



Adams Educational Services Limited

www.adamseducationalservices.co.uk
T 0203 291 3931
Victory Way, Admirals Park, Crossways, Dartford, Kent, United Kingdom, DA2 6QD

info@adamseducationalservices.co.uk
Company No.: 09849313

Safeguarding Policy

Named person responsible for policy: Mostapha Alfaour

Reviewed July 2020

Table of Contents

Table of Contents	1
Why is this important ?	2
1. Introduction	2
2. What is Abuse?	3
3. Who is vulnerable ?	4

Adams Educational Services Safeguarding Policy

4.	What is the process if you suspect abuse?	5
5.	What if the allegation is against a Tutor or member of staff?	6
6.	Discussing Concerns with Parents/Carers	6
7.	Process for Reporting Children and Vulnerable People Protection Issues ...	7
Appendix A	Indicators of Abuse	8
Appendix B	Guidance on Responding to a Vulnerable Person	10

Why is this important ?

Adams Educational Services is committed to providing services that ensure the emotional, welfare and physical safety of children and vulnerable people is paramount. Safeguarding means preventing children and vulnerable people from suffering harm or impairment to their health or development.

Safeguarding applies to all our staff, freelancers and volunteers working for our organisation and is a legal obligation.

Safeguarding procedures should be used when there is a suspicion of harm to a vulnerable person; in any setting including family, institutional or community settings.

All Adams Educational Services staff and freelancers who have contact with children and vulnerable people have gone through the enhanced Disclosure and Barring Service (DBS) and the Vetting and Barring Scheme in Scotland. They are appropriately trained and supported in Safeguarding.

Adams Educational Services take all suspicions of abuse seriously and respond to them appropriately.

1. Introduction

- 1.1 Adams Educational Services Safeguarding Children and Vulnerable People Policy and Procedures has been developed to reflect current guidance and principles contained within Children and Young Persons Act 2008, Children Act 2004, Education Act 2011 and The Care Act 2014.
- 1.2 What do the words mean?
 - 'a child' refers to anyone under 13 years of age;
 - a 'young person' refers to anyone 13 – 17 years old.

Adams Educational Services Safeguarding Policy

- An “adult is aged 18 years and over
- ‘Harm’ means physical abuse, emotional abuse, sexual abuse and/or neglect
- A vulnerable person is a person who is at risk of abuse or harm due to life circumstances; they may be underage, homeless, have a mental illness, have physical impairments such as hearing or sight loss or they may be frail and elderly.

2. What is Abuse?

2.1 There are four main categories of abuse. These are

2.1.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, suffocating, or otherwise causing physical harm to a person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child; this is often referred to as ‘Munchausen syndrome by proxy’.

2.1.2 Emotional Abuse

Emotional Abuse is the “persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on their emotional development”. This could involve telling a child that they are worthless or unloved, inadequate, or valued only when they meet the needs of another person. It may feature inappropriate expectations being imposed on children. It could involve causing a person with a learning disability to feel frequently frightened or in danger, or the exploitation or corruption of a young adult. Some level of emotional abuse is involved in all types of ill-treatment; however other types of abuse do not have to be present for emotional abuse to take place.

2.1.3 Sexual Abuse

Sexual abuse involves forcing or enticing a vulnerable person to take part in sexual activities, whether or not they are aware what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative (e.g. touching) acts. They may include non-contact activities, such as involving a looking at pornographic materials or watching sexual activities or encouraging them to behave in sexually inappropriate ways.

2.1.4 Neglect

Neglect is the persistent failure to meet a person’s basic physical and/or psychological needs, likely to result in the significant

Adams Educational Services Safeguarding Policy

impairment of their health or development. It may involve a carer failing to provide adequate food, shelter and clothing, failing to protect a person with visual impairment from harm or danger, or the failure to ensure access to appropriate medical care or treatment of someone in a wheelchair. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition to the above categories, the following should also be taken into consideration:

Domestic Abuse

Domestic abuse could include a wide range of abusive acts that can be psychological, emotional, sexual or physical. For an act to be defined as domestic abuse it must be between intimate partners (opposite or same sex), including married, cohabiting, courtship or between a couple who were previously intimate but are no longer together.

3. Who is vulnerable ?

Research in the UK indicates that people with a disability, whether learning or physical are at an increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Some of the reasons they may be especially vulnerable are:

- Communication difficulties which may make it difficult to tell others what is happening
- Fear of complaining because of a fear of losing services
- Vulnerability to bullying and/or intimidation
- Impaired ability to challenge abuse
- Fewer social contacts with other people
- Receiving intimate personal care and other contacts from a large number of caregivers.

2.5.2. Other Factors

People may suffer directly or indirectly if they live in households where any of the following factors may be present. The risk to may be heightened where a number of these co-exist (including domestic abuse).

- Substance Abuse

Living in families where there is exposure to the misuse of drugs or alcohol may be at risk of continuing significant harm. Consideration should be given to child protection issues.

Adams Educational Services Safeguarding Policy

- Vulnerable Adults

The identification of a parent or carer as a vulnerable adult is a risk factor.

- Mental Ill Health

The identification of a parent or carer with mental ill health is another risk factor.

- Parental Learning Disability

Where a parent has a learning disability it will be important not to generalise or make assumptions about their parenting capacity. This may be another risk factor however.

- If a Person Displays Self Harming and/or Suicidal Behaviours

In their own right, self harming and/or suicidal behaviours do not fall under the safeguarding procedures. However, if you become aware of these behaviours consider whether the behaviour be a sign or symptom of abuse? If yes, then follow the safeguarding procedure.

If the child or vulnerable person is in immediate danger, always take the safest course of action and call 999.

If in any doubt, the safest course of action is to immediately discuss with our safeguarding officer who will decide whether a referral will be made to the Local Authority/Police.

4. What is the process if you suspect abuse?

If you suspect abuse it is *not* your responsibility to investigate it further. It *is* your responsibility to report it and the steps are as follows:

Adams Educational Services Safeguarding Policy

If the child is in immediate danger then you must:

1. Immediately notify the safeguarding officer.
2. If the safeguarding officer or a senior manager is not immediately available, call 999.
3. Inform us. The disclosure or suspicion of abuse can be reported to us the next day if it happens outside normal working hours but you must call 999 immediately.

If the person is not in immediate danger:

Let us know and we will take it from there.

If the person makes an allegation of abuse to you

1. Allow them to talk openly and without interruption. Reassure them and tell them that you are taking what they have said seriously, do not make promises you cannot keep and avoid asking questions.
2. Make sure that you tell them that you cannot keep this secret and you will need to take steps. Where you have concerns that the danger could increase if (s)he is aware that you are reporting the abuse, then discuss immediately with us.
3. It is vitally important that the information shared is recorded immediately, using our form, using their language and making sure it is a true reflection of what has been said. This form should be passed, in strict confidence, to us immediately.

5. What if the allegation is against a member of staff?

5.1 It is the role of our Safeguarding Officer to take appropriate action to ensure the safety of the children.

5.2 If you feel that Adams Educational Services has not taken the allegation seriously or it is your officer/your line manager who is the accused, then follow our Whistle Blowing Policy and Procedure.

6. Discussing Concerns with Parents/Carers

You should not discuss concerns if they have said that

- a) the parent or carer has carried out abuse or
- b) if you suspect them of abuse or

Adams Educational Services Safeguarding Policy

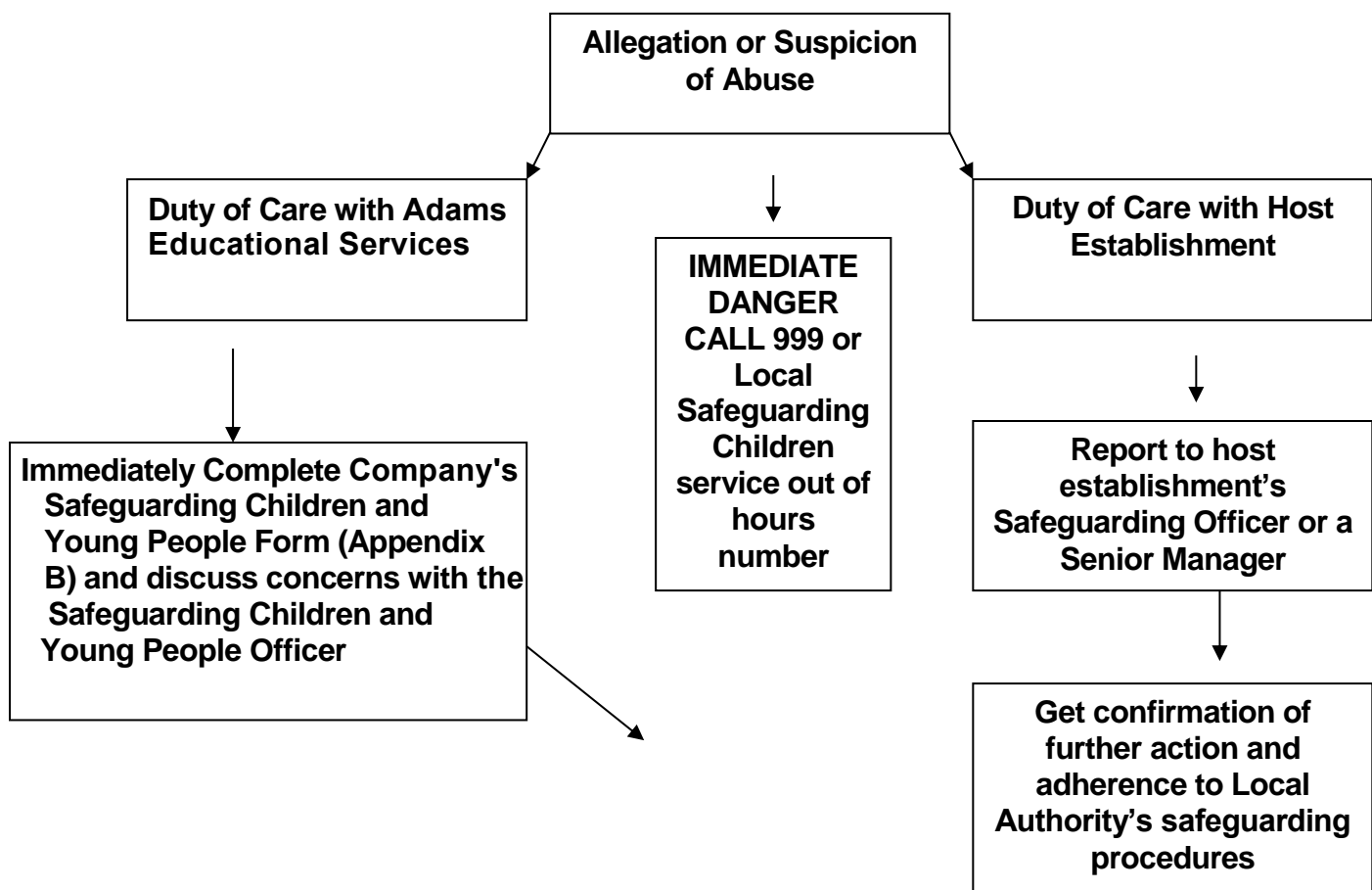
- c) are concerned that the parent/carer will not respond appropriately to your concerns.
- d) If you are not sure, discuss this with our Safeguarding Officer.

However, you should discuss concerns whenever possible with parents/carers of any suspicions or allegations of abuse. It is important to raise any concerns you may have as there may be a reasonable explanation for any unusual behaviour or symptoms.

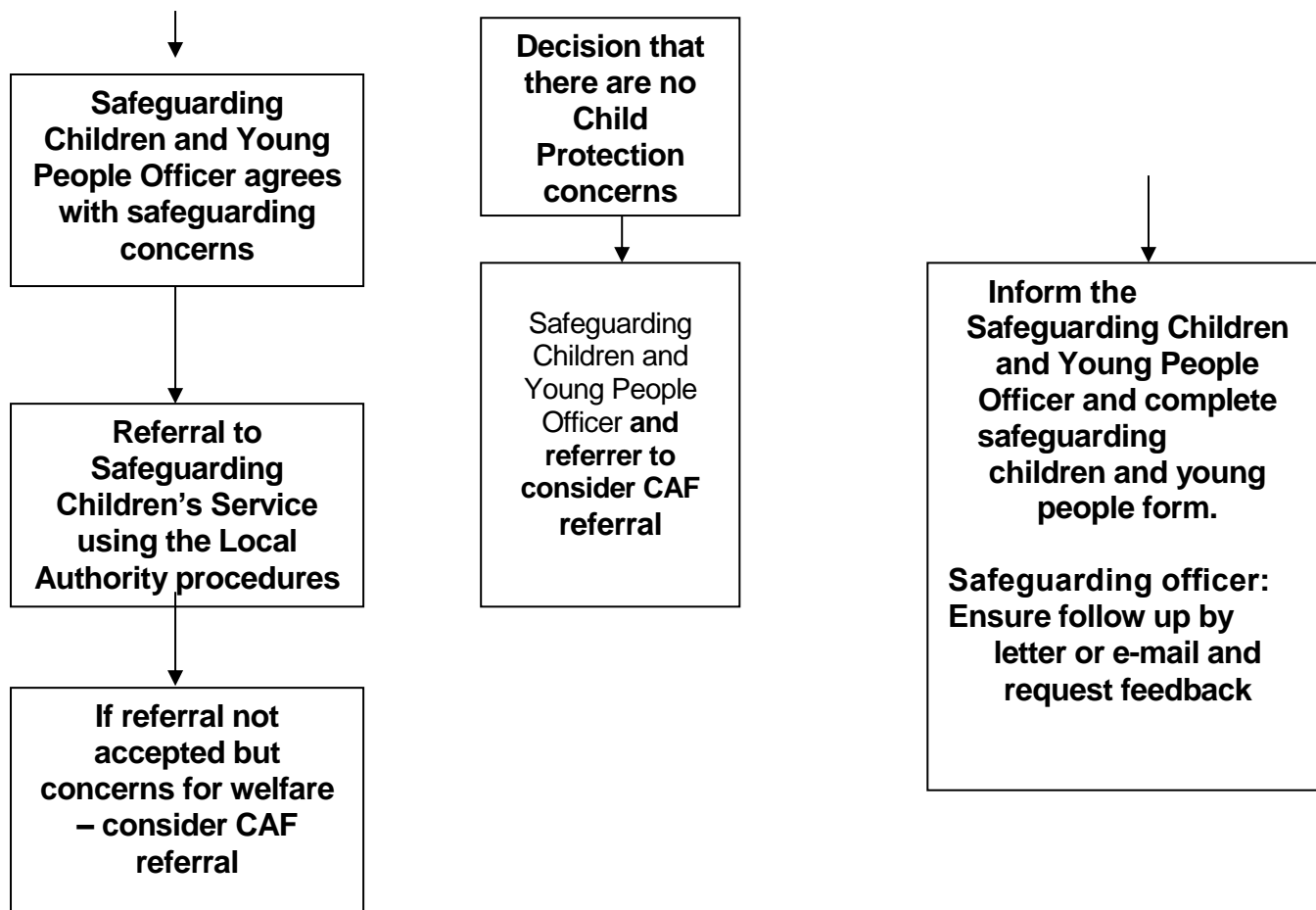
Every effort should be made to ensure that confidentiality is maintained for all concerned. The information should be handled and passed on a strictly need to know basis. The legal principle that 'the welfare of the vulnerable person is paramount' means that considerations of confidentiality which may apply to other situations should not be allowed to override the right of the person to be free from harm,

7. Process for Reporting Vulnerable People Protection Issues

If you are unsure about the course of action you should take, or need advice or guidance, you can discuss any issues, in strict confidence, with the Safeguarding officer. You must NOT ignore any concerns you may have, no matter how small they may be, doing nothing is not an option.



Adams Educational Services Safeguarding Policy



Appendix A

Indicators of Abuse

Some indicators are highly suggestive of abuse, others are less so and can easily be confused with 'normal' childhood behaviours. No list of indicators can be complete, and it is important in every case to consider the child in his/her context.

<p>Physical Abuse</p> <ul style="list-style-type: none"> ▪ Grasp marks ▪ Finger tip bruising ▪ Shaped bruising e.g. hand, belt, stick ▪ Different coloured bruising in the same area – may indicate history ▪ Multiple fractures in various stages of healing ▪ Burns and scalds – contact with hot object, cigarette, friction burns ▪ Unusual scars ▪ Intentional poisoning ▪ Fabricated or induced illness ▪ Denial of injury ▪ Incompatible, vague or inadequate, discrepant explanations for injury 	<p>Emotional Abuse</p> <ul style="list-style-type: none"> ▪ Physical, mental and emotional developmental delay or disturbance ▪ Punishment which appears excessive ▪ Domestic abuse between carers or others ▪ Over-reaction to mistakes ▪ Self-mutilation ▪ Fear of carers being contacted ▪ Extremes of passivity or aggression ▪ Wetting/soiling ▪ Inability to play ▪ Carers not allowing the person to receive gifts, play with toys, go on outings, when other family members are allowed to ▪ Carers indifference to the needs
--	---

Adams Educational Services Safeguarding Policy

<ul style="list-style-type: none"> ▪ Injury inappropriate to development e.g. a non-mobile person 	<ul style="list-style-type: none"> ▪ Carers' hostility towards them ▪ Carers deliberately withholding, or forcing a person to 'earn' basic necessities, such as food, drink, clothes and warmth ▪ Cruelty, like being locked up in cold, dark surroundings
<p>Sexual Abuse</p> <ul style="list-style-type: none"> ▪ Consider that the person may initially disclose only a minor part of any abuse. ▪ Genital signs of a sexual assault. ▪ Behavioural changes, such as new onset of bowel/bladder disturbance in a child who did not previously suffer from this. ▪ Sexualised behaviour that is inconsistent with the age and development. ▪ Rectal bleeding, vulvovaginitis. ▪ Love bites, bruising around breasts/genitalia. ▪ Pregnancy, sexually transmitted diseases. 	<p>Neglect</p> <ul style="list-style-type: none"> ▪ Neglect of the physical needs, such as nutrition and hygiene. ▪ Neglect of medical needs, including routine needs such as, immunisation and urgent medical care when required. ▪ Poor supervision and lack of safety awareness, leading to increased 'accidental' injury. ▪ Failure to ensure adequate stimulation and education. ▪ Neglect of social needs. ▪ Lack of appropriate affection. ▪ Child may present physical signs of neglect, such as poor hygiene and personal presentation. ▪ Behavioural problems, such as scavenging for food, chronic running away, low self esteem and poor social functioning.

Appendix B Guidance on Responding to a Child Making an Allegation

If a child or vulnerable person or third party makes an allegation to you of suspected abuse use the following guideline:

Do:	Do Not:
<ul style="list-style-type: none">✓ Take them seriously✓ Use appropriate body language✓ Stay calm, reassure them✓ Listen carefully✓ Reassure them that they have done nothing wrong in telling you✓ Go somewhere private but be careful not to put yourself at risk✓ Be honest✓ Observe non-verbal language✓ Ask questions for clarification only✓ Use eye contact✓ Give your full attention✓ Record in writing what was said in the child/young person's own words as soon as possible. Ensure the record is signed and dated✓ Relay this information immediately to the designated safeguarding officer✓ Tell them what you will do next and discuss with them who needs to be told✓ Separate out fact and opinion	<ul style="list-style-type: none">✗ Prompt or ask leading questions that suggest a particular answer✗ Dismiss the concern✗ Panic✗ Allow your shock to show✗ Make promises you can't keep, such as agreeing not to tell someone else✗ Speculate or make assumptions✗ Approach the alleged abuser✗ Make negative comments about the accused person✗ Openly discuss this with other colleagues