



Knowsl@y Council

Allegation Management Policy and Procedures

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Contents

Page

Appendices

Section 1

Policy Statement

Allegations Management

- This document replaces the exemplar policy document in the Local Authority Child Protection Guidance 2004, Section 4.
- This policy document is based on the framework for dealing with allegations made against a person who works with children as details in **Chapter 5 of Safeguarding Children and Safer Recruitment in Education 2006, and Appendix 5 of Working Together to Safeguard Children 2006.**
- It is intended that this document be used as an outline for an individual School/Learning Centre to develop a management of allegations against staff policy.
- The term 'staff' within this document refers to all paid and unpaid posts; it includes school governors and those contracted to undertake work on the school/learning centre site.

In light of current legislation, each School/Learning Centre should fully acknowledge its duty to safeguard and promote the welfare of all children. It should also recognise and uphold responsibilities and duties when an allegation is made against a member of staff.

Through their day to day contact with children school staff are in a good position to observe the outward signs of abuse, changes in behaviour, or failure of a student to develop. Unfortunately, due to their close personal relationships with students, they are also vulnerable to allegations of abuse or misconduct. These allegations may be false, malicious or misplaced. They also may be true.

Staff can harm students, either deliberately or as a result of a failure to follow procedures, policies or the code of conduct.

All Schools/Learning Centres in dealing with allegations of abuse made against a member of staff, should ensure they review, and where appropriate modify their procedures and practice.

Safeguarding and promoting the welfare of children is defined for the purpose of this document as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

Undertaking the role so as to enable those children to have optimum life chances and enter adulthood successfully.

Safeguarding and the protection of children and young people from abuse and neglect is the duty of all staff. Headteachers should ensure that staff and students are aware of how to report child protection concerns.

The rights of the child and member of staff must be considered. However, where a conflict exists between the interests of the child and those of the adult, the child's interests must be paramount as required by the Children Act 1989.

It upholds the principle of Safeguarding and relates to other School/Learning Centre policies including:-

- Race, Gender & Disability Equality Schemes
- E Safety Policy
- Sex Education Policy
- Behaviour Policy
- Anti-bullying Policy
- Positive Handling Policy (which may be included as part of the Behaviour Policy)
- Allegations Management Policy
- Drug Prevention Policy
- Safer Recruitment

This Allegations Management Policy has been written to comply with:-

- Working Together to Safeguard Children (2006)
- KSCB Safeguarding Procedures Manual (2007)
- KSCB procedures for managing allegations against people who work with children and young people. (2007)
- Children's Acts (1989) (2004)
- Education Act (2002)
- Safeguarding Children and Safer Recruitment in Education (2006)

This is not an exhaustive list

Allegations Management Identified Roles

- The Named Senior Officer for Allegations Management.
- The Named Senior Manager for Allegations Management.
- The Local Authority Designated Officer (LADO) for Allegations Management.
(See Appendix2)

Section 2

The Aim of the Allegations Management Policy

This is a whole School/Learning Centre document aimed at all staff including support staff, cleaners, grounds maintenance, catering, building maintenance, governors, volunteers, children centre staff, child care providers and extended schools providers.

It aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in all relevant school /learning centre policy documents.

The aim of this model policy document is to offer clear guidelines for schools/ learning centres and their staff, and support them through the process of managing an allegation against a member of staff.

This document follows the Knowsley Safeguarding Children Board Local Authority Designated Officer (LADO) procedures for managing allegations against people who work with children and young people.

Section 3

Embedding Safeguarding in Schools

3.1 Promoting a Safe Culture

Child abuse may be physical, sexual or emotional or due to neglect. Child abusers may be relatives or friends of the family, however some meet children in other contexts. A small minority of these may gain access to children in schools as teachers, support staff or through voluntary involvement in school activities. Headteachers are responsible for creating a safe and healthy learning environment and preventing unsuitable people working with children.

In order to promote a safe culture our School/Learning Centre we will:-

- 3.1.1 Establish and maintaining an open environment where children feel secure, and are encouraged to talk and feel listened to.
- 3.1.2 Ensure children know that there are adults in the School/Learning Centre they can approach if they are worried.
- 3.1.3 Ensure that **all** staff are aware of their duty to Safeguard children.
- 3.1.4 Allegations or concerns made by or on behalf of a child should always be taken seriously and referred through the set procedures to the relevant agencies
- 3.1.5 Establish a professional code of conduct which is understood and agreed by all staff as part of their induction and continuing professional development.

3.2 In promoting a positive and safe culture students should not feel inhibited from reporting abuse against them by staff or volunteers. Any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour should be reported.

Head teachers and staff will continue to do all they can to ensure that the environment within schools encourages pupils and staff to make truthful reports of any inappropriate behaviour. It should be acknowledged when an allegation is made against a member of staff that some of the trust in the staff team is eroded. This is true for both, a child or an adult reporting the allegation.

The School/Learning Centre will therefore:-

- 3.2.1 Establish and maintain an ethos where children and adults feel secure and are encouraged to talk, and are listened to. This may include an agreed code of conduct for students and also for staff.
- 3.2.2 Ensure that across the curriculum children are allowed to learn about keeping themselves and each other safe.
- 3.2.3 Ensure children who report to a member of staff, that another member of staff has harmed them must be listened to and be taken seriously.
- 3.2.4 Ensure that 'Listened to', means just that and on no account should suggestions be made to children, regarding alternative explanations for their worries.
- 3.2.5 Ensure that children will not be interrogated, i.e asked repeated questions, but must be listened to and an accurate written record kept.
- 3.2.6 Ensure that it is understood that making false allegations is a serious matter and may result in consequences for those involved.

- 3.2.7 Recognise the power imbalance that not only exists between children and adults, but also between adults who have different professional status, and the implications this can have on the reporting of allegations and whistleblowing.

3.2 Support to those involved

When an allegation is made about a member of staff there are implications for all those involved. The investigation of such allegations should be conducted in a way that recognises the vulnerability of staff and protects them from mistaken or false allegations. Investigations must be dealt with quickly, fairly and impartially. In accordance with the procedure the member of staff should be informed about the allegation as soon as possible. The Headteacher in consultation with the Named Senior Manager for Allegations Management must ensure there is no objection by the Police before contacting any parties. Where the Police object, it then becomes their responsibility to inform the Headteacher/LADO when the notifications may take place

3.3 Parents/carers and child involved

In line with the LA Guidance, parents or carers of a child or children involved, should be told about the allegation as soon as possible, and be made aware of the situation if they are not already. It should be discussed with the Named Senior Manager for Allegations Management in conjunction with the Local Authority Designated Officer (LADO) as to how, and by whom they should be informed.

In circumstances where the police or social care may need to be involved the Named Senior Manager for Allegations Management should consult those colleagues on how best to inform those parents. In certain circumstances the school may need to inform parents straight away e.g. if the child has been injured while at school, or in a school related activity, and requires medical treatment.

Our School/ Learning Centre aims to ensure parents are:-

- 3.4.1 Kept informed about the progress of the case.
- 3.4.2 Informed of the outcome where it is not a criminal prosecution, including the outcome of any disciplinary hearing. Excluding any details regarding the notes/deliberations of the hearing, and information taken into account when reaching a decision.

In case where a child may have suffered abuse or neglect, or there may be a criminal prosecution, the Children and Families Social Work Teams, or the police as appropriate should consider what support the child or children involved might need.

3.5 Person who is subject to the allegations

The person who is the subject of the allegation should also be kept informed of the progress of the case by the school. Consideration should also be given to any other support that may be appropriate for the individual.

Our School/Learning centre ensures that all staff is aware that:-

- 3.5.1 They can receive support via the local authority occupational health or employee welfare arrangements.
- 3.5.2 If they are suspended they should be kept informed about developments at school.
- 3.5.3 If they are a member of a union or professional association they should be advised to contact that body at the outset.

Section 4

Allegations Management Procedures

- 4.1** These procedures should be applied when there is an allegation that a person who has worked with a child has:-
- Behaved in a way that has harmed, or may have harmed a child.
 - Possibly committed a criminal offence against, or related to a child.
 - Behaved towards a child or children in a way that indicated that he or she is unsuitable to work with children.

We recognise that any allegation of abuse made against a teacher or other member of staff or volunteer in our School/Learning Centre should be dealt with quickly, and consistently, in a way that provides effective protection for the child while also supporting the person who is the subject of the allegation.

- 4.2 THE HEADTEACHER/GOVERNOR MUST NOT TAKE ANY ACTION OR COMMENCE INVESTIGATIONS BEFORE CONSULTING THE LOCAL AUTHORITY NAMED SENIOR MANAGER.** It is the responsibility of the Police and the Social Services Department to investigate allegations of abuse.

THE HEADTEACHER/GOVERNOR MUST NOT INTERVIEW THE CHILD, THE MEMBER OF STAFF OR OTHER POTENTIAL WITNESSES

- 4.3 School staff employed by Headteacher and school governing body.**

Following confirmation that there was the potential for contact, the Headteacher/Chair of Governors will as appropriate:

- 4.3.1 ask for a written account from the member of staff hearing the allegation, countersign and date the written account of the person reporting the allegation to record receipt
- 4.3.2 record any information about times, dates, location and names of potential witnesses

- 4.4 Children Centre/Child Care/ Extended School, staff employed by independent providers.**

Following the confirmation that there was the potential for contact, the line manager will:-

- 4.4.1. Immediately suspend without prejudice.
- 4.4.2. ask for a written account from the member of staff hearing the allegation, countersign and date the written account of the person reporting the allegation to record receipt
- 4.4.3 record any information about times, dates, location and names of potential witnesses

- 4.5 Direct Referral to the Police**

At our School/Learning Centre we understand that parents or pupils may make a direct referral to the Police regarding a member of staff in such cases we ensure that:

- 4.5.1. Any such referral must be dealt with in accordance with the procedures.

However, in some cases the Police may wish to interview the member of staff against whom the allegation is made before the Named Senior Manager for Allegations Management or Headteacher has advised the member of staff of the allegation. This must be facilitated and

confidentiality maintained. This should only occur on rare occasions following a serious allegation.

4.6 Reporting (See Appendix 1)

As part of reporting procedures our school/learning centre will ensure that:-

- 4.6.1 All allegations against a member of staff should be reported straight away to the Headteacher.
- 4.6.2. In the absence of the Headteacher, or if the allegation concerns the Headteacher, it should be reported to the chair of governors.
- 4.6.3. The advice of the designated Local Authority Manager for allegations management is sought.
- 4.6.4. Actions taken will be as a result of discussions with the Local Authority Manager for allegations management, for staff employed by the Headteacher and governing body.

In Knowsley, Allison Cain is the Named Senior Manager for Allegations Management.

4.7 Record Keeping - Allegations

Handling allegations, particularly serious ones, is a complex and delicate process. It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a persons confidential personnel file, and a copy provided to the person concerned. All allegations need to be taken seriously. As part of record keeping procedures our School/Learning Centre will ensure that:-

- 4.7.1 A clear and comprehensive summary of an allegation should be recorded accurately, and should include details of: -
 - how the allegation was followed up
 - how the allegation was resolved
 - notes of any action taken and decisions reached.
- 4.7.2 The information should be kept on a staff members confidential personnel file, and a copy provided to the person concerned. The record should be kept until the person has reached normal retirement age, or for a period of 10 years from the date of the allegation if that is longer.

We understand that this will enable accurate information to be given in response to future reference requests, provide clarification where a future CRB Disclosure reveals information from the police that didn't result in a criminal conviction and prevent unnecessary reinvestigation should an allegation resurface after a period of time.

4.8 Suspension

School staff employed by Headteacher and school governing body.

For staff employed directly by the school, the power to suspend is vested in the head teacher and the governing body of the school. When appropriate, alternatives to suspension should be considered e.g. removing the member of staff from direct contact with pupils, or ensuring the member of staff does not teach the pupil making the allegation.

Within our School/Learning Centre a member of staff against whom an allegation is made will not be automatically suspended.

- 4.8.1 A risk assessment which takes into account background information, and the context of the allegation and the possible risk of harm to children posed by an accused person will be completed for individual cases to determine whether the member of staff should be suspended.
- 4.8.2 The risk assessment will be completed with the assistance of the Senior Named Manager for Allegations Management.
- 4.8.3 If the decision is made not to suspend, a copy of the completed risk assessment must be shared with the LADO and Executive Director of Children's Services
- 4.8.4 The risk assessment will be signed, dated and reviewed on a weekly basis.

Suspension for staff directly employed by the school governing body will be considered if: -

- 4.8.5 Information received indicates that the member of staff may have committed an act of gross misconduct.
- 4.8.6 The individual's continued presence at the school could impede an investigation
- 4.8.7 They could pose a risk to the child/other children at the school.

If a decision is made that the alleged member of staff should be suspended either at the beginning of the process or during the investigation, **the Headteacher must consult with the Senior Human Resources Officer to ensure the correct procedure is followed.**

Children Centre/Child Care/ Extended School, staff employed by independent providers.

In line with Care Standards for staff employed in child care but co-located on school sites, and also for those staff employed by independent providers if an allegation is made against a member of staff, they will be immediately suspended without prejudice pending an investigation into the allegation by the relevant agencies.

4.9 Restraint

Where the allegation relates to the use of reasonable force to restrain a pupil, in accordance with s.550A of the Education Act 1996 and the DfES Circular 10/98, it will be appropriate for the Headteacher to deal with this at a school level as outlined in the school positive handling policy.

- 4.9.1 In our School/Learning Centre an allegation of assault beyond the use of reasonable force would be referred as a Child Protection matter.
- 4.9.2 If a child receives an injury following a restraint and alleges an assault, this will be seen as a Child Protection matter.

4.10 Timescales.

Every effort should be made to ensure the investigation is fair, thorough and is resolved as quickly as possible.

The school understands that, where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the employer to deal with it. In such cases:-

4.10.1 If the nature of the allegation does not require formal disciplinary action, the head teacher should institute appropriate action **within 3 working days**.

4.10.2 If a disciplinary hearing is required and can be held without further investigation, the hearing should be held **within 15 working days**.

In line with Working Together to Safeguard Children 2006 guidelines, unnecessary delay should be avoided.

4.11 After the investigation

If an allegation is shown to be false/unfounded we will:-

4.11.1 Ensure children who make false allegations continue to receive support and full access to the curriculum.

4.11.2 Consider whether someone else may have harmed the child and consider making a referral under child protection procedures.

4.11.3 A strategy plan will be agreed outlining what action should be taken, by whom and when.

4.11.4 Inform the member of staff concerned that no further action is to be taken.

4.11.5 Ensure that if the member of staff has been suspended that necessary steps are taken to support the staff members return to work.

If a member of staff is found guilty at court we will ensure:-

4.11.6 The matter will be considered by the Governing Body under disciplinary procedures, with guidance from the Senior Human Resources Officer.

If a member of staff is found not guilty at court we will attend a strategy meeting to determine:-

4.11.6 Whether the matter needs to be dealt with under disciplinary procedures.

4.11.7 A clear action plan with timescales to cover:-

- Any further action via disciplinary procedures.
- Information to be given to the child and family making the allegation.
- Information to be given to staff group at school.
- Information to be given to other parents.
- Support to be made available to the child and or family.
- Support to be made to the member of staff.

4.12 Disciplinary Investigation

The school/ learning centre will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, and will ensure that:-

4.12.1 Any disciplinary investigation should be clearly separated from the Child Protection investigation.

4.12.2 The Child Protection investigation must take precedence

4.12.3 Whilst suspension of a member of staff may be appropriate during a Child Protection investigation, no school/LEA disciplinary procedures should be commenced without the consent of Police/Social Services Department.

The School/Learning centre acknowledges that:-

4.12.4 It is good practice to not commence the disciplinary investigation until the outcome of the CP investigation is known.

4.12.5 The staff member should not return to school until the disciplinary process is complete.

4.12.6 A clear action plan should be put in place to support the child and member of staff.

Referral to DfES List 99, Protection of Children Act List, or regulatory body.

In line with the Knowsley Safeguarding Children Board procedures for managing allegations against people who work with children and young people, some cases will need to be reported to the DfES for consideration of including the person on list 99, or for consideration by the GTC about possible sanctions against the individual.

The school should discuss with the Local Authority Lead Officer (LADO) whether a referral should be made for consideration as to the individual being barred from, or having conditions imposed in respect of, working with children.

If it is agreed that a referral is required or desirable, the LADO is available to advise on the form and content of such a referral, and where it should be made.

In line with the guidance in a referral is appropriate the report should be made within one month.

Section 5

Preventing unsuitable people working with children

5.1 In accordance with the schools Safer Recruitment policy the school/learning centre, will operate safer recruitment practices, including:-

- Promoting Safeguarding at advert.
- Thoroughly scrutinising applications
- Ensuring pre appointment checks are completed
- Ensuring appropriate CRB disclosures are undertaken according to DfES Safeguarding Children and Safer Recruitment in Education (2006)

5.2 Training - Induction of new staff

Anyone who joins the staff will participate in an induction, and as part of the induction process be fully briefed concerning their responsibilities around safeguarding, and expected code of conduct when working with children

5.2.1 All new staff will participate in an induction which will include receiving training and information on Child Protection, Allegations Management, Safeguarding, etc

5.2.2 All new staff will have received a copy of the child protection policy and allegations management policy and have signed to say they have read and understood the documents.

5.3 Code of conduct for staff and students.

The School/Learning Centre will ensure:

5.3.1 That all staff including all paid and unpaid posts; school governors and those contracted to work on the School/Learning Centre site are aware of the need for maintaining professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.

5.3.2 That the staff team will agree and participate in the development and reviewing of a School/Learning Centre specific Code of Conduct.

Section 6

Monitoring and Review

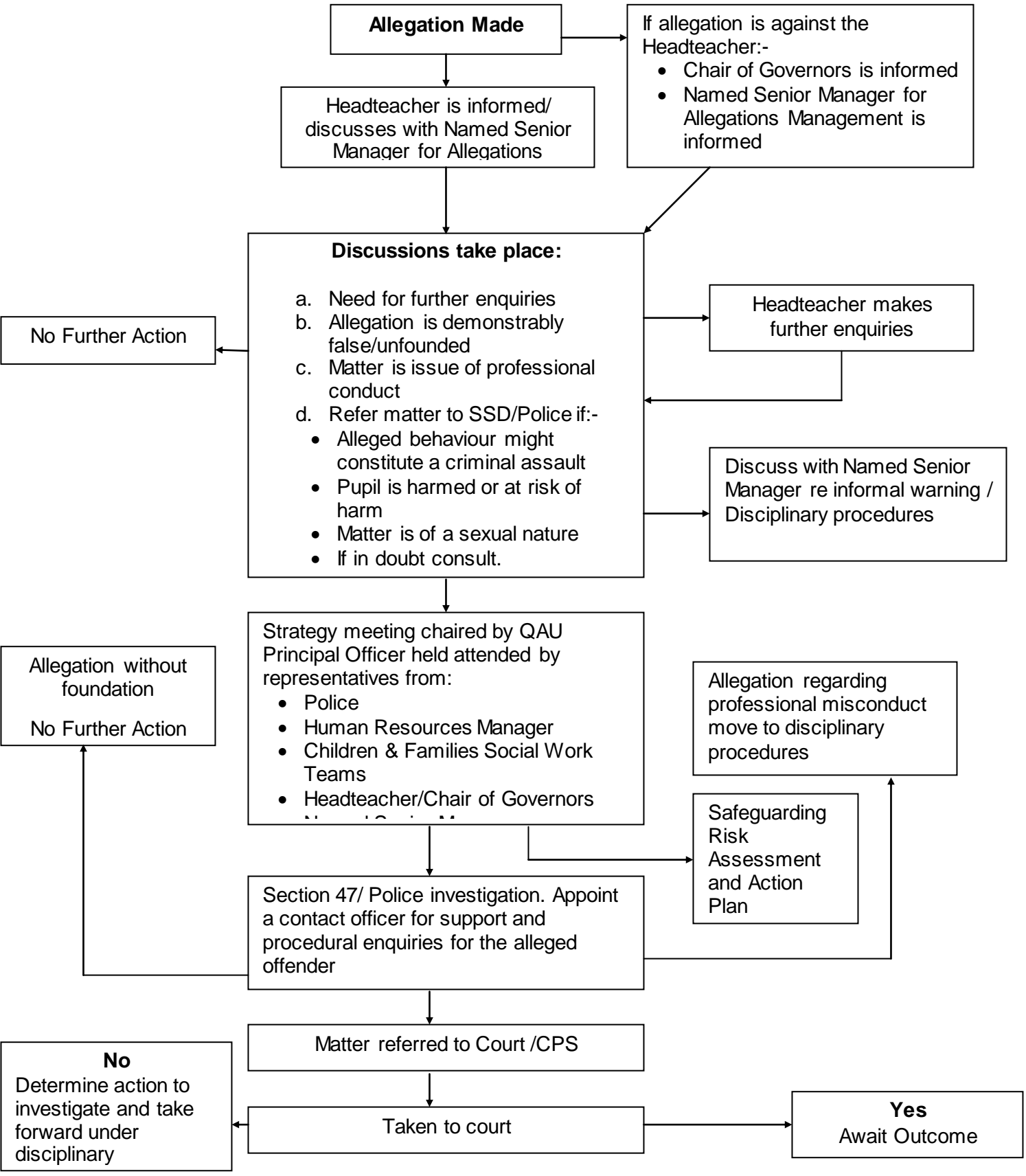
- 5.1** This policy and procedure describes the Allegations Management standards for our School/Learning Centre and will be monitored annually.
- 5.2** In the interests of promoting Safeguarding it is advised that all staff receive a copy of the School/Learning Centre Allegations Management Policy and sign a safeguarding checklist to say they have read and understood its content.

Signed

Review Date

Appendix 1 Flowchart

Procedures for managing allegations of abuse against education staff



Appendix 2 Roles and Responsibilities

Knowsley Safeguarding Children Board (KSCB)

KSCB has a responsibility for ensuring that there are effective inter agency procedures in place for dealing with allegations against people who work with children and for monitoring and evaluating the effectiveness of those procedures.

Local Authority Designated Officer (LADO)

The KSCB and Local Authority will appoint a Local Authority Designated Officer who will:-

- Be involved in the management and oversight of individual cases.
- Provide advice and guidance to employers and voluntary organisations.
- Liaise with the police, Crown Prosecution Service and other agencies.
- Responsible for maintaining lists such as POCA, List 99. (Independent Safeguarding Authority when in place)
- Monitor the progress of cases to ensure they are dealt with as quickly as possible consistent with a thorough and fair process.
- Report regularly to the KSCB on the number, nature and progress of cases.
- Link with Named Senior Managers in all agencies.

Named Senior Officer

A Named Senior Officer will be identified as having the over all responsibility for:-

- Ensuring that the organisation operates these procedures for dealing with allegations.
- Resolving any inter agency issues that may arise.
- Liaising with the KSCB.

Named Senior Manager

The Named Senior Manager will be identified, and all allegations and concerns should be reported by schools to them or a deputy in their absence.

- Liaise with the LADO.
- Support schools with risk assessments
- Attend strategy meetings
- Keep records of allegations

The Head Teacher

An allegation made against a member of staff should be reported to the Headteacher immediately. The Headteacher must not take any action or commence investigations before consulting with the Named Senior Manager for Allegations Management. It is the responsibility of the Headteacher

- To ensure the correct procedure is followed
- Accurate records are kept
- All members of the staff team are aware and have understood the policy and procedures around allegations management.

The Chair of the Governing Body

Should the Headteacher be subject to an allegation it is the responsibility of the Chair of the Governing Body to:-

- liaise with the designated senior manager
- Attend strategy meetings
- Record any information about times, dates, location and names of potential witnesses.

- Ask for a written account from the member of staff hearing the allegation, countersign and state the written account of the person reporting the allegation

The Police

The police have a responsibility to investigate allegations of abuse and should aim to complete their enquiries as quickly as possible, consistent with a fair and full investigation. They should at the outset:-

- Set a target for reviewing the progress of the investigation
- The review should take place no later than four weeks after the initial evaluation
- Consult with Crown Prosecution Service (CPS) about whether to:-
 - Proceed with the investigation
 - Charge the individual with an offence
 - Close the case

If the police or CPS do not charge the individual with an offence, administer a caution or the person is acquitted, the police should pass on all information which may be relevant to a disciplinary case, to the employer forthwith. Should the disposal be a conviction the police should immediately inform the employer so that appropriate action can be taken.

Department of Wellbeing Services Children and Families Principal Officers In Knowsley the Department of Wellbeing Children and Families Principal Officers chair strategy discussions following an allegation. Their role includes monitoring the progress of the case to ensure they are dealt with as quickly as possible. Also, to ensure any child/children named in the allegation are safeguarded and if relevant subject to child protection procedures.

Children and Families Social Work Team

Following an allegation Children and Families Social Work Teams may be involved in making enquires to determine whether the child/children named are in need of protection or services.

Should any information obtained during the course of these enquires be relevant to a disciplinary case it should be passed to the employer or regulatory body without delay.

Appendix 3



**Guidance for Safer Working Practice
for Adults who Work with
Children and Young People.**

November 2007

AMA network established by
department for
children, schools and families

This guidance is based upon an original IRSC ¹ document - '*Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings*, ² commissioned by DfES³.

¹ Investigation Referral and Support Co-ordinators network

² September 2006. This document is still in use and has relevance for those working in education settings

³ Department for Education and Skills. now known as Department for Children, Schools and Families (DCSF)

Contents

Section 1 Overview

1.1	Background.....	5
1.2	What to do if you are worried a child is being abused.....	6

Section 2 Using the Guidance

2.1	Status of Document.....	7
2.2	Purpose of the Guidance.....	7
2.3	Underlying Principles.....	7
2.4	Definitions.....	8
2.5	How to Use the Document.....	8

Section 3 Guidance for Safer Working Practices

1	Context.....	11
2	'Unsuitability'.....	11
3	Duty of Care.....	11
4	Confidentiality	12
5	Making a Professional Judgement.....	13
6	Power and Positions of Trust	13
7	Propriety and Behaviour	14
8	Dress and Appearance.....	14
9	Personal Living Space.....	14
10	Gifts, Rewards and Favouritism.....	15
11	Infatuations.....	15
12	Communication with Children and Young People (<i>including Use of Technology</i>).....	16
13	Social Contact.....	16
14	Sexual Contact.....	17
15	Physical Contact.....	18
16	Other Activities that Require Physical Contact.....	19
17	Behaviour Management.....	20
18	Use of Physical Intervention.....	20
19	Children and Young People in Distress.....	21
20	Intimate Care.....	22
21	Personal Care	22
22	First Aid and Administration of Medication.....	22
23	One to One Situations.....	23
24	Home Visits.....	24

25	Transporting Children and Young People	25
26	Trips and Outings.....	25
27	Photography and Video	26
28	Access to Inappropriate Images and Internet Usage	26
29	Whistle Blowing.....	27
30	Sharing Concerns and Recording Incidents	27
 Appendices		 29

For further information, please contact the Allegation Management Adviser or Safeguarding Adviser at your local Government Office or the Safeguarding Policy team at Mowden Hall, Staindrop Road Darlington DL3 9BG Tel: 870012345

Section 1: Overview

1.1. Background

All adults who come into contact with children and young people in their work have a duty of care⁴ to safeguard and promote their welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme⁵, places a duty on organisations to safeguard⁶ and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults in this area of work. It has been suggested that there is a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns and provides practical guidance for anyone who works with, or on behalf of children and young people regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognised that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by an adult whose work brings them into contact with children and young people.

The guidance contained in this document has due regard to current legislation and statutory guidance.

1.2. What to do if you are worried a child is being abused⁷

⁴ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care

⁵ www.everychildmatters.gov.uk

⁶ Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have optimum life chances... Working Together to Safeguard Children: 2006 HM Government

⁷ What to do If You are Worried a Child is Being Abused HM Government 2006

Everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their organisation and/or report any concerns to the local social care office. Anyone who has concerns or is in doubt should refer to the document '**What To Do If You're Worried a Child Is Being Abused**' and follow that guidance.

Section 2: Using the Guidance

2.1. Status of Document

This guidance document has been commissioned by the Department for Children, Schools and Families. (DCSF). It does not replace or take priority over advice or codes of conduct produced by employers or national bodies.

It is a generic document that should complement existing professional procedures, protocols and guidance which relate to specific roles, responsibilities or professional practices.

2.2. Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

Employers should be familiar with, and know how to access, their Local Safeguarding Children's Board's policy and procedures for managing allegations against staff.

2.3. Underpinning Principles

- The welfare of the child is paramount.⁸
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.

⁸ Children Act 1989

- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

2.4. Definitions

Children and Young People: Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18th birthday. This guidance, however also has value for those working with vulnerable adults.

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

Manager: The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

Employer: The term 'employer' refers to the organisation which employs, or contracts to use the services of individuals in pursuit of the goals of that organisation. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

Safeguarding: Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully⁹.

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

2.5. How to Use the Document

This document is relevant to both individuals and organisations working with or on behalf of children and young people. Where an individual works independently and does not work as part of an organisation references made to the 'senior manager' should be taken to refer to parents or those with parenting responsibilities.

Each section provides general guidance about a particular aspect of work undertaken with children and young people with, in the right hand column, specific guidance about which behaviours should be avoided and which are recommended. Some organisations may need to adapt or add to the guidance to meet their specific practices or contexts, The document has however, been written for a generic audience and most, if not all of the content, is applicable to all adults who work with children and young people. The diagram in Appendix 1 illustrates how the guidance could be used as a basis for developing specific agency guidance. Appendix 2 provides a visual framework for understanding how the document fits with safer recruitment and selection and procedures and those which relate to disciplinary proceedings.

It is recommended that organisations and settings who provide services for children and young people use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents and have access to it.

Incorporating the use of this document in recruitment and selection processes will help to prevent and deter unsuitable people from working with children and young people. Providing employees and volunteers with

⁹ Working Together to Safeguard Children 2006. HM Government (WT 2006)

clear guidance on appointment and revisiting this through induction, supervision, performance management, training programmes etc, will also help to ensure a safer children's workforce. Employers and managers will be better placed to deal with unsuitable or inappropriate behaviour if their expectations have been made clear and reinforced throughout a person's employment and there is evidence that this has been done.

Individuals should follow this guidance in their day to day practice. It should also be referred to when taking on new work, different duties or additional responsibilities.

Section 3: Guidance for Safe Working Practice

1. Context

All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working in all settings to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

This means that these guidelines:

- apply to **all** adults working in all settings whatever their position, role, or responsibilities
- may provide guidance where an individual's suitability to work with children and young people has been called into question.

2. 'Unsuitability'¹⁰

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.

This means that adults should:

- have a clear understanding about the nature and content of this document
- discuss any uncertainties or confusion with their line manager
- understand what behaviours may call into question their suitability to continue to work with children and young people

3. Duty of Care

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect¹¹.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised

This means that adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

This means that employers should:

- ensure that appropriate safeguarding and child protection policies and procedures are adopted,

¹⁰ WT 2006 Chapter 6, page 153. See also AMA document on 'Unsuitability' available Dec 07 from Allegation Management Advisers in Government Offices.

¹¹ WT 2006 page Chapter 1 page 38

through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974¹². This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employees¹³ to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

4. Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.

The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.

Whilst adults need to be aware of the need to listen and support children and young people, they must also

- implemented and monitored*
- *ensure that codes of conduct/practices are continually monitored and reviewed*
- *ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures*
- *foster a culture of openness and support*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*
- *ensure all adults have access to and understand this guidance and related, policies and procedures*
- *ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care*

This means that adults:

- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *are expected to treat information they receive about children and young people in a discreet and confidential manner*
- *should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to know to whom any concerns or allegations should be reported*

¹² Health and Safety at Work Act 1974 Part I, Section. 2 (1) and (2)

¹³ Health and Safety at Work Act 1974 Part I, Section.7

understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.

5. Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

6. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, 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. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.¹⁴

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be

This means that where no specific guidance exists adults should:

- *discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer if not working for an organisation*
- *report any actions which could be mis-interpreted to their senior manager*
- *always discuss any misunderstanding, accidents or threats with a senior manager*
- *always record discussions and reasons why actions were taken.*
- *record any areas of disagreement about course of action taken and if necessary referred to a higher authority*

This means that adults should not:

- *use their position to gain access to information for their own or others' advantage*
- *use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people*
- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so*

¹⁴ Caring for Young People and the Vulnerable. Guidance for Preventing Abuse of Trust Home Office

misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust¹⁵ with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

7. Propriety and Behaviour

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

8. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This means that adults should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

This means that adults should:

- *be aware that behaviour in their personal lives may impact upon their work with children and young people*
- *follow any codes of conduct deemed appropriate by their organisation*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people*

This means that adults should wear clothing which:

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory*

¹⁵ Sexual Offences Act 2003. Sect 16-19 re-enacts and amends offence of abuse of position of trust

and is culturally sensitive

9. Personal Living Space

No child or young person should be in or invited into, the home¹⁶ of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and senior managers or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

10. Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom¹⁷ a young person.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

This means that adults should:

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *challenge any request for their accommodation to be used as an additional resource for the organisation*
- *be mindful of the need to maintain professional boundaries*
- *refrain from asking children and young people to undertake personal jobs or errands*

This means that adults should:

- *be aware of their organisation's policy on the giving and receiving of gifts*
- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value*
- *ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

¹⁶ This includes any home or domestic settings used or frequented by the adult

¹⁷ grooming' – the act of gaining the trust of a child so that sexual abuse can take place.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

11. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

12. Communication with Children and Young People (including the Use of Technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or

This means that adults should:

- *report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

This means that the organisation should:

- *have a communication policy which specifies acceptable and permissible modes of communication*

This means that adults should:

- *not give their personal contact details to children or young people, including their mobile telephone number*
- *only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used*

mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with the organisation's policy.

- *only make contact with children for professional reasons and in accordance with any organisation policy*
- *recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *not use internet or web-based communication channels to send personal messages to a child/young person*

13. Social Contact

Adults who work with children and young people should not seek to have social contact with them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgement in making a response but should always discuss the situation with their manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult's own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

This means that adults should:

- *have no secret social contact with children and young people or their parents*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *always approve any planned social contact with children or parents with senior colleagues,*
- *advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern*
- *report and record any situation, which may place a child at risk or which may compromise the organisation or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *understand that some communications may be called into question and need to be justified.*

14. Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young

This means that adults should not:

- *have sexual relationships with children and young people*
- *have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*

person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children'¹⁸, defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

15. Physical Contact

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a

- *make sexual remarks to, or about, a child/young person*
- *discuss their own sexual relationships with or in the presence of children or young people*

This means that adults should:

- *ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship*
- *take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.*

This means that adults should:

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to report and explain actions and accept that all physical contact be open to scrutiny*
- *not indulge in horseplay*
- *always encourage children, where possible, to undertake self-care tasks independently*
- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*

This means that organisations should:

- *ensure they have a system in place for recording incidents and the*

¹⁸ Working Together to Safeguard Children .A guide to interagency working to safeguard and promote the welfare of children HM Government 2006

different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the senior manager outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

16. Other Activities that require Physical Contact

Adults who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities

means by which information about incidents and outcomes can be easily accessed by senior management

- *make adults aware of relevant professional or organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate*
- *be explicit about what physical contact is appropriate for adults working in their setting*

This means that adults should:

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason*

should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

17. Behaviour Management

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance

why contact is necessary and what form that contact will take

- *seek consent of parents where a child or young person is unable to do so because of a disability.*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*

This means that organisations should:

- *have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct.*
- *ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

This means that adults should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *adhere to the organisation's behaviour management policy*
- *be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action*

This means that organisations should:

- *have in place appropriate behaviour management policies*
- *where appropriate, develop positive handling plans in respect of an individual child or young person.*

and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

18. Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation in the development and implementation of their own policies and practice.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans,

This means that adults should:

- *adhere to the organisation's physical intervention policy*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *record and report as soon as possible after the event any incident where physical intervention has been used.*

This means that organisations should:

- *have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention*
- *ensure that an effective recording system is in place which allows for incidents to be tracked and monitored*
- *ensure adults are familiar with the above*
- *ensure that staff are appropriately trained*

drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

19.Children and Young People in Distress

There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset in children, for example in mental health services, residential care provision etc. In these circumstances professional guidance should be followed and adults should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

For all other adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

20.Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should

This means the adult should:

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *follow professional guidance or code of practice where available*
- *never touch a child in a way which may be considered indecent*
- *record and report situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

This means that adults should:

- *adhere to the organisation's intimate care guidelines or code of practice*
- *make other staff aware of the task being undertaken*
- *explain to the child what is happening*
- *consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary*
- *record the justification for any*

be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

21. Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

22. First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be

variations to the agreed procedure/care plan and share this information with parents

- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

This means that adults should:

- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms announce their intention of entering*

This means that adults should not:

- *change in the same place as children*
- *shower or bathe with children*
- *assist with any personal care task which a child or young person can undertake by themselves*

This means that organisations should:

- *ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *ensure there are trained and named individuals to undertake first aid responsibilities*
- *ensure training is regularly monitored and updated*
- *always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication*

This means that adults should:

encouraged to self administer medication or treatment including, for example any ointment, use of inhalers.

- *adhere to the organisation's policy for administering first aid or medication*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health plan which is in place*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

23. One to One Situations

All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.

It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.

Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or in street-based projects for example.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Meetings with children and young people outside agreed working

This means that adults should:

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *avoid meetings with a child or young person in remote, secluded areas,*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

arrangements should not take place without the agreement of senior managers and parents or carers.

24. Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

These means that adults should:

- *agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers*
- *adhere to agreed risk management strategies*
- *always make detailed records including times of arrival and departure and work undertaken*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken*

This means that employers should:

- *ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management*
- *ensure that all visits are justified and recorded*
- *ensure that adults are not exposed to unacceptable risk*
- *ensure that adults have access to a mobile telephone and an emergency contact person*

25. Transporting Children and Young People

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV¹⁹- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

26. Trips and Outings

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. .

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to

This means that all organisations:

- *should have appropriate policies for transporting children and young people*

This means that adults should:

- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive*
- *be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer*
- *record details of the journey in accordance with agreed procedures*
- *ensure that their behaviour is appropriate at all times*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned*

This means that adults should:

- *always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *undertake risk assessments in line with their organisation's policy where applicable*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times(see section 7)*
- *never share beds with a child/children or young people.*
- *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager,*

¹⁹ For further information see www.dvla.gov.uk

keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

parents and children and young people.

27. Photography and Videos

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

This means that adults should:

- *be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *only use equipment provided or authorised by the organisation*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*

This means that adults should not:

- *display or distribute images of children unless they have consent to do so from parents/carers*
- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *take images 'in secret', or taking images in situations that may be construed as being secretive.*

28. Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should

This means that organisations should

- *have clear e-safety policies in place about access to and use of the internet*
- *make guidance available to both adults and children and young people about appropriate usage.*

This means that adults should:

personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

29. Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

30. Sharing Concerns and Recording Incidents

Individuals should be aware of their organisation's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their

- *follow their organisation's guidance on the use of IT equipment*
- *ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*

This means that organisations should:

- *ensure they have appropriate whistle-blowing policies in place*
- *ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board's procedures.*

This means that adults should:

- *report any behaviour by colleagues that raises concern regardless of source*

This means that adults:

- *should be familiar with their organisation's system for recording concerns*
- *should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace*

This means that organisations:

- *should have an effective, transparent*

relationship with children and young people so that appropriate support can be provided or action can be taken.

and accessible system for recording and managing concerns raised by any individual in the workplace

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

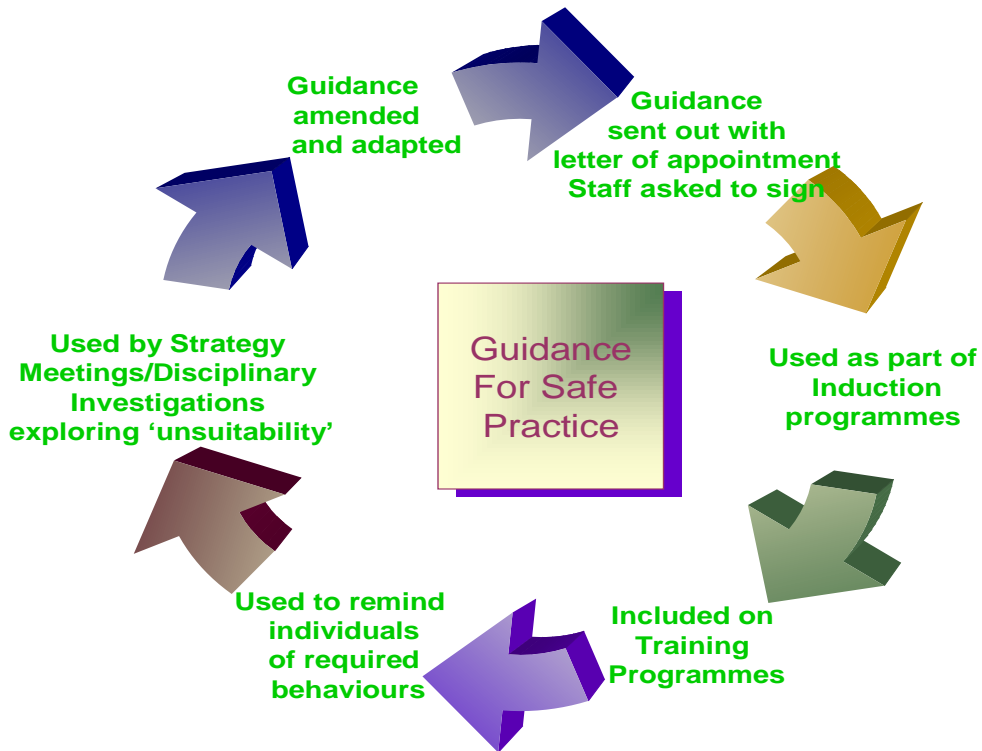
APPENDIX 1

This generic document can be used as a base upon which other disciplines/agencies develop specific guidance for adults working in specialised areas.



APPENDIX 2

This generic document can be used to support safer recruitment and selection practices, induction and on-going training programmes and where necessary, disciplinary and child protection procedures.



You can also get this information in other formats. Please phone Customer Services on 0151 443 3197, or email customerservices@knowsley.gov.uk