|  |
| --- |
| **Safeguarding for Children and Vulnerable Adults within Learning Environments**Staff Leaflet on Good and Poor Practice |
| **DO:** |
| * Read and follow the providers Safeguarding procedures
* Report to the Manager any concerns about vulnerable learner welfare/safety
* Report to the Manager any concerns about the conduct of other staff/ volunteers/contractors
* Record in writing all relevant incidents
* Work in an open and transparent way
* Discuss and report any incidents of concern or that might lead to concerns being raised about your conduct towards vulnerable learners
* Report to the Manager any incidents that suggest a learner may be infatuated with you or taking an above normal interest in you
* Dress appropriately for your role
* Avoid unnecessary physical contact with learners
* Ensure you understand the rules concerning physical restraint
* Where physical contact is essential for educational or safety reasons, gain learner’s permission for that contact wherever possible
* Use humour to defuse difficult situations
* Avoid working in one-to-one situations with vulnerable learner where possible, except where this is explicitly part of your role
* If working in a one to one situation with vulnerable learners, ensure that you are within sight of another adult – e.g. by having a door open/being behind a glass partition/working in one corner of a room whilst another adult is operating elsewhere in the room
* Ensure Senior staff are aware of when and where you are holding a 1:1
* If you are unhappy about the venue arrangements, take this up with your Manager before entering into these
* Be careful about recording images of learners and do this only when it is an approved activity and in line with provider procedures
* Contact your professional association or trade Union if you are the subject of concerns or allegations of a child or vulnerable adult protection nature
* Fully co-operate with any investigation into learner protection issues in the department. Listen to learners when they express concern (rumours) about staff which might appear to be just, and check facts v fiction
 |
| **DON’T:** |
| * Take any action that would lead a reasonable person to question your motivation and/or intentions
* Misuse in any way your position of power and influence over learner’s
* Use any confidential information about a learner to intimidate, humiliate or embarrass them
* Engage in activities out of the provision that might compromise your position within the provision
* Establish or seek to establish social contact with learners outside of the course
* Accept regular gifts from learners
* Give personal gifts to learners
* Communicate with learners in inappropriate ways, including personal e-mails and mobile telephones
* Pass your home address, phone number, e-mail address or other personal details to learners
* Make physical contact secretive
* Arrange to meet with learners in closed rooms without senior staff being made aware of this in advance
* Use physical punishment of any kind
* Confer special attention on one learner unless this is part of an agreed plan or policy
* Transport learners in your own vehicle without prior management approval
* Take, publish or share images of learner without permission
* Access abuse images (sometimes referred to as child pornography) or other inappropriate material
* Abuse your position of trust with learners
* Allow boundaries to be unsafe in informal settings
 |