designated Person to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.



## **APPENDIX 6      WHAT IS HARMFUL SEXUALISED BEHAVIOUR AND HOW SHOULD STAFF RESPOND?**

### **What is harmful sexualised behaviour?**

1. Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. Workforce supports young people, through the Personal Development element of the curriculum, to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships. Tutors are often therefore in a good position to notice behaviours that give cause for concern.
2. It is important to distinguish between different sexual behaviours – these can be defined as 'healthy', 'problematic' or 'harmful'.

### **Healthy Sexual Behaviour may include some of the following characteristics:**

- ❖ Mutual
  - ❖ Consensual
  - ❖ Exploratory and age appropriate
  - ❖ Not intended to cause harm
  - ❖ Fun / humorous
  - ❖ Without power differentials
3. Healthy sexual behaviour has generally no need for intervention however there may be instances when interventions are applied, for example, it is not appropriate when displayed in Workforce or during training activities. This may therefore be an opportune time for tutors to positively reinforce appropriate behaviour, drawing on the recently issued guidance issued by the Department on Relationships and Sexuality Education.

### **Problematic Sexual Behaviour may include some of the following characteristics:**

- ❖ Not age appropriate
- ❖ One off incident of low key touching over clothes
- ❖ Result of peer pressure
- ❖ Spontaneous rather than planned

- ❖ Lacking in other balancing factors e.g. no intent to cause harm, level of understanding, acceptance of responsibility
  - ❖ Targeting other young people, to irritate and make feel uncomfortable. Often the person is not scared and can feel free to tell someone
  - ❖ Concerning to parents / carers, supportive
  - ❖ Sometimes involving substances which disinhibit behaviours
4. Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the Designated/Deputy Designated Officer may be required. They will advise if additional advice from PSNI or Social Services is required.

**Harmful Sexualised Behaviour may include some of the following characteristics:**

- ❖ Lacks the consent of the victim
  - ❖ When the perpetrator uses threats or violence (verbal, physical or emotional) to coerce or intimidate the victim
  - ❖ Uses age inappropriate sexually explicit words and phrases
  - ❖ Involves inappropriate touching
  - ❖ Involves sexual behaviour between children – it is also considered harmful if one of the children is much older.
  - ❖ Involves a younger child abusing an older child, particularly if they have power over them – for example, if the older child is disabled.
5. Harmful sexualised behaviour will always require intervention and staff should refer to Workforce’s own child protection policy and, seek the support that is available from the Gateway Team.
6. Early therapeutic intervention has a high success rate and few children and young people will continue to engage in harmful sexualised behaviour.

## Assessment Checklist

7. An Assessment Checklist can be used to evaluate individual incidents, or a series of incidents, retrospectively and are a guide for decision making about level of concern/ intervention. There are 8 factors, drawn from the AIM Project (Assessment, Intervention, Moving On) guidelines, which should be considered. Where only limited information is available, the checklist should provide a prompt for the information that needs to be gathered.

### Assessment Factors:

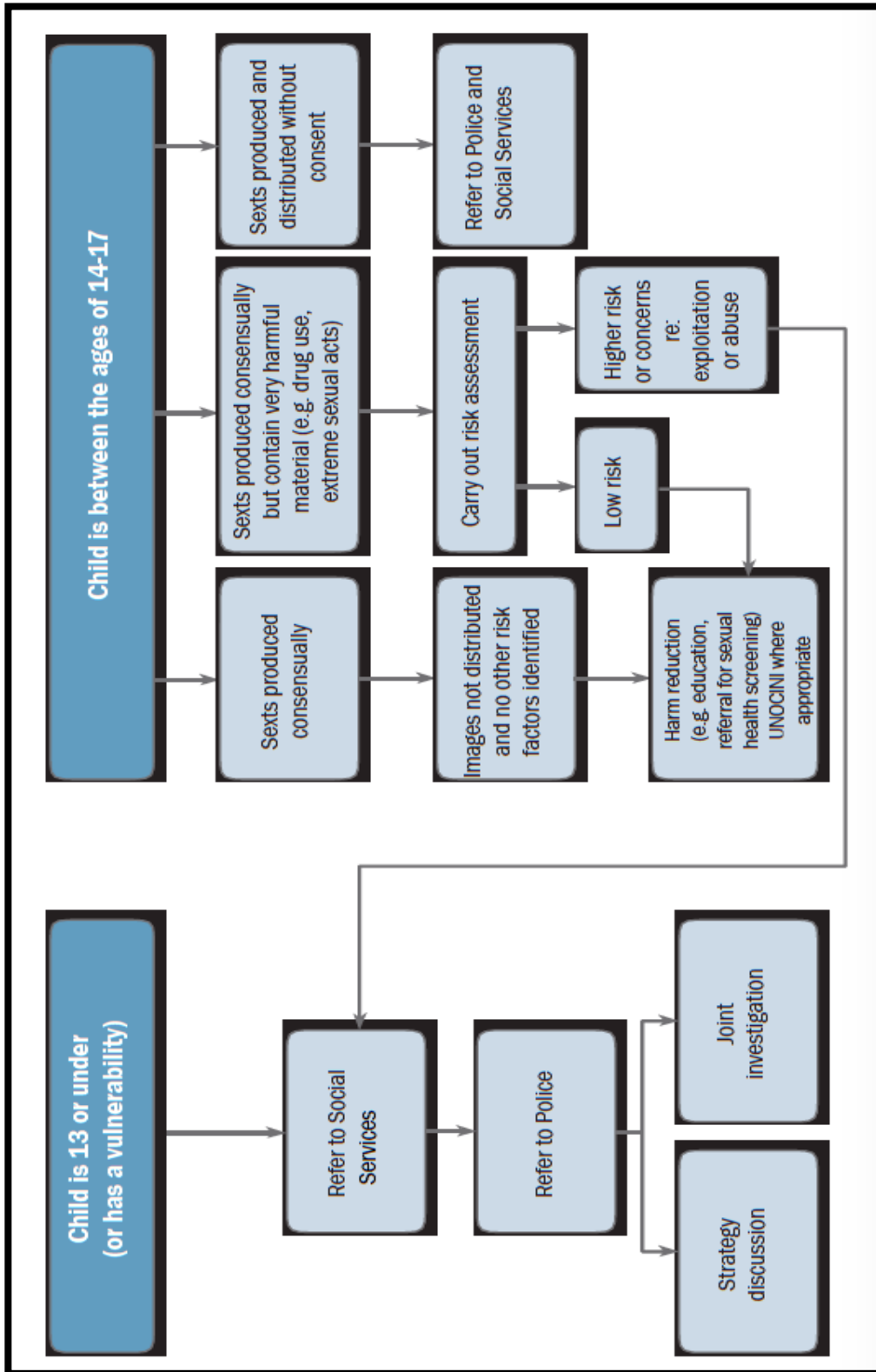
- ❖ The type of sexual behaviour
- ❖ The context of the behaviour
- ❖ The young person's response when challenged about their behaviour
- ❖ The reaction/response of others
- ❖ The relationship between the children / young people / targeted adult
- ❖ The persistence and frequency of the behaviour
- ❖ Any other behavioural problems; and
- ❖ Background information known

## General Principles

8. Whether a child is responsible for harmful sexualised behaviour, is a victim of sexual abuse, or both, it is important to apply principles that remain child centred. Harmful sexualised behaviour displayed by children must be recognised as damaging to both the victim and the child who engages in the abusive behaviour. A child who engages in abuse of this kind may be suffering, or be at risk of, significant harm and may also be in need of protection. Some children who engage in harmful sexualised behaviour are likely to have significant emotional and behavioural difficulties and may have experienced some form of abuse themselves in the past.
9. Nonetheless, in the balance of what is in the child's best interests, the needs of the victim must be given priority; and nothing should be done which causes the victim further harm. The needs of children and young people who engage in harmful sexualised behaviour towards others should be considered separately from the needs of their victims.
10. Organisations should be conscious of the fact that it is not appropriate to refer to children or young people displaying harmful sexualised behaviour using such terms as 'sexually aggressive', 'sexually precocious' or 'child perpetrators'.

11. It must also be borne in mind that harmful sexualised behaviour is primarily a child protection concern and should **not** be addressed through Workforce's disciplinary procedures.

**Procedure for Dealing with Issues in Relation to Sexting**



## **APPENDIX 7      WHAT STAFF MEMBER SHOULD DO IF A YOUNG PERSON COMPLAINS OF ABUSE**

### **1 RECEIVE:**

- listen to what is being said, without displaying shock or disbelief;
- accept what is said;
- take notes.

### **2 REASSURE:**

- reassure the young person, but only so far as is honest and reliable - don't make promises you may not be able to keep, like, "I'll stay with you" or "Everything will be all right now".
- don't promise confidentiality - you have a duty to refer;
- do reassure and alleviate guilt, if the young person refers to it - you could say: "You're not to blame"; "You're not alone. We have experience of dealing with this."

### **3 REACT:**

- react to the young person only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details;
- do not ask 'leading' questions, for example, "What did he/she do next?" (this assumes he/she did something!). Such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- do ask open questions, like. "Anything else to tell me?". "Yes?", "And?";
- do not criticise the perpetrator: the young person may love him/her and reconciliation may be possible;
- do not ask the student to repeat it all for another member of staff or to write an account or summary;
- explain what you have to do next and who you have to talk to.

### **4 RECORD:**

- make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible, as accurately as possible;
- do not destroy your original notes in case they are required by a court;

- record the date, time, place, any noticeable non-verbal behavior, and the words used by the young person. If the young person uses sexual “pet” words, record the actual words used, rather than translating them into “proper” words;
- draw a diagram to indicate the position of any bruising;
- record statements and observable things, rather than your interpretations or assumptions.

- 

#### **5. REFER:**

- follow organisational guidelines and report immediately to Designated/Deputy Designated Officer.

#### **6 RELAX:**

- try to get some support for yourself if you need it.

## **APPENDIX 8 Visiting Staff Safeguarding/Child Protection Information Leaflet**

### **WELCOME to Workforce Training Services**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all our participants. We endeavour to provide a safe and welcoming environment where everyone is respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that course participants receive effective support, protection and justice. While working in our organisation we expect you to take care of our people and follow our procedures.

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### **Key facts about abuse**

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Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A young person may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety, in any way, you must speak to the Designated Person or one of the Deputy Designated Persons before you leave the school site.

Do not question the young person or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a young person tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the Designated/Deputy Designated Person.



If you become concerned about a young person's immediate safety, notify the nearest member of staff and tell them why you are concerned.

## **APPENDIX 9      Responding to a Distressed Participant:**

When a child, young person or adult at risk is emotionally distressed it can sometimes feel overwhelming to think about what to say or do. Being there to listen and talk can make a difference. As a member of staff it is important to:

**Listen.** It can be very difficult for a person to disclose distress, so it is essential that he/she is given time and attention.

**Take it seriously.** Disclosures of distress should never be minimised. The person should be taken seriously but the staff member should not express alarm. The person needs to feel safe and have confidence in the staff member.

**Accept the possibility of suicidal thoughts.** These feelings are real and should not be dismissed.

**Don't promise confidentiality.** Ensure that the person knows that the information will be handled sensitively but that it must be shared with others to safeguard them.

**Show a caring attitude.** It is acceptable to express care for the person and a commitment to their wellbeing.

**Be open.** If suicidal intent is suspected, it is important to ask the person whether they are thinking of harming themselves and if they have made any plans. This gives the person permission to be completely honest and, therefore, be able to seek help.

**Supervise closely.** Keep the person with you until you can deliver them to the care of the Designated/Deputy Designated Person for Safeguarding (or appropriate alternative). Sometimes it is more helpful for the staff member to whom the person expressed their distress to be the one who stays with them while the Designated/Deputy Designated Person makes the necessary safeguarding arrangements.

### **Safeguarding the student**

The Designated/Deputy Designated Person should safeguard the participant by doing the following:

**Continue to supervise closely.** The participant should not be left unsupervised at this stage.

**Contact parents/guardians/carers.** Parents/guardians/carers should be advised of the content of the disclosure, the organisation's concern and asked to take the participant to the GP or Out of

Hours Service requesting an 'emergency mental state assessment' and potential referral to the appropriate services.

**Safely hand over the participant into the care of parents/guardians/ carers.** They should be advised to supervise very closely.

**If the above is not possible...** If you cannot safely deliver the participant into the care of parents/guardians/carers, or have concerns that appropriate support will not be sought/provided, it is possible for Workforce staff to seek appropriate medical advice acting in *loco parentis*. This would be the exception rather than the rule however.

**Follow-up.** The Designated/Deputy Designated Person (or other member of staff) should remain in sensitive contact with parents/guardians/carers and plan to support the participant upon return to Workforce. In planning to support the participant Workforce may wish to seek medical/psychiatric advice in this regard.

**Support for staff and/or peers.** It is important that individuals who are involved in this type of situation should be carefully supported within Workforce.

**Explain to the participant what will happen next.** Make it clear that someone will stay with them and that you are making every effort to find appropriate help. Explain where they are going, who is going with them and what you are hoping to achieve for them.

### **Safeguarding Action Checklist**

The Designated Person/Care and Welfare Team may find the following checklist useful in helping to ensure that everything possible has been done to help the student.

**If there is a disclosure or strong suspicion of suicidal intent, ensure that:**

1. The participant is listened to and supported in the immediate term (e.g. is with a trusted member of staff).
2. Parents/guardians/carers are informed. How was this done – note below:
3. Parent/guardian/carer comes to Workforce and the participant leaves in their care. The parent/guardian/carer is advised to monitor the participant closely.

4. Parent/guardian/carer advised to take participant to the GP and ask for a mental state assessment and appropriate action. (Concerns around negligence regarding the participant's mental health needs should be followed up through the normal safeguarding procedures.)
5. The Designated Person (or appropriate alternative) follows up with parent/guardian/carer within a short time frame. This should be as soon as possible but must be on the same day the incident has occurred.
6. Longer term support is sought for the participant as appropriate.
7. Staff members' support needs are identified and action taken if appropriate.

## **APPENDIX 10 SAFEGUARDING INCIDENT RECORD FORM**

- Information should be written on the presumption that parents/guardians and/or other relevant professionals can request access to them.
- Note taker's personal feelings and reactions should not be noted.
- Information should be factual, neutral in language and concise.
- Please use additional blank sheets should more detail be required.

**Name:**

**Training Section/Programme:**

**Concern:**

**History (Days, Dates and Times):**

**Observations (Behaviour, Injuries etc.):**

**Names and Positions of Personnel Advised/ Involved in the Situation/ Referral:**

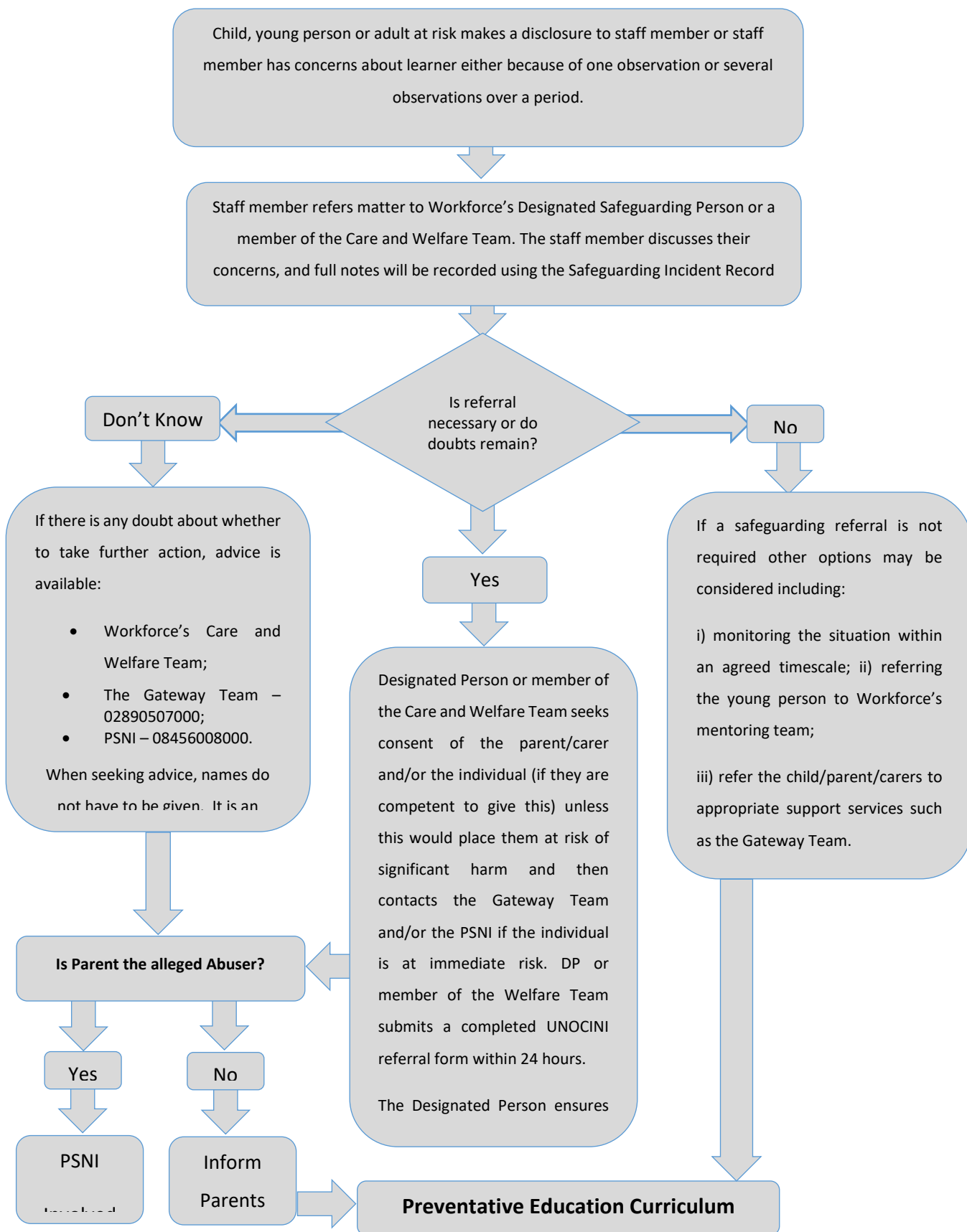
**Action Taken (Dates, Times, Key Referral Contacts etc.):**

Staff Member \_\_\_\_\_ Date \_\_\_\_\_

General/Deputy Manager \_\_\_\_\_ Date \_\_\_\_\_

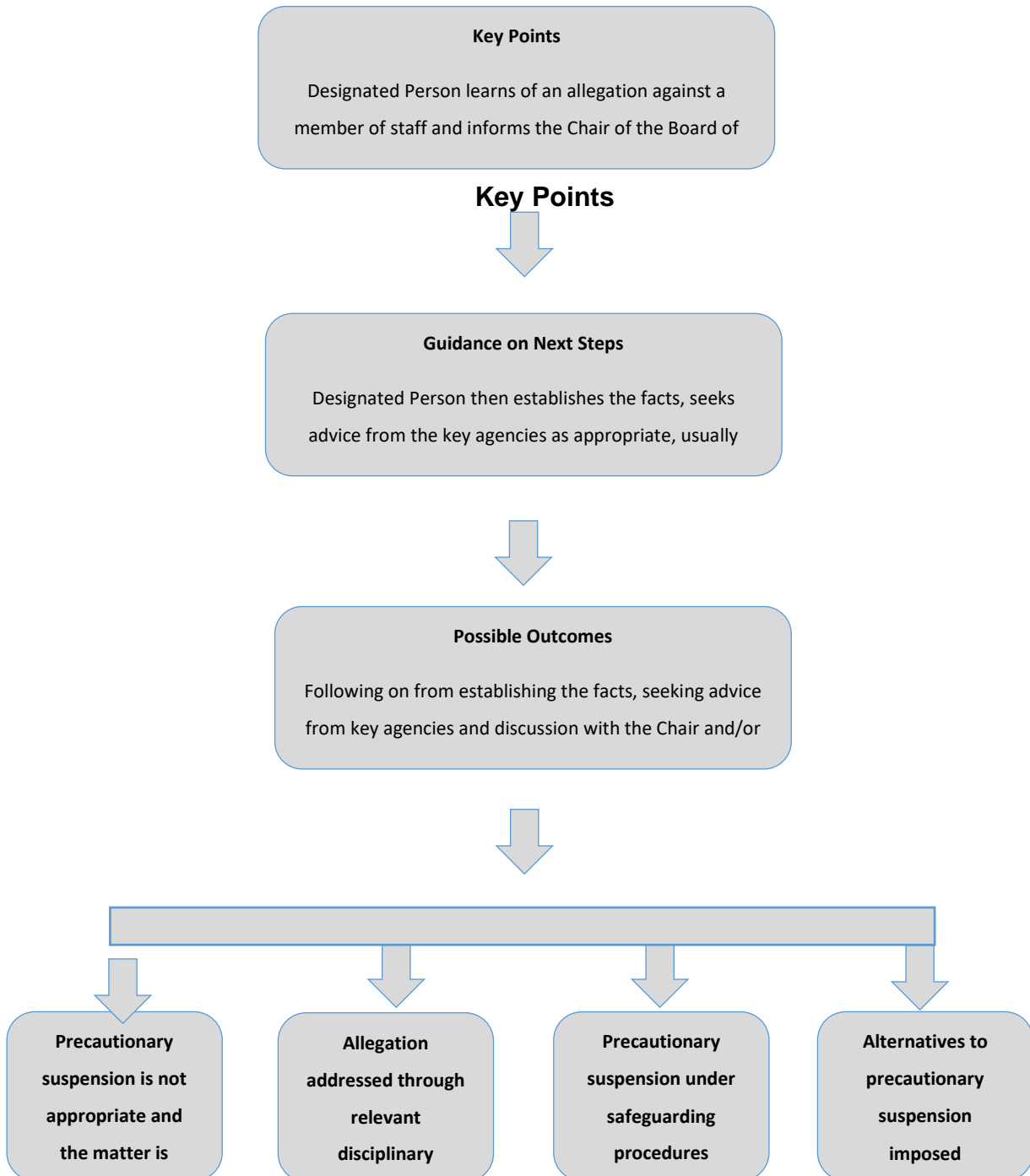
Designated Person \_\_\_\_\_ Date \_\_\_\_\_

**Procedure for Safeguarding Reporting**




## APPENDIX 12

### Dealing with Allegations of Abuse against a Member of Staff





**APPENDIX 13 COPY OF UNOCINI FORM**

		<p align="center"><b>Unocini</b> Understanding the Needs of Children in Northern Ireland A1 REFERRAL V2_1</p>	
<b>Section 1: Child or Young Person's Details</b>			
Surname:		ID No.	
Forename:			
Known As:		HCN:	
Address:		Previous Address:	
Postcode:		Previous Postcode:	
Telephone No:		Locality:	
Mobile No:		Gender	
Date of Birth:		GP Name:	
GP Address:		GP Tel No:	
GP Postcode:		GP Email Address:	
School Name:		School Tel No:	
School Address:		School Postcode:	
Does the Child have a Disability? Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, What Disability: (& source of diagnosis)	Other Special Needs:	
Nationality:		Ethnic Origin:	
Religion:		Country of Origin:	
Language Spoken:		Communication Support: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Interpreter <input type="checkbox"/>	Signer <input type="checkbox"/>	Document Translator <input type="checkbox"/>	

January 2016

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**Section 2a: Referrer's Details**

<b>Name of Referrer:</b>	<b>Designation:</b>
<b>Address:</b>	<b>Date of Referral:</b> <a href="#">Click here to enter a date.</a>
<b>Postcode:</b>	<b>Contact Details:</b>

**Section 2b: Reason for Referral**

**Section 2c: Immediate Actions**

**Are Immediate /Actions necessary to safeguard the child(ren) or young person(s)?**      Yes  No

Section 3a: Primary Carers & Other Household Members (Incl. non-family members)				
	Member 1	Member 2	Member 3	Member 4
Last Name:				
Alternative Last Name:				
First Name:				
Telephone No:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details
Section 3b: Significant Others (Incl. family members who are not members of the child(ren) or young person(s) household)				
	Other 1	Other 2	Other 3	Other 4
Last Name:				
Alternative Last Name:				
First Name:				
Address:				
Postcode:				
Mobile No:				
Date of Birth:				
Relationship to Child/ YP:				
Language Spoken:				
Nationality:				
Communication Support:	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details	<input type="checkbox"/> Interpreter <input type="checkbox"/> Signer <input type="checkbox"/> Doc. Trans Details

**Section 4a: Summary of Referrer's Previous Involvement**

--

**Section 4b: Referral Consent**

**Child(ren) / Young Person(s)**

Is the Child(ren) / Young Person(s) subject to this referral aware the referral is being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the Child(ren) / Young Person(s) consent to the Referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**If NO, please explain**

--

**Parent/ Carer**

Is the Parents/ Carers aware that Referral has been made?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do they consent to the Referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**If NO, please explain**

--

**Section 5: Additional Information: Agencies Currently Working with Child or Young Person**

**Agency and Contact Details**

Name:

Role:

Tel No:

Email:

Name:

Role:

Tel No:

Email:

Name:

Role:

Tel No:

Email:

Name:

Role:

Tel No:

Email:

## APPENDIX 14

### CARE IN WORKFORCE

#### DO YOU NEED TO TALK?

Do you have something important to talk to staff about?

Are you worried about something that is happening to you or to someone you know?

Do you need help or do you know how to get help?

REMEMBER: Workforce's staff are here to listen and to help. They will try to do what they can.

If you are worried about telling things in confidence, tell a member of staff whom you feel you can trust. If they are concerned about your safety, they may need to share this concern with others, but you will always be informed first.

If you are still unsure about talking to a member of staff, you can telephone:

- Childline, on 0800 1111
- NSPCC Child Protection Helpline 0800 800500

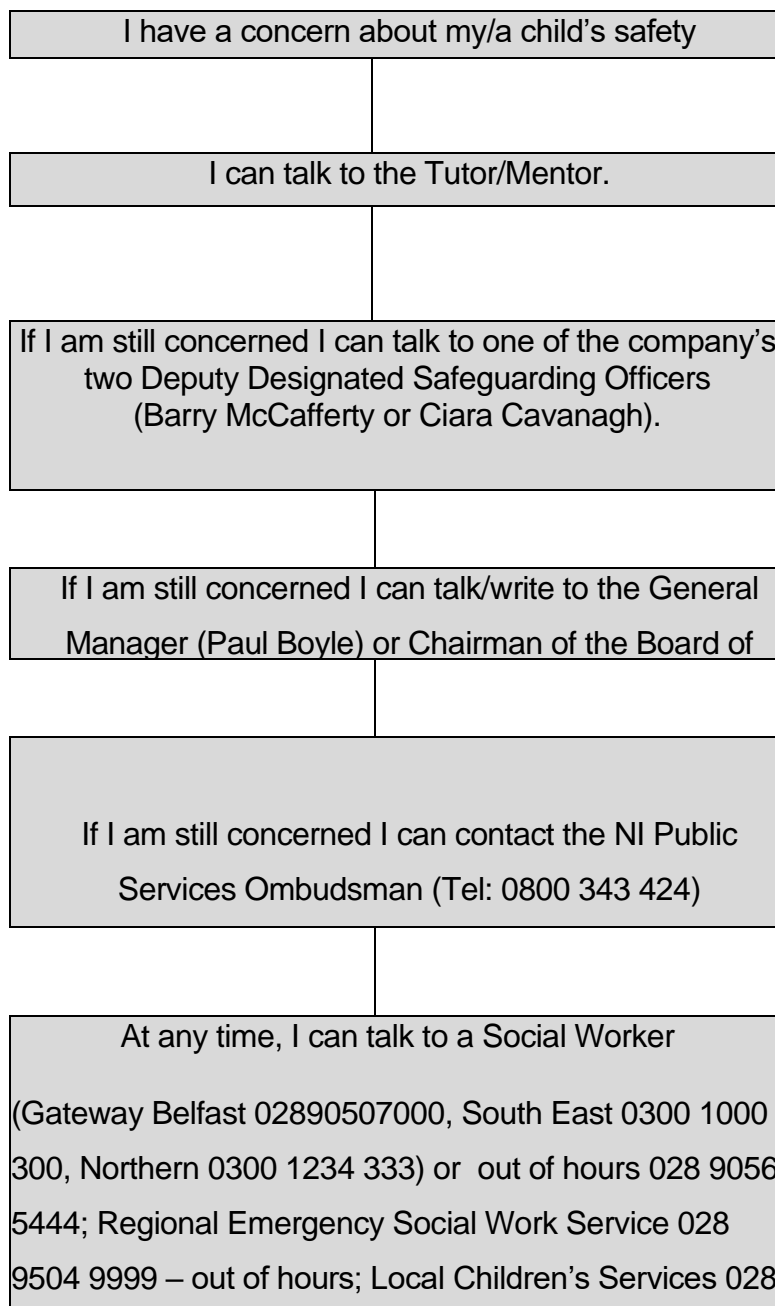
These calls are free and they do not show up on your telephone bill.

There are people who will help you work out what to do next.

Other numbers to consider:

- NSPCC Belfast 02890 351135
- Northern Ireland Childline Belfast 0870 3362945
- Police Service of Northern Ireland Exchange 0845 600 8000
- Relate Teen Northern Ireland 028 90 323 454
- The Samaritans (Whatever you are going through, we will go through it with you).  
0845 790 90 90 or 028 9066 4422
- Lifeline 0808 808 8000

**CHILD PROTECTION AND SAFEGUARDING PROCEDURE**  
**FOR PARENTS MAKING A COMPLAINT/RAISING A CONCERN**



## CODE OF CONDUCT FOR WORKFORCE STAFF

### Introduction

All actions concerning children, young people and adults at risk must uphold the best interests of the individual as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the learners in their charge must be above reproach.

This Code of Conduct is not intended to detract from the enriching experiences learners gain from positive interaction with staff within Workforce. It is intended to assist staff in respect of the complex issue of abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

### Code of Conduct

#### 1. One-to-One Meetings with Learners

- a) Staff should be aware of the dangers, which may arise from one-to-one interviews with individual learners. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access and or with the door open.
- b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but do not prohibit entry to the room.
- c) Where possible another learner should be present or nearby, however maintaining confidentiality during the interview, and the organisation should take active measures to facilitate this.
- d) From time to time learners may be transported from place to place either by use of the company mini bus, staff cars or hire vehicles. All vehicles and drivers are required by Workforce to have the appropriate licences and insurances. Whenever possible all learners should be in the back seats of the vehicles and accompanied by the driver and another trainee or adult.
- e) From time to time, learners may be photographed in connection with their training and/or for marketing and promotion activities. Prior written consent will be sought from the learner and/or parent/guardian. Parental/guardian consent will be sought to facilitate this as part of the induction process and the completed consent forms will be retained in the learners file with the learner's final consent being paramount.

#### 2. Physical Contact with Students

- (a) As a general principle, staff are advised not to make unnecessary physical contact with their learners. Workforce staff are not trained to offer help and support for personal care routines and so this is not on offer from Workforce staff.
- (b) It is unrealistic and unnecessary however to suggest that staff would touch learners only in emergencies. In particular a distressed child, especially a child with special educational



needs, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited to provide this.

Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, other people or property from harm. (DENI Circular 1999:9 on the use of reasonable force, gives guidance on Article 3 of the Education (Northern Ireland) Order 1998 (Power of member of staff to restrain pupils).

- (c) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- (d) Staff who have to administer first-aid to a learner should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- (e) Any physical contact which would be likely to be misinterpreted by the learner, parent or other casual observer should be avoided.
- (f) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the General Manager.
- (g) Staff should be particularly careful when supervising learners in a residential setting, or in approved external activities, where more informal relationships tend to be usual and where staff may be in proximity to learners in circumstances very different from the normal environment.
- (h) To avoid allegations of inappropriate behavior staff will not:
  - Engage in sexually provocative or rough physical horseplay;
  - Make sexually suggestive comments about or to a trainee ;
  - Do things of a personal nature that a child, young person or adults at risk can do for themselves;
  - Initiate messaging or texting of a personal nature.

## **1. Effective practices when using social media sites**

Members of staff should:

- Use caution when posting information on social networking sites and other online forums;
- Consider refraining from identifying themselves as working for the organisation as posted content could bring Workforce into disrepute;
- Take care that their interaction on social media does not damage working relationships between members of staff, course participants, their families and other stakeholders and/or working partners of the organisation;

- Maintain professional standards by communicating with course participants & parents/carers electronically at appropriate times of the day and through established platforms;
- Avoid exchanging private texts, phone numbers, personal email addresses or photos of a personal nature with participants/parents or carers;
- Decline course participant initiated 'friend' requests and not issue 'friend' requests to participants nor communicate with participants on any social network site or similar website or forum;
- Maintain a formal, courteous and professional tone in all communications with course participants to ensure that professional boundaries are maintained;
- If posting an item about an aspect of the organisation, for which you have express permission from the General Manager, make it clear that any personal views are not necessarily those of Workforce;
- Staff should not accept any current course participant of any age or any ex-programme participant under the age of 18 as a friend, follower or similar on any personal social media account.

Manage the privacy and security settings of your social media accounts. Privacy settings can shift and change without notice. Check the settings frequently.

- Ensure that privacy settings for content/photos are set appropriately and monitor who can post to your social media locations and view what you post. You should not allow course participants to view or post on those locations.
- Protect yourself from identity theft by restricting the amount of personal information that you give out. Be cautious about posting detailed personal information such as date of birth, place of birth and favourite football team, which can form the basis of security questions and passwords and enable personal details to be cloned for fraudulent acts etc. and grooming.

#### **4. Choice and Use of Teaching Materials**

- (a) Tutors should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- (b) When using teaching materials of a sensitive nature a tutor should be aware of the danger that their application, either by learners or by the tutor, might after the event be criticised.
- (c) If in doubt about the appropriateness of a particular teaching material, the tutor should consult with the Quality & Performance Manager (Roisin McCabe) before using it.

#### **5. Relationships and Attitudes**

- (a) Staff should ensure that their relationships with learners are appropriate, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with young people.
- (b) Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to Workforce's E-safety, Social Media and Mobile Phone Policies at all times, both inside and outside of work. If staff are contacted by students by an inappropriate route, this must be reported immediately to the General Manager.

## **6. Duty of Care**

Staff are obliged to bring any concerns they have about the wellbeing of a learner to the immediate attention of the Designated/Deputy Designated Safeguarding Officers and to adhere to procedures detailed in the Safeguarding and Child Protection Policy.

### **Confidentiality**

In normal circumstances observing the principle of confidentiality will mean that information is only passed on to others with the consent of the service users. However it should be recognised that in order to protect children and adults at risk, it may be necessary, in some circumstances, to share information that might normally be regarded as confidential.

All children, young people, adults at risk of harm and, where appropriate, their carers or representatives, need to be made aware that the operation of multi-disciplinary and inter-agency procedures will, on occasion, require the sharing of information. This information share will only take place in order to protect a child or adults at risk of harm or others, or to investigate an alleged or suspected criminal offence.

## APPENDIX 17

### GUIDANCE FOR PREVENTING ABUSE OF TRUST

- 1 This guidance applies for those caring for children, young people and adults at risk of harm in both paid and unpaid work. Young people means people over the age of consent but under 18 (even though young people of 16 and 17 can legally consent to some types of sexual activity) where a relationship of trust with an adult looking after them exists. While the government guidance and proposed legislation refers to people below the age of 18, Workforce's procedures refer to all young people and adults at risk, irrespective of age.
- 2 A code on the abuse of trust is needed to protect both those in a position of trust and those for whom they care. It is important that those in a position of trust ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, could be made.
- 3 In the context of this guidance, sexual activity means activity which would normally be recognised as sexual, in all the circumstances, without knowledge of the intentions of the parties involved.
- 4 A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. In the context of Workforce, all relationships with young people are founded on trust.
- 5 The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power this gives them over those they care for and the responsibility they must exercise as a consequence.
- 6 While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal within a relationship of trust and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.
- 7 This guidance should not be interpreted to mean that no genuine relationship can start between two people within a relationship of trust. But given the inequality at the heart of a relationship of trust, the relationship of trust should be ended before any sexual relationship develops.
- 8 All those in the organisation have a duty to raise concerns about behaviour by staff, managers or others which may be harmful to those in their care, without prejudice to their own position.
- 9 Course participants should be told that sexual relationships with staff are not allowed, and that they should report to the Designated Person if they believe they have been subjected to inappropriate behaviour.
- 10 If abuse of trust is reported or suspected, the procedure as for safeguarding is followed: if a complaint is made it is good practice always to ensure that the particular relationship of trust is suspended until the matter is resolved.

- 11 Individuals should inform the General Manager or the Chairman of the Board of Trustees if they are concerned that:
- they are developing a relationship which could represent an abuse of trust;
  - the other person is becoming attracted to them;
  - a colleague is becoming attracted to someone in his/her care;
  - their actions or words have been misunderstood.
- 12 A disciplinary procedure exists for all employees, and this will be invoked in the case of an abuse of trust. This is an area which is taken very seriously, with dismissal as a possible sanction.

## **APPENDIX 18      What to do in an Emergency**

Emergency situations in the context of abuse are uncommon in Workforce. The majority of concerns about participants develop over a period of time, as staff become increasingly aware that a participant's appearance and demeanour have changed, that explanations by children, young, parents or carers are inconsistent with the type of injuries or behaviour seen and, on occasions, a participant may also talk directly with a member of staff about what is happening to them.

In these situations, time is of the essence and, providing you refer the matter to the Designated Person, who can then contact social services, you can rest assured that your concern has been registered and that an initial course of action has been agreed.

Emergency situations are those that require urgent action in order to maintain a young participant's safety and welfare. They include situations where a participant is:

- physically injured and needs immediate medical care;
- self-harming or threatening immediate self-harm;
- out of control and unable to calm themselves;
- refusing to go home;
- expressing fear of a parent/carer or someone in the home;
- disclosing sexual or physical abuse by someone in their home;
- verbally or physically abused by a parent/carer who has arrived at Workforce;
- at risk of being abducted from the organisation's premises;
- in imminent danger or will be if they go home;
- believed to have been trafficked, or is going to be abducted once they leave Workforce's premises;
- being abused through prostitution and you believe she or he will engage in prostitution when they leave the premises.

### **Emergency action**

If medical assistance is needed, arrange it.

- Call for an ambulance if necessary.
- Tell medical staff you have reason to believe that the injury is non-accidental and why you think this. Tell the participant what you are doing and why, depending on their age and level of understanding.
- As soon as help is arranged, contact the Designated Person to report your actions.
- Complete the Safeguarding Incident Record Form (Appendix 10).
- The Designated Person will contact social services. If they cannot send someone and the end of the day is approaching, the Designated Person will call the police.
- Offer to stay with participant if necessary until someone picks them up.

## **Emergency contacts**

- **Gateway Team (Health & Social Care Trusts)**
- Gateway Team Belfast 028 9050 7000
- Gateway Team South Eastern 0300 1000 300
- Gateway Team Northern 0300 1234 333 or
- Gateway out of hours 028 9056 5444

## **PSNI**

The Central Referral Unit (CRU) based in Antrim Road PSNI Station is part of the Public Protection Unit and is the central referral point for child sexual and physical abuse allegations.

The office is open Monday to Friday 8 am to 9 pm and weekends and public holidays 9 am to 5 pm. Telephone: 028 9025 9299

Police Service of Northern Ireland Exchange 0845 600 8000