

4.19 CHILD AND VULNERABLE PERSON PROTECTION (SAFEGUARDING) POLICY

THE POLICY

1. Introduction

Chesterfield College Corporation recognises its responsibilities under the Children's Act 2004 section 11, the Education Act 2002, section 175, for students under the age of 18 years and the Human Right's Act 1998, for persons over the age of 18. Besides the statutory obligation, the College has a duty of care towards all students and has a responsibility to have a Child and Vulnerable Adult Protection (Safeguarding) Policy in place and bring it to the attention of all staff. The College has a role to play, in partnership with other agencies, to provide appropriate support and care for children under the age of 18 and vulnerable individuals who choose to disclose abuse.

Derbyshire County Council (DCC) has a statutory responsibility to co-ordinate a Local Safeguarding Children Board. The Board is a multi-agency group with responsibility to promote best working practice in safeguarding across the country. The College Child Protection Officers attend DCC training courses and their materials are used in College training events.

Policy Statement

Chesterfield College is committed to the rights of young people and vulnerable adults studying at all College locations, including work-based learning providers, partners and franchise providers. All staff working under the auspices of Chesterfield College have a responsibility for safeguarding and promoting the welfare of young people and vulnerable adults.

The College will act in ways that facilitate the development of good practice including; preventing abuse through safe recruitment policies for staff, providing safe and secure environments for learning and learner support systems where young people and vulnerable adults feel they can speak out.

In line with current legislation and best practice guidance the College encourages students to make informed decisions and choices about their own lives. Therefore the College's response to its role in safeguarding the welfare of the people concerning protection is:

1. To work together with the local area Adult and Child Protection Committee, Children's trusts and other responsible agencies;
2. To refer the person to Social Services or other appropriate agencies, eg Police, NSPCC, when the person requests this;
3. To ensure the person is offered all possible support;

4. To provide appropriate training to all relevant members of staff to ensure that they are aware of the issue of child and vulnerable adult protection and the procedures that follow;
5. To review and monitor the College's Vulnerable Person Protection procedures annually or earlier if legislation requires;

For clarity the primary responsibility for the welfare of Pre-16 children on school rolls remains with the home school and any incident or issue concerning child protection should be referred to the school's named person.

2. Context

The Child and Vulnerable Adult protection Policy supports the College Charter and Strategic Priority to support young people to stay on in learning.

Vision

Chesterfield College will be a broadly based College providing a wide range of employability and progression opportunities for the whole community both by itself and in concert with employers and other providers.

Mission

Chesterfield College seeks to promote prosperity in the local community through its unique contribution to the development of skills and qualifications encouraging all individuals to develop their potential, delivering vocational excellence and clear progression routes.

3. Purpose

The aim of this policy is to safeguard and promote the welfare of young people and vulnerable adults in education and training at all sites of Chesterfield College.

The objectives are to:

- Ensure that all staff are aware of their responsibilities in relation to child protection
- Provide clear procedures that will be implemented when a child protection issue is indicated
- Provide guidelines for staff to whom a disclosure is made

4. Links to other Policies

- Harassment Policy
- Learner Services Policy
- CRB Procedures

Also refer to Derbyshire Area Child Protection Procedures

5. Policy Details

5.1 Definitions

A Child or Young Person

The legislation specifically refers to any person who is under the age of 18 years.

Vulnerable Adults aged 18 or over

Definition: An adult (a person aged 18 or over) who by reason of mental or other disability or illness may be unable to take care of him or herself or unable to protect themselves against significant harm or exploitation and who may be in receipt of community care services

Significant Harm

Significant harm is the threshold that provides for intervention by other agencies.

Abuse/Neglect

Neglect is 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 or development. This includes cold, starvation or any aspect of care which could result in significant impairment of an individual's well being or development. For example:

- Failure to keep a person clean, warm and healthy
- Failure to provide reasonable care
- Failure to give prescribed medication
- Failure to provide adequate supervision
- Failure to give privacy and dignity of care
- Failure to give access to appropriate medical care
- Failure to provide nourishment

Note this is not an exhaustive list but guidance as to what may suggest abuse.

The Police and Social Services have prime responsibility under the Children's Act 2004 and this places the duty of care on local authorities to take action to protect vulnerable persons in particular circumstances and it gives powers to the police enabling them to take action to protect.

Other examples include failing to protect from physical harm or failure to provide appropriate medical care.

Physical Abuse

Physical injury or unreasonable physical constraint to an individual where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. For example:

- Assault
- Slapping, scratching, hitting, burning/scalding
- Misuse of medication, deliberate poisoning
- Suffocation, pushing, rough handling.

Financial Abuse

Misappropriation of an individual's funds or other actions that are against the person's best interests. For example:

- Theft of money, possessions, property or other material goods
- Misuse of money
- Fraud or extortion of material assets

Psychological/Emotional Abuse

Actions that are not of a physical nature but severely affect the psychological well being of the individual for example conveying to them that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. Some level of emotional abuse is involved in all types of ill treatment of a young person or vulnerable adult, although it may also occur alone

Other examples include:

- Humiliation or ridicule
- Threat or punishment or exclusion.
- Verbal assault including bullying

Where young learners or adults are working in a class/group, staff are charged with monitoring learners' behaviour and are asked to act promptly on any suspicion or report of bullying or harassment. (see the College policy on Harassment)

Sexual Abuse

Sexual abuse involves forcing or enticing a young person or vulnerable adult to take part in sexual activities to which they may not have given consent or may not fully comprehend. The activities may involve physical contact or non-penetrative acts including non-contact activities such as the production of pornographic material or watching sexual activities or encouraging a young person or vulnerable adult to behave in a sexually inappropriate way. For example:

- Inappropriate touching or sexual acts including rape or attempted rape
- No Contact Abuse eg Pornography
- Sexual harassment

Discriminatory Abuse

Is abuse that is racist, sexist or linked to a person age or disability.

5.2 Designated Staff with responsibility for Child Protection

Child Protection Officers

The designated senior member of staff with responsibility for child protection - the **Lead Child Protection Officer is the Director of Engagement and Learner Services**. Other designated members of staff include the **Head of Learner Services** and the **Learner Support Manager**. Issues relating to child protection may be reported to one of three members of staff.

Child Protection Officers

- | | |
|-----------------------------------------------|----------------------|
| • Learner Support Manager. | Joe Marsden 500534 |
| • Head of Learner Services | Brian Carroll 500565 |
| • Director of Engagement and Learner Services | Liz Downes 500506 |

Designated members of staff are responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant external agencies
- Providing advice and support to staff on issues relating to child protection
- Maintaining proper records of any child protection referral or concern (even when the concern does not lead to a referral)
- Ensuring that staff are aware of the Child Protection Policy
- Ensuring that other stakeholders including parents, guardians and carers are aware of the policy
- Liaising with the HR Manager over any issues or allegations concerning members of staff

Pre-16 Students

If the student is under the age of 16 the College Child Protection Officer will inform the Pre-16 Manager (Steve Holmes) who will inform the nominated individual at the student's school. If Steve Holmes is unavailable contact should be made with the Head of Learner Services or the Head of Engagement who will notify the Director of Engagement and Learner Services.

Designated Governor

The designated governor is responsible for liaising with the Principal and the senior member of staff with lead responsibility over matters regarding child protection. They will also ensure that the Corporation considers the policy on Child Protection each year and that the College has complied with the policy.

College Nurseries

The College Nursery has a separate Child Protection Policy and the designated Child Protection Officer is the Nursery Manager, Debra Turner.

5.3 Confidentiality Statement

Chesterfield College will operate on the premise that all information imparted to a member of staff will be treated in confidence irrespective of the nature of the disclosure. Therefore consistent with all other policies information will not be passed on without the learner's consent, except in exceptional circumstances when it is necessary to breach confidentiality. These situations are outlined below:

- a) in matters relating to child protection
- b) where there is a perceived "immediate and significant" threat to life
- c) where the information will help to prevent a criminal offence from being committed

Any decision to break confidentiality should always be preceded by informing the learner of what is about to happen and the reason for the decision. It is therefore essential that members of staff understand what is meant by the above and for that reason do not promise absolute confidentiality to the learner in such situations.

6. Action taken to implement this Policy

Training will be provided as appropriate to ensure that staff are aware of this policy and procedure. Specialist training will be provided for Child protection Officers.

The College Child protection Officer will also attend any relevant training Child protection or CAF training delivered by the local authority (Derbyshire County Council).

7. Monitoring and Review

The number of Child protection cases will be reviewed by the Lead Child protection Officer annually.

The policy will be reviewed annually by the College Corporation.

THE PROCEDURE

1. Where a young person/vulnerable adult discloses abuse to a member of staff the member of staff must report the disclosure to one of the designated Child Protection Officers within 2 hours of hearing the allegation. Record the incident on the CPO 1 Form.

The **Lead Child Protection Officer is the Director of Engagement and Learner Services (Liz Downes)**. Other designated members of staff include the **Head of Learner Services (Brian Carroll)** and the **Learner Support Manager (Joe Marsden)**.

The member of staff concerned should follow the guidelines attached when hearing the allegation. In particular; Do not ask leading questions, Do not promise to keep the allegation confidential and Do not attempt to investigate the incident but report it to one of the College Child Protection Officers.

This procedure exists not only to safeguard the young person/vulnerable adult, but also to protect members of staff against possible allegations.

IT IS NOT THE RESPONSIBILITY OF ANY MEMBER OF STAFF TO INVESTIGATE SUSPECTED ABUSE. THIS IS STRICTLY A MATTER FOR SOCIAL SERVICES AND THE POLICE

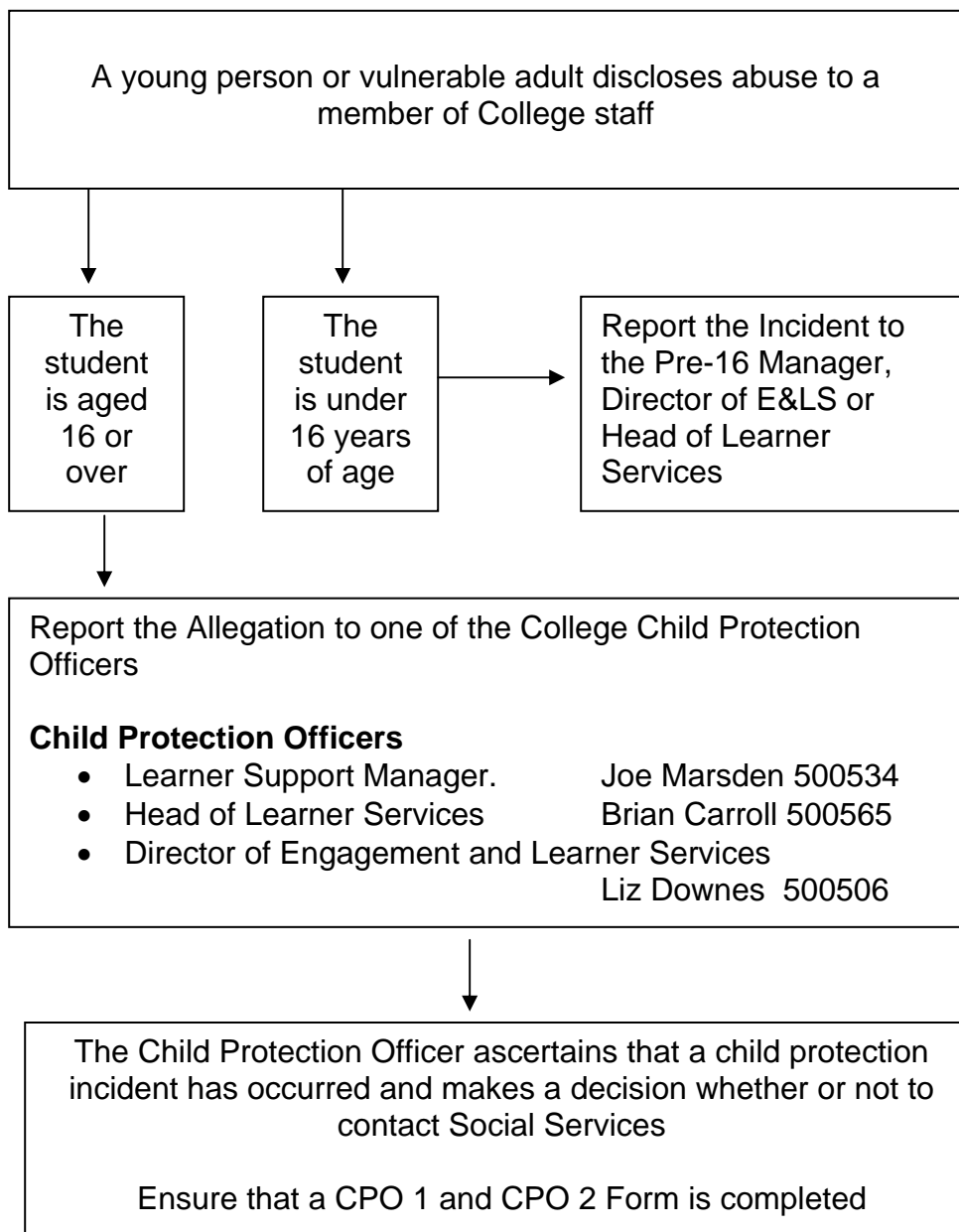
2. The Child Protection Officer will check that relevant information is recorded on the CPO1 Form and make a decision about whether or not the incident should be reported to an external agency such as Social Services. In making this decision the Child Protection Officer may need to conduct an investigation, however undue delay in reporting an incident should be avoided. The action taken will be recorded on a CPO 2 Form. Any telephone conversation with an external agency such as Social Services will be formalised by sending a letter within 24 hours. The letter is attached to the CPO 2 Form. The purpose of these forms is to keep an internal record of the incident and action taken; they are not designed to be shared with external agencies.
3. When a young person/vulnerable adult discloses abuse to a member of staff but is insistent that they do not want any further or immediate action - The disclosure should still be reported to one of the Child Protection Officers who will ensure completion of the relevant documentation. As a result of this the CPO may, in some circumstances and following an investigation, decide that action is required. In addition, the member of staff should encourage the student to see one of the College Counsellors or their GP.
4. When an incident is report to an external agency such as Social Services the College Principal should be notified within 24 hours.

5. Disclosure to a College Counsellor

Disclosure during a counselling session may occur. In this instance the counsellor should make it clear to the young person/vulnerable adult that they may not be able to keep the matter confidential (please refer to the confidentiality statement). The counsellor should follow the College Child Protection Procedure.

5. Disclosure by an external agency Where an external agency discloses that abuse has taken place to a College student or by a College student the member of staff to whom the disclosure has been made should contact the Senior CPO – the Director of Engagement and Learner Services who will decide what further action to take.
6. All CPO Forms will be filed in a locked filing cabinet in the office of the Director of Engagement and Learner Services. Records will be kept for 7 years.

Flow Diagram



To safeguard and promote the welfare of young people:-

1. All new staff will undergo a criminal records background check (CRB).
2. All new staff will be made aware of the Child Protection and Vulnerable Person policy and procedure at induction.
3. All staff that work with young people will undertake relevant training to enable them to carry out their responsibilities for vulnerable persons protection effectively. The training will be delivered under the guidance of the College nominee.
4. All staff and visitors must wear identity badges at all times.
5. All students should carry their identification card in all areas of the College.
6. Procedures are in place to deal with allegations of abuse by a person against a member of staff.
7. All staff need to know that inappropriate behaviour towards young and vulnerable persons is unacceptable. In particular the Sexual Offence Act 2003 states that it is an offence for a person over the age of 18 (eg a teacher or support worker) to have a sexual relationship with a young person under the age of 18 where that person is in a position of trust and respect to that young person even if the relationship is consensual.

Common Assessment Framework

The CAF has been developed in response to the Children's Act 2004 out of the need to ensure that child support agencies and other organisations working with children/young people, including schools and colleges, share relevant information.

CAF is about early intervention and preventative action.

Where a member of staff has concerns about a student, but these concerns are not sufficiently serious to warrant Child Protection procedures they should refer the matter to the OMSS or Student Support Manager – who attended the CAF Training. Official CAF documentation must be used.

A key feature of the CAF procedure is that the young person/vulnerable adult and their family/guardian are involved in the process along with other agencies as necessary.

Legislation

The Children Act 1989
The Education Act 2002
Sexual Offences Act 2003
The Children Act 2004

GUIDELINES FOR COLLEGE STAFF

Guidance for staff dealing with Disclosures of Abuse and Procedures for Reporting Concerns

If a student tells you that he/she has been physically, sexually, emotionally or psychologically abused in any way you should:

1. Listen to their story without any prompting or leading questions.
2. Reassure the student that what they are telling you is being taken very seriously.

Do not promise the student that what they are telling you will be kept totally confidential. Explain that in order for you to help them you will need to discuss what you have been told with either a College Counsellor or the Nominated College Child Protection Officer. *Please see Confidentiality statement.

Q What are some of the symptoms of child abuse?

It must be stressed that every young person or vulnerable adult is different and symptoms will vary from individual to individual.

A If abuse starts happening to a young person or vulnerable adult their behaviour is likely to change, a calm person may become loud and disruptive; a lively person may become quiet and withdrawn.

The young person or vulnerable adult may:

- Present with bruises and injuries that they have difficulty explaining or that are in places where it is difficult to hurt yourself accidentally, ie neck, cheeks, eyes, shoulders and the top of the arms
- Be scared, tearful and may present unusual, difficult or strange behaviour
- Self harm or place themselves in risky situations, even attempt suicide

Q What if a young person or vulnerable adult tells you that they are being abused?

A Take them seriously; it will have taken a lot of courage to tell someone. Reassure them that they have done the right thing in telling someone. Do not promise to keep what they tell you a secret, if the young person/vulnerable adult asks you to, tell them that you may have to tell someone else to get further help and to keep them safe. Thank them for telling you and follow the procedures.

Q What if you suspect a young person or vulnerable adult is being abused?

A It is not your job to establish whether or not the young person or vulnerable adult is telling the truth. It is your job to pass on your concerns:

- Listen carefully and stay calm
- Do not interview the young person, but question normally and without pressure, in order to be sure you understand what you are being told
- Write down what is being said using the young person's words – use the CPO 1

Form

- Do not put words into the young person's mouth
- Reassure them that by telling you, they have done the right thing
- Stress that information given will be treated confidentially and inform the young person that you must pass the information on but that only those who need to know about it will be told. Inform them of to whom you will report the matter.

You should not investigate concerns or allegations yourself but should report them immediately to one of the College Child Protection Officers.

All information disclosed to you should be treated as confidential and must not be passed on to personal tutors or other College employees, except the College Child Protection Officer.

Where concerns and or allegations involve a member of staff you should report them immediately to the senior member of staff with lead responsibility for Child Protection (Director of Engagement and Learner Services) or the HR Manager.

Code of Conduct for Staff working with Young Learners and Vulnerable Adults

Introduction

This code has been drawn up to assist staff in maintaining entirely proper and professional relationships with young learners and vulnerable adults.

It is stressed that this code is not a legal document but is intended to provide guidance to employees in carrying out their responsibilities.

Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with young learners and vulnerable adults remain and are seen to remain entirely proper and professional. It is recognised that staff are vulnerable to the possible consequences of their close professional relationships with young learners and to the potential for malicious and misplaced allegations being made by young learners or vulnerable adults, either deliberately or innocently, arising from the normal proper associations that staff may have with them.

Guidelines for all relevant staff

Physical contact

- As a general principle, staff should not have unnecessary physical contact with their young learners or vulnerable adults. There may be very limited occasions when a learner needs comfort or reassurance, which may include physical comforting. Any such comforting gestures must always be acceptable to the young person concerned ie there should be no unwanted physical contact, however well intentioned. However, be aware that any physical contact may be misconstrued by a learner, parent/carer or observer. Such contact can include well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which, if repeated with an individual young learner, could lead to serious questions being raised.
- Some staff are likely to come into physical contact with young learners and vulnerable adults from time to time in the course of their training activities, for example when showing a young learner or vulnerable adult how to use a piece of apparatus or equipment. Staff should give a clear explanation of the intended activity and ask the young person or vulnerable adult if it is alright to proceed. Staff should be aware of the limits within which such contact should properly take place and should consider the possibility of such contact being misinterpreted by the young learner or vulnerable adult.
- Any form of physical punishment of young learners or vulnerable adults is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that employees understand this both to protect their own position and that of the organisation and the educational establishment.
- There may be occasions where it is necessary for a member of staff to physically restrain a young learner or vulnerable adult to prevent him/her from inflicting injury to himself/herself or others. In such cases only the minimum force necessary must be used and any action taken must be to restrain a young learner or vulnerable adult. Where the member of staff has taken action to restrain a young learner or vulnerable adult he/she should report the matter to their manager and should complete an incident report form.

The Practice of Physical Restraint

- Restraint can be defined as the reasonable application of the minimum necessary force to overpower a young person or vulnerable adult with the intention of preventing them from harming themselves or others, or from causing serious damage to property.
- Restraint should only be used exceptionally, when unavoidable and in keeping with the incident leading to it. **It should be primarily for the benefit of the young person/s and, though immediate, should, as far as possible, be a considered response.**
- Restraint should not be used as a form of punishment or, in normal circumstances, to enforce compliance with instructions. It should not be attempted where the member of staff is put at undue risk.
- Incidents of restraint should, in appropriate circumstances, be subject to debriefing for staff involved and lead to a review of strategies for managing the behaviour of young learners and vulnerable adults between relevant parties, eg manager, teacher, parent/carer, trainer etc. All incidents should be recorded, in writing, with witness statements etc. Please refer to the Student Disciplinary Policy.
- Where staff themselves are the subject of physical attack by young learners or vulnerable adults or their parents/carers, they should refer to the guidance provided by the College and report the incident immediately to their manager or the duty officer.

Sexual Contact (in relation to young people under 18 and vulnerable adults)

- There is NO acceptable behaviour that involves either explicit sexual acts or innuendos. Any such behaviour will always be treated as extremely serious and must be reported immediately.

Meetings with Young Learners

- Staff should be aware of the potential risks which may arise from interviewing individual young learners and vulnerable adults in private. It is recognised that there will be occasions when confidential interviews must take place but, where possible, such interviews should be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by other people. Meetings with young learners and vulnerable adults away from educational or business premises normally utilised eg home or off-site visits should not take place unless specific approval has been obtained from those responsible for the learner (eg Line Manager).
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place.
- If it is necessary to detain a young learner or vulnerable adult for any length of time after the end of normal hours, prior warning must be given to the young learner's or vulnerable adult's parents/carers.

Caring/First Aid

- If a young person or vulnerable adult complains of injury or sickness, he/she should be referred to a person qualified in first aid or advised to see his/her own doctor. The young learner's or vulnerable adult's parents/carers should also be informed, if appropriate.
- Staff who have to administer first aid (normally a trained First Aider) should ensure, wherever possible, that another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.

- Another adult should accompany staff who have to help young learners and vulnerable adults with personal care and young learners and vulnerable adults should, wherever possible, be encouraged to deal with such matter themselves.
- Where it is necessary to assist with/supervise dressing or undressing, staff must be of the appropriate gender and be careful to protect the dignity of the young person or vulnerable adult.
- Male staff should not, as a general rule, enter female toilets nor should female staff enter male toilets, except in extreme situations such as fire, or where there may be a threat to life or limb.
- All first aiders must have a CRB check – their qualifications are to be updated on a regular basis.
- Also refer to the procedure for administering medication to learners.

Provision of Advice and Guidance

- Staff may be approached by young learners or vulnerable adults for advice. Young learners or vulnerable adults may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the young learner to a member of staff or another gender or to one with acknowledged expertise, experience or responsibility for that young learner or vulnerable adults eg a College counsellor. Staff must, in these circumstances, use their discretion to ensure that any probing for details cannot be construed as unjustified intrusion.
- Staff are advised **never to stop a free-flowing account/disclosure** of abuse but to make sure that at an appropriate point they inform the young person or vulnerable adult that they cannot keep such information confidential and need to tell someone else to get help. Example “Thank you for telling me, I now need to tell (where possible give the name and position of who will be told) so that we can get some help for you”.
- A young learner or vulnerable adult may ask a member of staff to “keep a secret”, or to promise not to tell other people what they are about to tell them, where this happens the member of staff must explain that they are not able to promise confidentiality as they need to tell someone else if they are to help the young person.
- Where a young person or vulnerable adult is told by a member of staff that they cannot promise confidentiality the young person may decide not to continue telling. If a young person starts to say something and then stops, the member of staff needs to try to leave it open for the young person to come back to the discussion; the member of staff must act, following the Child Protection Procedures and inform one of the Child Protection Officers.

Social Contact

- Social contact with young learners and vulnerable adults, other than that which is College based or formally organised by the College, should be positively resisted.
- It is recognised that there may be occasions when accidental or reasonable social contact may be unavoidable eg meeting young learners and vulnerable adults at social venues open to the general public or in shops or at private parties. In such circumstances staff should be mindful at all times of their professional relationship with young learners and vulnerable adults.
- Increasingly staff may contact young learners and vulnerable adults via the Internet and mobile phones. When using these forms of communication, staff should be careful in their use of language/terminology that it may be misconstrued.

General Relationships with Young Learners and Vulnerable Adults

- Staff should ensure that their relationships with young learners and vulnerable adults are appropriate to the age and gender of the young learner or vulnerable adult, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescents.
- Comments by staff to young learners or vulnerable adults, either individually or collectively, can be misconstrued. As a general principle, staff must not make unnecessary comments to and/or about young learners and vulnerable adults which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst young learners and vulnerable adults in a class, training situation or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the training session or the circumstances. However, it is recognised that a topic raised by a young learner or vulnerable adult is best addressed rather than ignored.
- Staff should be careful in their use of language/terminology that may be misconstrued.
- The systematic use of insensitive, disparaging or sarcastic comments is unacceptable.
- If staff, at any time, feel that their relationship with a young learner or vulnerable adult is developing into one that would be inappropriate between a member of staff and a young learner or vulnerable adult, it is their responsibility to discuss the situation with their line manager.

Reporting of Incidents

- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, the member of staff should report the matter to their manager.
- Such reporting is especially important in any case where a member of staff has been obliged to restrain a young person or vulnerable adult physically to prevent him/her from inflicting injury to others or themselves, or where he/she has been personally attacked by another young learner, parent or carer.

**CHILD/YOUNG PERSON/VULNERABLE ADULT PROTECTION
Notification of Disclosure CPO Form 1**

To be completed by the member of staff who has concerns or to whom a disclosure has been made. This form must be completed and handed to the **Child Protection Officer**

Name of Person Reporting Incident	Relationship to Student
Name of Student	Date of Birth optional Person Code
Course	Current Location of Student
Date of Incident	Time of Incident am/pm
Date of Initial Report	Time of Initial Report am/pm
Details of cause of concern/Disclosure Give full description of any injury, with drawing of injury if appropriate and as much detail as possible.	<i>Attach notes made during the meeting</i> <i>please continue on reverse</i>
Now contact the Child Protection Officer	
Learner Support Manager.	Joe Marsden 500534
Head of Learner Services	Brian Carroll 500565
Director of Engagement and Learner Services	Liz Downes 500506
Name of Person Reporting Incident Telephone Number	Relationship to Student Telephone Number
Brief outline of action recommended by CPO	

This information is to be stored in the Director of E&LS Office marked Confidential AND is only accessible to the Child Protection Officers.

If the allegation/concern involves a member of staff all documentation should be sent to the Lead Child Protection Officer and HR Manager.

Signature of Reporting member of staff or Student (if appropriate)	
Signature of Child Protection Officer	

CHILD/YOUNG PERSON/VULNERABLE ADULT PROTECTION RECORD

CPO Form 2 – To be completed by one of the Child Protection Officers

All recording must be factual – Action to be taken by the Child Protection Officer

Following disclosure/allegation

Action taken:
Referred to:
Written confirmation to: (copy attached)
Signature of Child Protection Officer:
Name Date
Name of Child, Young Person or Vulnerable Adult:
Name of the member of staff reporting the incident
Confirm that the member of staff reporting the incident is aware of what action has been taken

Disclosure to a College Counsellor

Disclosure during a counselling session may occur. In this instance the counsellor should make it clear to the young person/vulnerable adult that they may not be able to keep **the** matter confidential (please refer to the confidentiality statement). The counsellor should follow the College Child Protection Procedure.

