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| **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 |