

**Child and Vulnerable Adult Protection (Safeguarding)**  
**Policy for The Blue Coat School**

**1. Policy Statement**

- a) The Blue Coat School fully recognises its responsibility for child and vulnerable adult protection and for safeguarding and promoting the welfare of young people and vulnerable adults.
- b) The Blue Coat School aims to create and maintain a safe environment for all young people, staff, volunteers and visitors alike.

**2. Coverage**

- a) The policy applies to all governors, staff, agency workers, contractors, visitors and volunteers working in the Blue Coat School.

**3. Definitions**

- a) For the purposes of the Child and Vulnerable Adult Protection Safeguarding Policy
  - i) a ‘young person’ means any person either under or over the age of 18 (who is a member of the School student body).
  - ii) a ‘vulnerable adult’ means any person “who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation because of mental or other disability, age or illness.”
  - iii) ‘staff’ means all employees, full-time, part-time teaching and other, and all agency, franchise, contract and volunteer staff working for the Blue Coat School.

**4. Aims of Child and Vulnerable Adult Safeguarding Policy**

- a) The aims of the Policy are:
  - i) To raise the awareness of all staff, teaching and non-teaching, of the need to safeguard young people and vulnerable adults and of their rights and responsibilities in identifying and reporting concerns and possible cases of abuse.
  - ii) To promote an environment that is safe, where staff and students treat each other with mutual respect and develop good relationships built on trust, enabling children to feel secure and encourage them to talk and feel listened to.
  - iii) To ensure that children know who to approach if they are have concerns.

- iv) To provide a systematic means of supporting young people and vulnerable adults known, or thought to be, at risk of harm.
- v) To ensure that relevant information about a young person or vulnerable adult at risk of harm is disseminated to appropriate staff within the School on a 'need to know' basis.
- vi) To embed a structured school procedure which will be followed by all members of the school staff in cases of suspected abuse.
- vii) To support the further development of effective working relationships with other agencies, especially the Police and a variety of Children's Services and co-operate as required with their enquiries, including attendance at case conferences.
- viii) To ensure that all staff who have access to young people or vulnerable adults have been checked for their suitability
- ix) To ensure that all relevant policies and procedures within the school are linked to, and comply with, the school Safeguarding Policy.
- x) To support young people's and vulnerable adults' learning and development in ways that will foster security, confidence and independence and to promote this through the curriculum, the pastoral programme and School and Key Stage Councils.
- xi) To ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

## **5. Key Safeguarding Principles**

a) The Blue Coat School is committed to follow the key safeguarding principles outlined by Liverpool City Council Safeguarding Children Boards and the guidance of the Department for Education and Children and Families Strategic Partnership (CFSP).

In this regard:

- i) The needs of the young person are paramount and underpin all child protection work and resolve any conflict of interests.
- ii) All young people have the right to be safeguarded from harm and exploitation.
- iii) The school has a responsibility to provide a safe environment and minimise risks of harm to young people's welfare and recognises this is a shared responsibility with other agencies where applicable.

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- iv) Staff have a responsibility to identify young people who are suffering or likely to suffer harm and take appropriate action with the aim of making sure they are kept safe at School. Concerns about their safety at home must also be noted and relevant agencies consulted.
- v) Responsibility for protection of young people must be shared because young people are safeguarded only when all relevant agencies and individuals are consulted, accept responsibility and co-operate with one another.
- vi) Statements about or allegations of abuse or neglect made by young people must be taken seriously.
- vii) The school is committed to treating children, parents, carers and workers with respect. They should not be discriminated against on the basis of gender, age, ethnicity, culture, disability, class or sexual orientation.
- b) The School is further committed to applying these safeguarding principles to vulnerable adults.
- c) The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

### **Child and Vulnerable Adult Protection (Safeguarding) Procedure for The Blue Coat School**

#### **6. Responsibility for Child and Vulnerable Adult Protection**

- a) A nominated governor will be responsible for the oversight of child and vulnerable adult protection policy and procedures.
- b) A Designated Senior Person will take lead responsibility for child and vulnerable adult protection and receive appropriate training and support and adequate resources to carry out this role.
- c) The School will in addition have a Safeguarding and Protection team who will deputise for the Designated Senior Person and will also lead on the implementation of this policy in the areas of the School for which they have responsibility. The Safeguarding and Protection Team will include:
  - i. The Deputy Child Protection Officer
  - ii. The relevant Key Stage Manager
  - iii. The relevant Head of Year
  - iv. Other staff who form the Team Around the Child on a case by case Basis.
- d) All staff are expected to contact either the Designated Senior Person, or one of the Safeguarding and Protection Team for advice, when necessary or to make referrals.

- e) It is the role of the Designated Senior Person (or their deputy if absent) to make referrals.

## **7. Staff Appointments**

a) The Personnel Officer will ensure that all school staff have been checked for their suitability before taking up their appointment.

b) All applicants will be scrutinised by:

- i. Verifying identity and any academic or vocational qualifications.
- ii. Obtaining professional and character references.
- iii. Checking previous employment history.
- iv. Checking that a candidate has the health and physical capacity for the job.
- v. Holding face to face interviews which include safeguarding questions.
- vi. An Enhanced Criminal Records Bureau check before the candidate takes up the post.

## **8. Work Experience**

a) The Work Experience Co-ordinator will ensure that a robust system is in place to check that:

- i. Appropriate health and safety checks are in place prior to establishing work experience placements.
- ii. Employers are aware of their responsibilities in relation to safeguarding and the protection of children or vulnerable adults.
- iii. Staff are aware of the action to be taken, and by whom, should a child or vulnerable adult protection issue be raised before, during or after the placement.
- iv. Enhanced Criminal Records Bureau checks, as additional safeguards, will be made when there are certain risk factors present. The risk factors include:
  - 1) A young person or vulnerable adult is likely to be or will be alone with an adult as part of the work placement. (NB. This does not apply to short periods alone, for example, a solicitor taking a student to and from court in a properly insured car.)
  - 2) A residential component.
  - 3) The student is deemed to be vulnerable. The school will identify to the placement organiser any student who may be vulnerable, for example, because of special needs, immaturity, abuse or neglect, concerns over possible substance misuse, etc, and who may therefore require additional safeguards.

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If the work experience co-ordinator has any concerns about the procedure they will inform the Designated Senior Person at the earliest opportunity.

## **9. Staff Training on Procedures**

a)The Personnel Officer will ensure that:

- i. The Designated Senior Person responsible for Child and Vulnerable Adult Safeguarding will receive training in inter-agency procedures which gives them the knowledge and skills needed to fulfil their responsibilities and will undertake refresher training at regular INSET sessions at 2 yearly intervals.
- ii. All new members of staff and governors will be made aware of this child and vulnerable adult protection policy and safer working guidance procedures during their induction into the School.
- iii. All staff and governors will receive initial training on the School's child and vulnerable adult protection policy guidance and procedures and undertake suitable refresher training at regular INSET sessions at 3 yearly intervals.

b)The initial training will ensure that all staff:

- i. Know who to contact if they have a concern that a young person or vulnerable adult is at risk of harm.
- ii. Know where to go for advice in relation to safeguarding or protection issues or when they are uncertain about whether to refer a concern about a child or vulnerable adult.
- iii. Know the school procedure for referrals on child and vulnerable adult protection issues, including referrals to external agencies and partner organisations.
- iv. Understand that they have the right to contact the appropriate agencies if they feel that concerns are not being passed on appropriately by designated school staff.
- v. Are aware of the requirement to keep detailed, accurate, secure written records of any referrals or concerns
- vi. Are able to recognise and respond to welfare concerns.
- vii. Understand their responsibilities in being alert to the signs of abuse
- viii. Know how to respond to a student who discloses abuse or is at risk of self harm
- ix. Know the School's policy and procedures on Confidentiality and Disclosure in Child and Vulnerable Adult Protection cases.

- x. Are aware of appropriate approaches to confidentiality and disclosure of information.

c) **Guidance on Relationships with Students**

- i. The Personnel Officer will provide staff with Guidance on Safer Working Practice for all staff working with children and young people at The Blue Coat School
- ii. Have procedures in place for dealing with allegations abuse against member of staff and volunteers that comply with the agreed inter-agency procedures. (See Flow Chart at Appendix B).
- iii. Where the use of restrictive physical intervention is required in unforeseen circumstances and emergency situations, some guidance information on how to deal the situation can be found at Appendix D of the Behaviour policy.

d) **Curriculum**

- i. Include opportunities in the curriculum for children at each key stage to develop the skills they need to recognise and stay safe from abuse.

**10 Confidentiality, Reporting and Disclosure**

- a) The School recognises the need to comply with relevant legislation and guidance in relation to data protection and confidentiality.
- b) It is also recognised that, where there are concerns about abuse or safeguarding, data sharing with appropriate agencies may be necessary even when it is contrary to the wishes of an individual.
- c) The circumstances when data should or should not be shared are outlined in a flow chart at Appendix C.
- d) The following issues will inform decisions about sharing data:
  - The Personnel Officer will ensure that as part of the child and vulnerable adult protection training for staff, the issue of confidentiality is clarified so that staff know they cannot promise confidentiality. In all cases as they may have to pass on information to other professionals to keep the young person or vulnerable adult safe.
  - The principle of ‘proportionality’ applies to sharing confidential information, ie when disclosing information without consent the member of staff limits the extent of the disclosure to that which is absolutely necessary to protect the young person or vulnerable adult.
  - The School recognises that young people aged over 16 will have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk of

harm which is a threat to their personal safety or they are the victim of a crime.

- Young people under 16 may be sufficiently mature to understand and consent to the disclosure of information. The young person's ability to make such decisions should be assessed on a case-by-case basis.

## **11 Designated Officer Responsibilities**

- Referrals to other agencies such as Children's Social Care should be made with the young person's agreement where practicable. However, it may not be practicable to seek their agreement where, for example, seeking permission might place them or another person at risk of serious harm or where they are not mentally competent to give their agreement. There may also be cases where the young person's agreement is sought but they refuse to give that agreement.
- Disclosure of information can take place without consent in cases where this is justifiable in the overriding public interest – eg to protect the young person from harm.
- In the context of child protection the welfare of the young person outweighs the families right to privacy.
- Vulnerable adults may choose to remain at risk in dangerous situations. Professional staff may find they have no statutory powers in cases where the adult is judged to have sufficient capacity to make his or her own choices and refuses the help which staff feel is needed and where public interest considerations do not apply.
- In these cases, where a member of the School staff considers that the decisions of the vulnerable adult should be respected, they must immediately seek advice from the School's Designated Senior Person responsible for Child and Vulnerable Adult Protection.
- Decisions about the capacity and the ability of the vulnerable adult to give informed consent are a matter of medical judgement and multi-disciplinary assessment. There should be no abandonment of the duty to care under the guise of "choice".

## **12 Concerns of malpractice abuse and poor professional practice.**

Reporting - The School will routinely report to the Local Authority Designated Officer in any case involving concerns of malpractice, abuse or poor professional practice by:

1. A local authority or
2. A School employee
3. A Volunteer

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4. A paid or unpaid carer, relative or friend
5. An employee of a private care agency, or
6. An employee of another organisation providing care to the child

### **13. Record Keeping**

- a) An accurate record should be made whenever there is a concern about a child or vulnerable adult in terms of risk of harm, child protection or safeguarding even when there is no need to refer the matter immediately.
- b) The record should include:
  - i. Appropriate personal details of the child or vulnerable adult.
  - ii. The nature of the concern.
  - iii. The source(s) of information about the concern.
  - iv. Any advice given.
  - v. Whether confidentiality has been discussed with the child or vulnerable adult.
  - vi. Names of staff with whom discussed.
  - vii. Details of action taken or any referral to an external agency.
  - viii. Date and signature of the person making the record.

These records are to be kept securely, separate from the main student file, locked away.

It is the policy of the school that if the child/vulnerable adult leaves the school, their information is transferred to the new school immediately and the social worker informed in relevant cases eg LAC (Looked After Child).

- c) Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.

### **14. Raising awareness of safeguarding and protection issues**

- a) All parents/carers of students will be made aware of the responsibilities of staff members with regard to child protection procedures by publishing this in an induction and information pack that is sent to students and parents. This pack will also be available on the website.
- b) All students will be supported to understand safeguarding and protection issues through:
  - i. A PLTS (Personal, Learning and Thinking Skills) time and PSHE (Personal Social Health Education) programme that will support

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young people's and vulnerable adults' development in ways that will foster security, confidence and independence.

- ii. The creation of a climate in which responsible behaviour is encouraged and where students feel safe to ask for help if threatened or at risk of abuse.
- iii. The promotion of a healthy lifestyle that includes consideration of diet, sexual relationships, alcohol and drug abuse (PSHE).

## **15. Monitoring and Review of the Policy**

1. The School will review its policies and procedures to ensure that they comply with the relevant legislation and the agreed procedures on an annual basis  
**The Safeguarding Policy will be reviewed annually and updated to remedy any deficiencies or weakness in regard to child and vulnerable adult protection arrangements that are identified without delay**

## **1) Definitions of Abuse**

### a) Physical Abuse

This may take many forms eg hitting, shaking or poisoning a young person or vulnerable adult. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a young person or vulnerable adult.

### b) Emotional Abuse

This is the persistent emotional ill treatment of a young person or vulnerable adult such as to cause severe and persistent effects on their emotional development. Some level of emotional abuse is involved in most types of ill treatment of young person or vulnerable adults, though emotional abuse may occur alone.

### c) Sexual Abuse

This involves forcing or enticing a young person or vulnerable adult to take part in sexual activities. This may include non-contact activities such as looking at, or in the production of pornographic materials, watching sexual activities or encouraging young person or vulnerable adults to behave in sexually inappropriate ways.

### d) Neglect

Involves the persistent failure to meet a young person's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health and development. This may involve failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

## **2. The Context of Abuse**

### a) Family Circumstances: Domestic Violence

Where there is domestic violence the implications for the vulnerable adult or young person at School and for younger children in the household must be considered. Young people from families with a history of domestic violence often have behavioural difficulties, absenteeism, ill health, bullying and drug and alcohol misuse.

### b) Drug/Alcohol Abusing Parents

There is an increased risk of violence in families where this occurs. A young person at School may have to take on responsibilities for younger children in the family.

c) Forced Marriages

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage also, on occasion, experience physical and/or emotional abuse at home.

d) Mental Health Issues

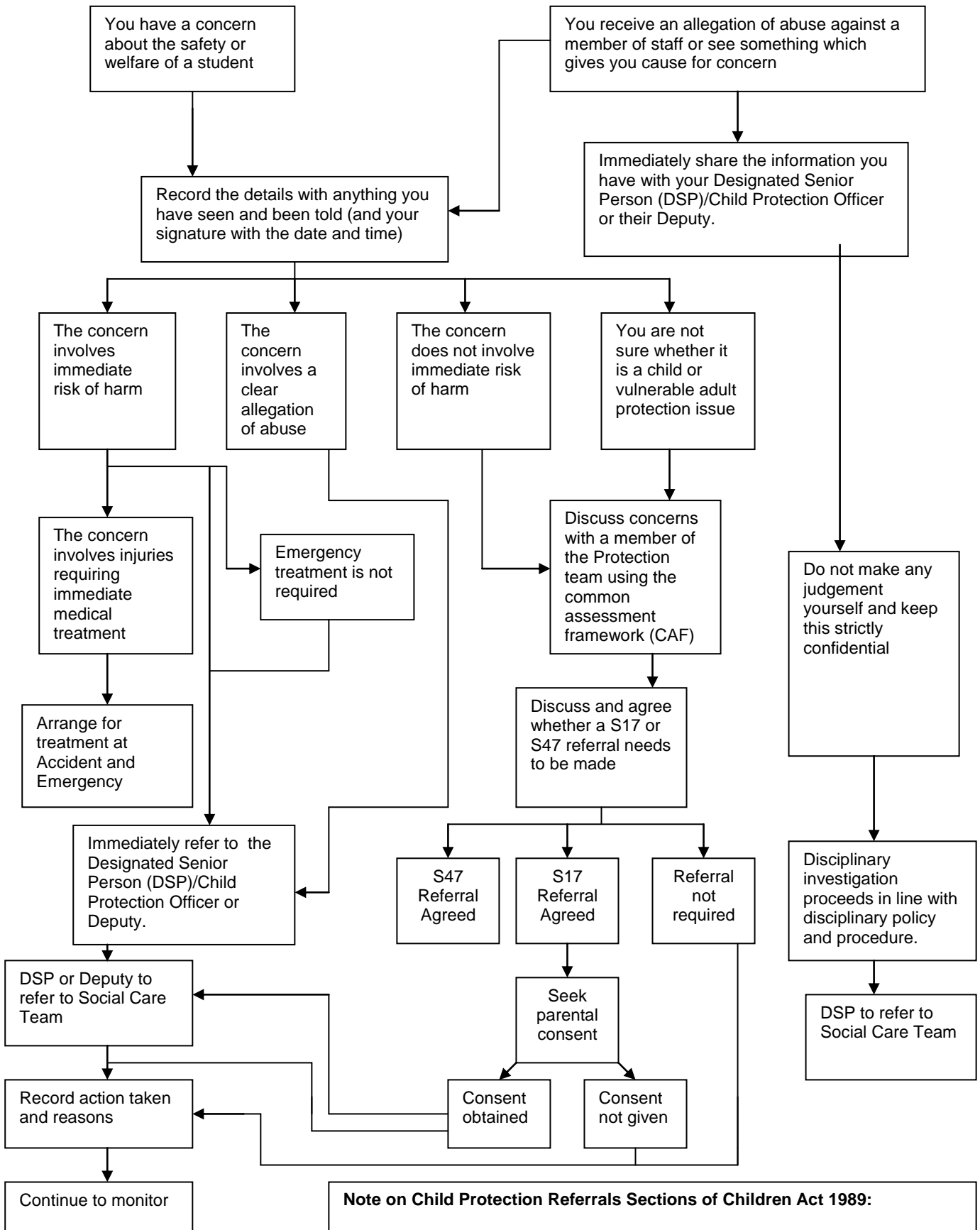
i. Self-harming and suicidal behaviour

- ii. Self harming must be approached on a proportionate and case by case basis and the extent of the self harm should be taken into account. The Designated Senior Person reserves the right to consult with a School Partnership Team Leader on a case by case basis, recording the advice given.
- iii. Self harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a potentially serious mental or emotional disturbance. The possibility that self-harm including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked.

e) Abuse by peer group: bullying, sexism, racism, homophobic behaviour and abuse.

- i. Bullying is a common form of deliberately hurtful behaviour, usually repeated.
- ii. It happens over a period of time, when it is difficult for the victims to defend themselves.
- iii. It can take many forms, but the three main types are physical (eg hitting) verbal (eg threats) and emotional (eg isolating the individual).
- iv. It may involve physical, sexual or emotional abuse including homophobic, sexual, racial or religious harassment, or behaviour which is offensive to those with learning or physical disabilities.
- v. Severe harm may be caused to young person or vulnerable adults by the abusive and bullying behaviour of their peers, The damage inflicted by bullying is often underestimated and can cause considerable distress. In extreme cases it can cause significant harm, including self-harm.

**Child Protection and Protection of Vulnerable Adults Referrals Flow Chart**



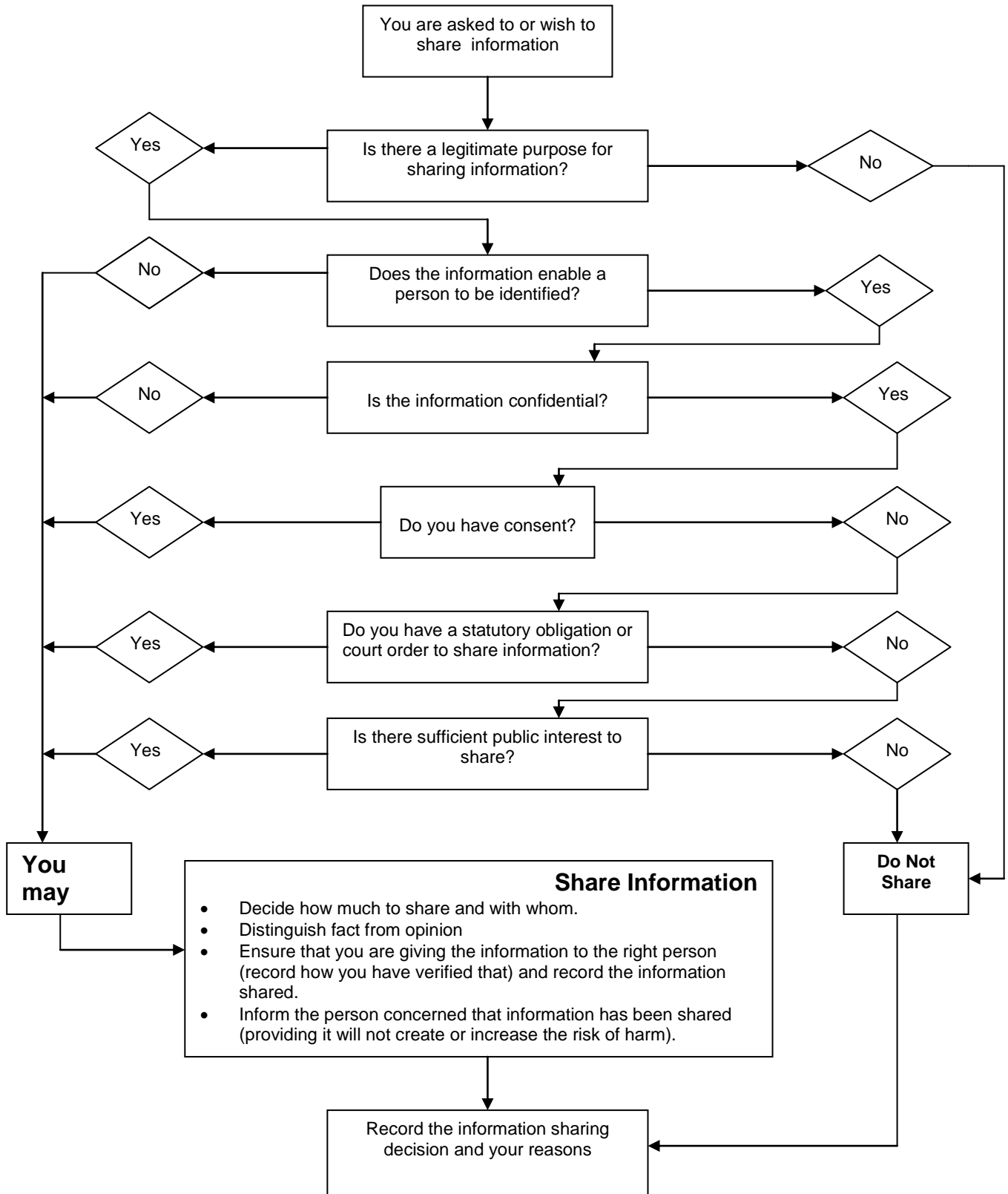
**Note on Child Protection Referrals Sections of Children Act 1989:**

- **Section 47** deals with the responsibility of children's social care to undertake an enquiry if they believe that a child is suffering or likely to suffer, significant harm
- **Section 17** deals with the obligation on children's social care to assess and provide for the needs of children deemed to be in need. Parents can request an assessment, agencies eg the School, can ask for an assessment if parents agree.

**Child and Vulnerable Adult Protection Policy and Procedures**

**Appendix C**

**Child Protection and the Protection of Vulnerable Adults  
Principles for information Sharing**



### **Internal Contacts in the School for Advice**

Steven Cox  
(Designated Child Protection Officer)

Simon Shipgood  
(Deputy Child Protection Officer and Key Stage 3 and 4 Manager)

Clare MacKenzie  
(Deputy Child Protection Officer and Key Stage 5 Manager)

Stephanie Cornwall (Head of Year 7)

Kim Bennett (Head of Year 8)

Rod McGreevy (Head of Year 9)

Pete Phelan (Head of Year 10)

Michael Cain (Head of Year 11)

Lynne Henderson (Head of Year 12)

Steven Smith (Head of Year 13)

### **External Agencies Available to the School for Advice**

#### **Legal Advice from the Local Authority**

Dave Leivesley 0151 225 2522  
(For Head and Deputy Heads only to call)

#### **Social Inclusion Partner**

Cathy McGuinness 0151 233 1419  
(LAC\*, FAP\* concerns and concerns about 07746 834 163  
very poor attendance, but only after EWO  
on the latter issue. Also exclusion, danger  
of permanent exclusion, process of transferring  
students to another school)

\*Looked After Children

\*Fair Access Panel

#### **Local Area Designated Officer (LADO)**

Paul Fillis 0151 233 5412  
All concerns over allegations of abuse against 07841 224 150  
a member of staff, or causes for concern about a  
member of staff, need to be reported. They should  
only be reported by staff other than the Child  
Protection Team if, having reported it to that team, the  
LADO has not been informed within a reasonable time frame.

**Child and Adolescent Mental Health  
For Liverpool (CAMHS)**

0151 296 7000

Referral/advice about mental health issues including self-harm. Best practice is to ensure student consent **and** parental consent unless the student is over 15½ or is deemed to be competent to make a decision by the School Child Protection Team after a Team Around the Child (TAC) meeting. Parental knowledge of a CAMHS referral is the norm **except** where it is deemed by the TAC that parental knowledge would be likely to head to significant harm to the student. In that case the student's best interests are the deciding factor.

**Education Welfare Officer (EWO)**

Lynn Atkinson  
Advice and support for below 96% attendance (for Years 7 – 11) where (school needs support due to concerns e.g. limited or poor communication with family, unexplained absences. EWO can provide advice about KS 5 too.

0151 254 7761

[lynnatkinson@liverpool.gov.uk](mailto:lynnatkinson@liverpool.gov.uk)

**School Nurse**

Sandra Burke  
(Advice on weight, vaccines, pregnancy, eating, other health-related advice issues)

0151 234 1005

**School Partnership Team Leader**

Margee Johnson  
(Advice about whether concerns over a student require a referral to Social Services)  
This advice should be sought through the Child Protection Officer or Deputy Child Protection Officer.

07793 947 075

**Social Services Careline**

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Careline does not accept referrals without the School having at least started to raise a CAF (Common Assessment Framework Document). EWO will help with this. A CAF number will be requested, which EWO can provide.

0151 233 2784 or 07843551128

The CAF co-ordinator is Pauline Ashton

[pauline.ashton@liverpool.gov.uk](mailto:pauline.ashton@liverpool.gov.uk)