

Safeguarding and protection policy and procedure

Children and Adults at Risk

Purpose:

The English-Speaking Union is committed to safe practices and procedures and a culture of openness and respect. The charity aims to ensure all the activities and services it provides or facilitates are safe, secure and do everything possible to prevent the abuse of children and adults at risk with whom it comes into contact.

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Referrals involving children should be made to the *Safeguarding Children Board* representing the area in which the child lives. A complete list of Safeguarding Children Boards in the UK can be found here: <http://www.safecic.co.uk/your-scb-acpc/55-free-downloads-and-safeguarding-links/61-safeguarding-children-board-links?eprivacy=1>

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Aims and objectives

We believe that a ‘culture of safeguarding’ should imbue everything we do. Whether such contact is face to face or digital, with the organisations employees, volunteers, members or online, every effort will be made to achieve this aim.

Where safeguarding concerns are raised the organisation will take swift action to ensure that concerns are acknowledged, correctly managed and reported to the proper safeguarding authorities. The organisation will work together with other organisations responsible for investigating and assessing safeguarding concerns to ensure that wherever possible any child or vulnerable adult referred to such organisations by us will be protected.

Staff and volunteers expected to be involved in Regulated Activity as defined in law are recruited, selected and trained in accordance with the proper standards. All ESU staff receive appropriate safeguarding training that is professionally delivered and up to date. In addition to this, any volunteers delivering Regulated Activity will receive safeguarding training. Staff and volunteers are expected to know our safeguarding processes and principles and how to respond to concerns.

The organisation will publish and maintain the necessary suite of policies and procedures to ensure that the standards and performance aimed at in safeguarding and protection practice are underpinned. These will include those listed in appendix one to this policy.

Legal expectations and requirements:

The English-Speaking Union is a registered charity and does not at present deliver registerable services under the care standards act or under the children acts as such. Nevertheless, it is a provider of ‘teaching, training and instruction’ (as defined in the guidance on Regulated Activity) to children and sometimes to adults at risk. Some of these fall within the definitions of Regulated Activities within the meaning of the DBS (Disclosure and Barring Service) factsheet (June 13) and the DFE definitions of Regulated Activity. The charity has significant contact with children, has a duty to prevent abuse and to listen to children and adults at risk when they express concerns and to take the right action to protect them. We recognise that Section 11 of the Children Act 2004 and much of the content of Working Together to Safeguard Children apply to us generally and apply specifically when engaged in Regulated Activity. Whilst we are not (in the legal sense) a school or college we do provide education and instruction and therefore seek to work to the standards set out in Keeping Children Safe in Education, September 2015.

We recognise that document’s definitions of types of child abuse and provide a Director who has the full support of the Director General and the Board, who performs the role of ‘Designated Safeguarding Lead’ who implements this policy and is there to advise staff, volunteers and colleagues and to manage referrals to safeguarding authorities. In addition to this, we have in position two Deputy Designated Safeguarding Leads who carry out the



Safeguarding Lead's duties in their absence and support them in their work. In line with Charity Commission requirements, a trustee holds the role of 'Designated Board Member' and works with the Designated Lead to ensure the organisation places safeguarding at the heart of its educational work.

In relation to adults at risk, we recognise and work to the Care Act & Statutory Guidance (2014).

Above all, the English-Speaking Union recognises that the prevention of child abuse and the protection of adults at risk is everybody's business. It will continuously seek to achieve the best standards in its safeguarding practices.

Definitions:

For the purposes of this policy a child is, in accordance with the Children Act 1989, a person up to the age of 18. An adult at risk is defined as 'a person aged 18 or over who is or may be in need of community care services by reason of mental health or other disability, age or illness and who is or may be unable to protect him or herself from harm or exploitation.'

Child abuse is defined as:

- Significant harm arising from physical, sexual, emotional abuse or neglect.
- Harm is defined as ill treatment or impairment of health and development
- Specific safeguarding issues, which staff and volunteers should have an awareness of include: child sexual exploitation; bullying (including cyberbullying); child missing education; child missing from home or care; domestic violence; drugs; fabricated or induced illness; faith abuse; Female Genital Mutilation (FGM); forced marriage; gangs and youth violence; gender based violence/violence against women and girls (VAWG); hate; mental health; missing children and adults; peer on peer abuse; private fostering; preventing radicalisation; relationship abuse; sexting; trafficking.

The definition of abuse of adults at risk includes:

- physical abuse including: hitting, slapping, pushing, kicking, restraint, misuse of medication; sexual abuse including acts to which the adult at risk has not consented
- psychological abuse including emotional abuse, threats of harm or abandonment, humiliation, intimidation, verbal abuse; financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills or property
- neglect and acts of omission
- discriminatory abuse

The ESU's safeguarding responsibilities also extend to concerns related to exposure to, or involvement with, groups, or individuals who condone violence as a means to a political end. In line with the government's Prevent Strategy, any such concerns should be regarded as child or adult at risk protection issues and be responded to accordingly.



Non-recent abuse:

The ESU has worked with children and adults at risk over a great number of years. As such, we are committed to responding to any allegations of non-recent abuse in a way which is proportionate and supportive, guided by our overarching safeguarding principles and practices.

Related documentation

[ESU Whistleblowing policy](#)

[Keeping Children Safe in Education](#)

[Regulated Activity in Relation to Children: Scope](#)

[Working Together to Safeguard Children](#)

[Charity Commission Safeguarding Children and Young People](#)

[Charity Commission Safeguarding Strategy Summary](#)

[Charities: how to protect vulnerable groups including children](#)

[Sexual violence and harassment between children](#)

[Safer working practices 2015](#)



Appendix 1: Actions where there are concerns about a child or adult at risk

Given the wide-ranging nature of our work, ESU staff and members will come into contact with children and adults at risk in various settings and contexts. Despite these variations, there is a single consideration that should be borne in mind at all times: if a child's or any other person's actions, behaviour or words create any kind of concern that harm to a child(ren) or an adult(s) at risk has occurred, may occur or will occur, **action to protect must be taken**.

Some of the scenarios where ESU staff and volunteers work with children or adults at risk are outlined below:

- *ESU staff or volunteer members working with students in schools on teaching programmes*
- *ESU staff, volunteers or volunteer members judging at ESU competitions*
- *ESU staff working with students at residential programmes such as Debate Academy*
- *ESU appointed coaches working with students in selection processes, training programmes & competitions*

In some of these scenarios, there may be present teachers, carers, parents or others who have a primary duty of care. In such circumstances, this may mean that a situation which gives rise for concern is responded to in a slightly different way but the overriding guidance that **action to protect must be taken** remains.

The flow chart below maps out referral pathways, which should be used as guidance for ESU staff or members in the case of safeguarding concerns.¹

ESU staff and volunteers have the right to challenge any actions or lack thereof taken by Designated Safeguarding Leads, if they believe that children or adults at risk maybe harmed by this situation. Included in this is the right to make a direct referral to an external authority.

¹ Due to the nature of our work ESU staff and volunteers may be working in countries with different laws and procedures related to safeguarding. In such cases, referral pathways may vary, in which case, ESU staff and volunteers should seek to understand the correct referral procedure and follow this, always taking into account the action to protect priority. The ESU safeguarding team are available for consultation in such circumstances





Appendix 2: ESU child/adult at risk safeguarding and protection digital referral form

Name(s) & date of birth of affected person(s):	
Time and date of incident:	
Where the incident happened:	
Name & role of person reporting:	
Name & role of person reported to:	
Any other notes relating to this:	
Details of incident (please be as descriptive as possible including dates and times of separate incidents):	
Details of Action Taken (please be as specific as possible including dates and times):	
Comments from ESU staff present (if applicable):	
Action Points (ESU Staff use):	
Resolution (ESU Staff Use):	

Signature of Referrer:

Date:

If the incident has been reported to a safeguarding agency, a copy of this form must be sent to the agency within 24 hours of the initial report.

Remember to maintain confidentiality (on a need to know basis) only share information if it will protect the adult at risk. Do not discuss the incident with anyone other than those who need to know.



Appendix 3: Digital Outcome form

For Completion by Designated Safeguarding Lead					
Project or Programme:					
Date and time:					
Action taken (including dates and times of any separate events):					
Outcome of Process:					
Date of Case Conference/Strategy Meeting (Minutes to be attached where permitted):					
Protection Plan:					
Attachment included: Yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> No <input type="checkbox"/>					
Investigation carried out by:	Police	Social Services / Children's Services	Joint Investigation	Head of Department / Director	Designated Safeguarding Person
Signed by:					



Appendix 4: Code of Conduct for Engagement with Children

The development and delivery of ESU projects and programmes bring our full-time employees, part time workers, branch members and volunteers into contact with children (under 18 years of age) in many different contexts. In line with schools and other organisations which work with children, a code of conduct for engagement is necessary to ensure best practice and compliance with statutory requirements.

Email communication

As a general rule, ESU representatives should seek to avoid direct email correspondence with children, rather contacting them through their school or via their parents, as appropriate. In any case where this is not possible, official ESU accounts should be used; email communication via private email accounts is not permitted in any circumstance.

Telephone communication

ESU representatives should not make one-to-one contact with children using telephonic or internet based calling platforms, other than in exceptional circumstances; in such cases, details of the call should be logged. Conference calling facilities may be used to facilitate group communication.

Facebook/Twitter/WhatsApp/Instagram and other similar social media forums or online games

ESU staff and volunteers should not become friends or followers of any children through their own personal social media accounts, such as Facebook, Twitter, Instagram and others.

ESU staff and volunteers should not accept friend or contact requests from children through their own personal social media accounts, such as Facebook, Twitter, Instagram and others. If such a request is received from a child, this information should be recorded and passed on to a designated safeguarding lead.

This guidance does not apply to official ESU social media accounts, as long as platform standards and policies, such as age restrictions are being complied with

Direct messaging to children from the personal social media and messaging accounts belonging to ESU staff and volunteers is not allowed.

If appropriate, a closed Facebook group or WhatsApp group (using an ESU account/ phone number) may be set up to facilitate communication between ESU representatives and groups of more than one participant in a programme or project.

Meetings with young people

One-to-one private meetings between ESU representatives and children should be avoided. If, in exceptional circumstances, a child needs to speak confidentially with an ESU representative, this should take place, as far as possible in a public place and a suitable ESU member of staff should be made aware of the situation. In line with the ESU Safeguarding Policy, if, in such situations, a child discloses any information, which leads



to safeguarding related concerns, these should be passed on immediately to the ESU Designated Safeguarding Lead.

Similarly, other than in exceptional circumstances, ESU representatives should avoid offering and giving lifts to children.

Data protection and photograph permission

You should not take photos/videos/sound recordings of children unless a) parental permission has been given and b) you are using an ESU registered device. You must also never disclose the name, last name or location of any young person online or in written form where there is a risk of outsider obtaining access to this information. Parental/carer permission can be obtained by using the specified form (Appendix 7). If parental permission is not obtained or declined for any students at an event, a way of identifying these children should be used (possibly stickers on their clothes).

Images from an event should be saved in a unique folder in an official ESU database (with event name and date) and all permission forms associated with those images should be scanned and saved in the same folder.

Residential Programmes

The nature of IPSC and Debate Academy lends itself to a quick development of interaction among mentors and children. Whilst establishing a good relationship with students is an element of successful coaching, it is important to remember the boundaries of that relationship and to stay within your role. If in doubt, contact ESU staff.

When a young person confides in you

It is possible that a child confides in you or asks you for personal guidance. You should remain a good listener, but you cannot promise confidentiality. After your conversation, record the content of the conversation on the ESU safeguarding incident form and discuss this with an ESU member of staff who will advise on next steps.

Note: This code of conduct is intended as general guidance for any staff/members/volunteers representing the ESU and coming into contact with children. Some of our activity requires more specific guidance because of the nature of the work being carried out and, in these cases, separate and additional guidance is provided by the project manager.

Name:

Date

Signature:



Appendix 5: Concerns about/allegations of abuse of children or adults at risk made against ESU staff and volunteers

This appendix refers to allegations that might indicate an ESU staff member, member or volunteer would pose a risk of harm if they continue to work in regular or close contact with children or adults at risk. It should be used in respect of all cases in which it is alleged that ESU staff member, member or volunteer has: behaved in a way that has harmed a child/adult at risk, or may have harmed a child/adult at risk, possibly committed a criminal offence against or related to a child/adult at risk, or behaved towards a child or children/adult(s) at risk in a way that indicates he or she would pose a risk of harm to children/adults at risk.

It is essential that any allegation of abuse made against an ESU staff member, member or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child/adult at risk and at the same time supports the person who is the subject of the allegation.

Anyone who has any concern at all about the behaviour of an ESU staff member, member or volunteer and their work with children/adults at risk, should never ‘give the benefit of the doubt’ and always seek to refer their concern, so that it can be thoroughly investigated

Any staff member, member, volunteer or anyone else who has concerns about an ESU representative in line with those outlined above, should in the first instance contact the Designated Safeguarding Officer, Deputy Designated Safeguarding Officer, Designated Board Member or Director General and pass on their concern. The concern will then be discussed by the parties referred to above (except in the case where an allegation is made against one of those individuals), along with the HR Manager; the nature, content and context of the allegation will be considered and a course of action agreed. Additional or relevant information may be requested as part of this process and this may include: previous history, whether the adult at risk/child or their family have made similar allegations previously and the individual’s current contact with children/adults at risk. There may be situations when the police may be contacted immediately, for example if the person is deemed to be an immediate risk to children/adults at risk or there is evidence of a possible criminal offence.

In most cases, as part of this process, the team investigating the allegation should seek to consult a Local Authority Designated Officer (LADO) who is based in the local authority area in which the child/children around whom there is concern, reside, or Adult Social Care, if an adult at risk has or may have been harmed. A LADO/Adult Social Care officer typically has responsibility for coordinating the safeguarding and investigative process in response to allegations made against people working with children/adults at risk and to provide advice/guidance to employers or voluntary organisations. The LADO/Adult Social Care officer will provide guidance for further action and may conduct an inquiry themselves.



Pending guidance from the LADO/Adult Social Care officer, the Designated Safeguarding Officer should inform the accused person about the allegation as soon as possible, providing them with as much information as possible at that time. However, where a strategy discussion is needed, or police or social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Careful consideration must be given to whether the circumstances of a case warrant a person being suspended from contact with children/adults at risk, while an investigation is being carried out.

If the allegation is substantiated and the person is dismissed or the ESU ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated safeguarding officer(s) should discuss with the HR Manager whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; (There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child/adult at risk; or if a person otherwise poses a risk of harm to a child/adult at risk).

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the HR Manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate.

At the conclusion of a case in which an allegation is substantiated, the designated safeguarding officer(s) should review the circumstances of the case to determine whether there are any improvements to be made to the ESU's procedures or practice to help prevent similar events in the future.

If at any stage, the person making an allegation feels that the response or lack thereof from ESU officials is inadequate/inappropriate, they have the right to challenge this by presenting their concern to senior ESU representatives or contacting a LADO or Adult Social Care officer directly.

Note: Additional guidance is available in the ESU's wider [Whistleblowing Policy](#)



Appendix 6: Safeguarding records retention and storage policy

According to data protection principals, records containing personal information should be:

- ✓ Adequate, relevant and not excessive for the purpose(s) for which they are held;
- ✓ Accurate and up to date;
- ✓ Only kept for as long as necessary

The introduction of the General Data Protection Regulation (GDPR) in 2018 does not change the way safeguarding records should be stored and retained.

The ESU stores all safeguarding related records in a secure area of the data storage system, which can only be accessed by Designated Safeguarding Officers and Trustees. Records are labelled clearly with dates and filed by case. In most cases, safeguarding records are kept for a total of 7 years but there are some exceptions².

If any of the Designated Safeguarding Leads or Trustees access any saved records, the system should log who has accessed the files, when they accessed them and why.

If records are created about children and/or adults that take part in our services or activities, the ESU will inform them about records we hold, why we need to hold them and who we might share their information with (for example as part of a multi-agency child protection team).

If records are kept for safeguarding reasons, consent is not necessarily needed from the adults and/or children concerned.

Storing records relating to adults:

Records relating to concerns about an adult's behaviour should be kept in the person's confidential personnel file (not in a central 'concerns log') and a copy should be given to the individual.

If concerns have been raised about an adult's behaviour around children, records should be kept in their personnel file either until they reach normal retirement age or for 10 years - whichever is longer. Records should be kept for the same amount of time regardless of whether the allegations were unfounded. However, if allegations are found to be malicious, records are destroyed immediately. Information should be kept for this length of time even if the person stops working or volunteering for the ESU.

Disclosure and barring checks:

² Exceptions

In some cases, records can be kept for longer periods of time. For example, if:

- the records provide information about a child's personal history, which they might want to access at a later date;
- the records have been maintained for the purposes of research;
- the information in the records is relevant to legal action that has been started but not finished; or
- the records have been archived for historical purposes (for example if the records are relevant to legal proceedings involving the organisation).

Where there are legal proceedings legal advice is sought about how long to retain records.

Some records are subject to statutory requirements and have a specific retention period. This includes records relating to:

- children who have been 'looked after' by the local authority;
- adopted children;
- registered foster carers;
- residential children's homes.

When records are being kept for longer than the recommended period, files must be clearly marked with the reasons for the extension period.



DBS certificates should not be stored unless there is a dispute about the results of the check. Instead, a confidential record should be kept of:

- the date the check was completed;
- the level and type of check (standard/enhanced/barred list with a log of the relevant workforce);
- the reference number of the certificate;
- the decision made about whether the person was employed or not (with reasons)

If there is a dispute about the results of a check, a copy of the certificate can be kept for not longer than 6 months.

Adapted from NSPCC: Child Protection Records Retention & Storage Guidelines, March 2018



Appendix 7: Safer Recruiting Policy

As part of our commitment to safeguarding, it is essential that in employing staff or engaging volunteers to work with children or adults at risk, we adopt a consistent and rigorous approach in recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message that the ESU has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage can assist in determining suitability for the role.
- **Prevent and Reject:** There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction and probation processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers.

Overview of safer recruiting processes

1. ADVERTISEMENT

The job advertisement provides potential applicants with their first impression of the organisation. An important part of the message of the advert is to inform anyone viewing it that the organisation is fully committed to safeguarding and protecting the welfare of children and young people. In these circumstances, all ESU advertisements include a statement to the effect that: *“The ESU is committed to safeguarding and promoting the welfare of children and young people. Therefore, we expect all employees to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced DBS (Disclosure & Barring Service) Disclosure.*

Job description and person specification

For those roles which involve contact with children or adults at risk, job descriptions should include, where appropriate, the extent of the post holder’s contact with them and, in line with the ESU’s commitment to the health, safety and welfare of children, the general responsibility for safeguarding.

Person specifications will include statements to the following effect:
Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role, explore issues relating to the safeguarding and promoting the welfare of children.



2. APPLICATION

A suitably-structured, pre-defined application form is used for recruitment to all posts, CV's will not be accepted. Application forms are employer-led, requiring specific information from all applicants whereas CV's are left to the discretion of individual applicants and contain only information that they choose to provide. The use of application forms will help to ensure that detailed information, critical to the recruitment process, can be gathered from all applicants in a consistent format.

In addition to other areas, in relation specifically to safer recruiting practices, ESU application forms used for all **external recruitment** include, and will require an applicant to provide, the following information:

- Present (or last) employment and reason for leaving
- Full history since leaving school - education, employment and any voluntary work, as well as explanation of any gaps
- Details of appropriate referees (see also 'References' below)
- A personal statement addressing the criteria set out in the person specification (including suitability to work with children)
- Explanation that the post is exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and the requirement for a 'self-disclosure' - a signed declaration of any unspent and relevant spent criminal offences
- The requirement for a signed declaration that all information provided is true

Branch members/volunteers seeking to carry out roles with regular access to children will be required to complete an application form in order to provide personal details, details of previous employment, voluntary work and other activities, general information about their reasons for applying for voluntary work and a signed declaration about any criminal record, a declaration to meet childcare disqualification requirements under the Childcare Act 2006 (where relevant), and declaration to confirm the accuracy of information provided.

Completed application forms of branch members/volunteers selected to carry out roles with regular access to children should be kept on file and should sit alongside the Branch Register to provide complementary detail. The ESU Designated Safeguarding Lead and/or Head of Branch Education can provide support to branches in this area.

3. SHORTLISTING

Shortlisting will be conducted by one or more members of the interview panel. It will always be carried out by at least two people.

The criteria used for shortlisting will be based on the person specification and job description applicable to the post. This will ensure that the process includes criteria specific to working with children as well as other essential requirements for carrying out the specific duties of the post. Those carrying out the shortlisting



process will, as appropriate:

- To ensure consistency, assess each application against the criteria, including criteria specific to working with children - use of a grid is recommended for this purpose
- Take time to properly scrutinise the applications
- Consider whether each application is fully completed - if not, it may be returned to the applicant or discarded from the process
- Highlight any gaps (in employment etc.) to be explored further should the candidate be long/shortlisted
- Look for evidence provided against the criteria set out in the person specification and the job description
- Apply the long/shortlisting criteria equally

4. INTERVIEW

In all interviews, it is an essential requirement to question applicants about the job requirements and understanding/awareness of safeguarding issues, to explore any gaps, issues or inconsistencies with the application and to assess interaction and responsiveness.

Interview panel

The recruitment and selection process will be carried out by two or more people. The interview itself should be carried out face to face, rather than via Skype or telephone, where possible.

Panel members will be appropriately trained or briefed. **At least one member of the Panel will have successfully completed safer recruitment training.**

Wherever possible, all Panel members will be involved throughout all stages of the recruitment and selection process but, in any event, a Panel member trained in safer recruitment will be involved throughout.

5. OFFER OF EMPLOYMENT

Any job offer made must be conditional as it will be subject to a variety of pre-employment checks and other conditions. Some checks will apply to all potential new employees, others will apply only to certain categories of employee.

- **Two satisfactory references;** one of which should be the current or most recent employer
- **The prospective employee not at any time being barred;** either totally or to a limited extent, from employment or work involving regular contact with children, young persons or other vulnerable people, nor to any other relevant prohibition or restriction being applied to your employment
- **Proof of identity;** normally from current photographic ID and proof of address except where, in exceptional circumstances, none is available
- A satisfactory **Enhanced DBS Disclosure with Barred List** for the existence and content of any criminal record. Where cautions or convictions have been



recorded, a risk assessment will be carried out by the Designated Safeguarding Lead to determine suitability for the role.

References

References are an important part of the process of gathering as much information as possible about potential new recruits. Two references will always be obtained directly from the referees, testimonials from applicants will not be accepted.

Reference requests will be made by requiring the completion of a standard questionnaire and accompanied by the relevant job description. The use of a questionnaire helps to ensure that the prospective employer has the opportunity to obtain information in respect of all areas essential to the role. A letter from a referee may not cover all areas or provide all relevant information that the prospective employer requires. In either case the referees should be asked about the applicant’s suitability to work with children (and adults at risk, where relevant) and details about any expired warnings that relate to the safety and welfare or behaviour towards children or young people

‘Regulated activity’ and level of check

As an organisation providing ‘Regulated Activity’ in relation to children, young people and adults at risk, the ESU has specific responsibilities for carrying out appropriate pre-employment checks, including an Enhanced DBS Disclosure with Barred List, when recruiting paid and unpaid employees.

There will be occasions where other representatives of the ESU (e.g. members and volunteers) have access to children when carrying out an activity, however this may not be classed as *regulated activity* if they are ‘adequately supervised’.

It is therefore necessary to define whether members and volunteers with access to children are being ‘adequately supervised’. In line with this, the table below outlines various scenarios typical of work ESU members or volunteers may do with children, and provides guidance as to whether such activities should be regarded as ‘regulated’ or not.

Type of activity	Regulated Activity?	Level of background check required
Judging at competition	No	None*
Teaching or coaching children alongside teacher at school	No	None*
Teaching or coaching children in or outside school with no continuous supervisory presence	Yes	Enhanced DBS Disclosure with Barred List check

*Unless such contact with children can be defined as frequent or regular (i.e. three instances within 30 days), in which case an Enhanced DBS Disclosure Without a Barred List Check should be obtained



6. INDUCTION & PROBATION

Induction is an extension of the recruitment process. Good recruitment and selection procedures help to ensure that the best person is appointed, but it is equally important to induct the employee properly on commencement of their role.

The general induction programme will also include, for all, information on professional standards and boundaries in respect of child protection and safeguarding and promoting the health, safety and welfare of children. Reference will be made to relevant statutory requirements and/or local guidance in these areas.

New members of staff will be required to meet with the Designated Safeguarding Lead within **one week** of starting the role to ensure they understand the policy and reporting procedures.

The importance of adhering to ESU policies and procedures in these and all other areas will also be emphasised. All employees and volunteers will be required to read and adhere to the ESU Code of Conduct for engagement with children and sign an agreement to confirm their understanding and adherence of this.

All ESU employees are subject to a probation period (as outlined in their contract of employment) which allows for ongoing monitoring and practical observation, where necessary.

VOLUNTEERS

Children and adults at risk will see volunteers within a school or other educational service in the same way as its other employees. They will not know that they are unpaid and will assume they are safe and trustworthy, just like anyone else within their educational environment. Therefore, volunteers should also be subject to a checking process.

If a member or volunteer is likely to have an on-going role that includes regular contact with children or adults at risk, then a similar recruitment and selection process will be applied as would be used to recruit an employee. The process will be presented in a less formal manner but the principles of safer recruitment are the same. In these cases, the recruitment process will include:

- Provision of information about the *ESU's* commitment to the safeguarding of children and adults at risk
- The requirement to complete an application form specially designed for volunteers
- Obtaining references
- A face-to-face interview
- Where the individual is deemed to be in 'regulated activity', an Enhanced DBS Disclosure with Barred List OR where the individual will be adequately supervised and, therefore, not in regulated activity, an Enhanced DBS Disclosure without Barred List (see above, 'Regulated Activity')



- Where relevant, a check to ensure that they are not disqualified under childcare disqualification requirements set out in the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009
- A volunteer Code of Conduct agreement
- Any other checks considered to be relevant to the role

Volunteers will also be provided with an appropriate induction.

Branch register

Each branch must keep a register of all members or volunteers with access to children through ESU activities. The format of this register is provided below. It is the responsibility of the Branch Chairs to ensure that this register is kept up to date. The ESU Designated Safeguarding Lead and/or Board member with responsibility for safeguarding will check these registers on a regular and ongoing basis.

Branch Register of Members/Volunteers with Access to Children Through ESU Activities							
Name of member/volunteer	Description of Activity	Supervised or unsupervised (provide detail)	Regulated Activity? (yes or no)	Frequency /regularity of access to children (provide detail)	Level of background check required	DBS Disclosure certificate number and issue date	Volunteer Code of Conduct signed?

Branch Chairs and Members must feel supported in the maintenance of this register and to this end, they should feel free to consult with the ESU Designated Safeguarding Lead if they have any questions, uncertainties or doubts. Similarly, the Head of Branch Education is available to Chairs to provide support in the maintenance of the register.



Appendix 8: Safeguarding Training Cycle

Who	What	How	Regularity
Designated Safeguarding Leads	Designated safeguarding lead training	External course	Every 2 years (as defined by KCSiE)
Designated Safeguarding Leads/HR manager	Safer recruitment	External course	Every 2 years
Full time employees and 'remote' workers	ESU safeguarding policy and procedures, Keeping Children Safe in Education	Training with Designated Safeguarding Lead	Induction (with annual refresher)
	Child Protection	Children Protection Level 2 (online course)	Induction
Branch Chairs (or delegated safeguarding representative)	ESU safeguarding policy and procedures, Keeping Children Safe in Education	Training with Designated Safeguarding Lead	Upon appointment (ongoing updates through monthly newsletters)
	Child Protection	Children Protection Level 2 (online course)	Upon appointment
ESU Volunteers who have regular contact with children/adults at risk	ESU safeguarding policy and procedures, Keeping Children Safe in Education	Training with Branch safeguarding representative/Designated Safeguarding Lead/Programme-specific representative (e.g. Helen Bamber Foundation), as appropriate	Induction (with ongoing updates through monthly newsletters)
Board members	ESU safeguarding policy and procedures, Keeping Children Safe in Education	Training with Designated Board representative (Safeguarding)	Upon appointment (with ongoing updates from Designated Board representative (Safeguarding))



Appendix 9: Sound, Photography and Video Recording Parental/Carer Permission Slip

**Sound, Photography and
Video Recording Parental/Carer Permission Slip**

INSERT PROGRAMME TITLE

The English-Speaking Union is an educational charity dedicated to helping young people to realise their potential through giving them the skills and confidence in communication to articulate their ideas and share them with others. Your child will soon be involved in the ESU programme detailed above

In order to engage more young people in our work, it is extremely useful for us to be able to gather photographs, sound clips, quotes and videos from our events. These will be used for educational and training purposes, and ESU promotional materials, including partnership promotions, social media, online and printed materials, and press. We will only ever use a child’s first name and the name of their school to label a picture and will share no other information.

If you give consent for the ESU to use photographs, quotes, videos and sound clips of your child, along with their first name and name of school, for the purposes outlined above, please complete and return this form to your child’s school, so it can be passed on to the ESU.

I consent to the use of photographs, quotes, video, and sound clips of

Full name of child:.....

Name and address of child’s school:.....

.....

Signature:

Date:

Print name:..... **Relationship to child:**.....



Appendix 10: Safeguarding at ESU events

Events run by the ESU vary in nature, scale and location and, as such, safeguarding needs at these should be considered through individual risk assessments, which should be carried out on all occasions. These notes are intended for general guidance to inform these risk assessments.

Photography, sound recordings and video

As stated in Appendix 9, parental permission must be obtained for the taking of photographs or the making of sound recordings or videos of children participating in our events and that these must be stored securely and will be for the sole use of the ESU for publicity/training purposes.

Attendees at events should therefore be informed that any other photography/videoing/sound recording is not permitted. Anybody being seen not following this guidance, should be politely asked to desist. Event organisers may wish to place signs reminding attendees of this guidance.

Toilet facilities

Whenever and where-ever possible, separate toilet facilities should be provided for adults and children (most schools will have such segregated facilities) and these should be indicated to participants and attendees and appropriate signage provided. If this is not possible, teachers or adults accompanying groups of children should be made aware of the situation, so that, if they wish to do so, they are able to arrange accompanied use of the toilets by children.

Dartmouth House events

Due to Dartmouth House's function as a members' club and event venue, as well a location for educational events, unvetted adults may well be in attendance in the House during educational events. In order to mitigate the risks associated with this, teacher/adults accompanying children should be informed of the situation, so that they can ensure their charges have adequate levels of supervision; in particular teachers/adults should be made aware that separate toilet facilities for children are not available. Groups of children attending the event should also be informed of the spaces in which the event is occurring and that they may not enter other parts of the building unsupervised and without permission.



Appendix 11: Safeguarding Adults at Risk

The ESU has regular contact with adults through its branch structure and programmes. Although safeguarding adults at risk is referenced in the ESU's wider safeguarding policy, this appendix provides specific information related to protecting adults at risk.

Aims and definitions

The aims of adult at risk safeguarding are to:

- Prevent harm to those at risk
- Investigate instances of alleged or suspected harm
- Enable individuals to make choices about their lives
- Work in collaboration with providers to identify and investigate the risk of harm
- Prevent through appropriate policy and practices, monitoring of compliance, training and guidance

An 'adult at risk' is defined as an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing, or at risk of, experiencing abuse or neglect
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse and neglect

An adult may be at risk due to a variety of circumstances which may be temporary or permanent. This could include physical impairment or learning disabilities. Temporary issues may place someone at greater risk of abuse such as addiction, dementia, relationship breakdown, homelessness or unemployment. Adults may be at risk during times of difficulty and stress. Consideration should also be given to carers who may also be at risk. Each case should be considered individually, and no assumption made that a person is at risk in all areas of their life.

Who has a duty to safeguard adults at risk?

In order to respond appropriately where abuse or neglect may be taking place, anyone in contact with the adult, whether in a volunteer or paid role, must understand their own role and responsibility and have access to practical and legal guidance, advice and support. This will include understanding local inter-agency policies and procedures.

It is the duty of the ESU and the ESU's safeguarding team to assist members of staff and ensure that they are familiar with the ESU's safeguarding policy and its associated procedures and expectations.

Seven principles of Adult Safeguarding: "Making Safeguarding Personal"

The following key principles, as set out in many national Safeguarding Adults documents - most recently the Care and Support Statutory Guidance (2014), must underpin all adult safeguarding work at the ESU:

1. Empowerment

People being supported and encouraged to make their own decisions and informed



consent.

"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."

2. Prevention

It is better to take action before harm occurs.

"I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."

3. Proportionality

The least intrusive response appropriate to the risk presented.

"I am sure that ESU representatives will work in my interests, as I see them and they will only get involved as much as needed."

4. Protection

Support and representation for those in greater need.

"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."

5. Partnership

Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

"I know that ESU representatives treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that ESU representatives will work together and with me to get the best result for me."

6. Accountability

Accountability and transparency in safeguarding practice. This includes good recordkeeping and the right information sharing knowledge and procedures.

"I understand the role of everyone involved in my life and so do they."

To these principles, we would add the following:

7. Respect

Interactions between adults in relation to safeguarding are underpinned by due regard for the feelings, wishes, or rights of others.

"I know that ESU representatives care about my emotional well-being and will not make unfair judgements about who I am and what I believe in."

Information Sharing

It is commonly found that people are worried about referring a concern because a) they do not want to be held liable for slander or libel and b) they worry that they are then drawn into a punitive environment where they are opposed by the person about whom they are concerned. However, it is important to stress that protection of someone overrides all other concerns.

The law will not prevent the sharing of information with other agencies/staff members/practitioners if any of the following are met:

- Those likely to be affected gave consent
- The public interest in safeguarding the adult at risk's welfare overrides the need to keep the information confidential
- Disclosure is required under a court order or other legal obligation

Similar to any safeguarding concerns regarding children and young people, the ESU follows the 'Caldicot Principles' of information sharing:

Principle 1	Justify the purpose(s) for using confidential information
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Principle 2	Don't use personal confidential data unless it is absolutely necessary
Principle 3	Use the minimum necessary personal confidential data
Principle 4	Access to personal confidential data should be on a strict need to know basis
Principle 5	Everyone with access to personal confidential data should be aware of their responsibilities
Principle 6	Comply with the law
Principle 7	The duty to share information can be as important as the duty to protect confidentiality

Common risks and signs of abuse

What are common risks for adults?

- People with potential needs for care and support are at risk of abuse or neglect
- Deteriorating/developing condition
- Neglect/self-neglect
- Mental capacity issues
- Mental illness
- Addiction
- Domestic violence/abuse
- Coercion, undue influence or a “con-man”

What are types and possible signs of abuse?

- **Physical abuse:** fractures, bruising, burns, pain, marks, not wanting to be touched
- **Psychological or emotional abuse:** being withdrawn, too eager to do everything they are asked, showing compulsive behaviour, not being able to do things they used to, not being able to concentrate or focus
- **Financial abuse:** having unusual difficulty with finances, not having enough money, being too protective of money and things they own, not paying bills, not having normal home comforts
- **Sexual abuse:** genital itching, soreness or having a sexually transmitted disease, using bad language, not wanting to be touched, behaving in a sexually inappropriate way, changes in appearance
- **Neglect:** having pain or discomfort, being very hungry, thirsty or untidy, failing health

Case studies

[Case example - Psychological abuse](#)

[Case example - Neglect](#)

[Case example - Financial abuse](#)

[Case example - Domestic violence](#)

[Case example - Discriminatory abuse](#)

[Case example - Modern Slavery](#)

[General case studies](#)