



SAFEGUARDING POLICY AND PROCEDURES

Name of organisation: Elite Services Ltd, Unit 3/6 Adswood Industrial Estate, Adswood Road, Stockport SK3 8LF.

Section heading	Section content
1. Introduction	Elite Services Ltd makes a positive contribution to a strong and safe community and recognises the right of every individual to stay safe. Elite Services Ltd comes into contact with children and / or vulnerable adults through the following activities: Home to School Transport, Coach Holidays and Day Trips, Coach bookings for the general public, organisations and schools. The types of contact with children and / or vulnerable adults will be regulated and controlled at all times. This policy seeks to ensure that Elite Services Ltd undertakes its responsibilities with regard to protection of children and / or vulnerable adults and will respond to concerns appropriately. The policy establishes a framework to support paid and unpaid staff in their practices and clarifies the organisation's expectations.
2. Confirmation of reading	I confirm that I have been made fully aware of, and understand the contents of, the Safeguarding Policy and Procedures for Elite Services Ltd. Please complete the details below and return this completed form to Katie Smith, Designated Safeguarding Lead. Employee Name : _____ Employee Signature: _____ Date: _____

3. Legislation	The principal pieces of legislation governing this policy are: ○ Keeping Children safe in Education 2023 (Annex A) ○ Working together to safeguard Children 2010 ○ The Children Act 1989 ○ The Adoption and Children Act 2002 ○ The Children act 2004 ○ Safeguarding Vulnerable Groups Act 2006 ○ Care Standards Act 2000 ○ Public Interest Disclosure Act 1998 ○ The Police Act 1997 ○ Mental Health Act 1983 ○ NHS and Community Care Act 1990 ○ Rehabilitation of Offenders Act 1974
4. Definitions	Safeguarding is about embedding practices throughout the organisation to ensure the protection of children and / or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise. Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power by those in a position of authority. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any socio-economic group, gender or culture. It can take a number of forms, including the following: ● Physical abuse ● Sexual abuse ● Emotional abuse ● Bullying ● Neglect ● Financial (or material) abuse Definition of a child A child is under the age of 18 (as defined in the United Nations convention on the Rights of a

	Child). Definition of Vulnerable Adults A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited. This may include a person who: • Is elderly and frail • Has a mental illness including dementia • Has a physical or sensory disability • Has a learning disability • Has a severe physical illness • Is a substance misuser • Is homeless
5. Responsibilities	All staff (paid or unpaid) have responsibility to follow the guidance provided in this policy and related policies, and to pass on any welfare concerns using the required procedures. We expect all staff (paid or unpaid) to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices. Additional specific responsibilities Trustees have responsibility to ensure: the policy is in place and appropriate and sufficient resources are allocated to ensure that the policy can be effectively implemented SMT have responsibility to ensure: the policy is accessible to all implemented by all staff at all times; monitored and reviewed at regular intervals; the policy is promotes the welfare of children and vulnerable adults; all staff have access to appropriate training/information; receive staff concerns about safeguarding and respond to all seriously, swiftly and appropriately; keep up to date with local arrangements for safeguarding and DBS; develop and maintain effective links with relevant agencies and take forward concerns about responses.

6. Implementation Stages	The scope of this Safeguarding Policy is broad ranging and in practice, it will be implemented via a range of policies and procedures within the organisation. These include: Whistleblowing; Grievance and Disciplinary procedures; Health & Safety policy (including lone working procedures); Equal Opportunities policy; Data Protection; Confidentiality; Staff induction and Staff training Safe recruitment Elite Services Ltd ensures safe recruitment through the following processes: Equal Opportunities; Data Protection and Confidentiality; Staff inductions and training; job or role descriptions which clearly state any contact with children and/or vulnerable adults and the expectation of following all safeguarding procedures and responsibilities; shortlisting based on formal application processes and forms; Equal Opportunity interviews with questions based on the job description and person specification; ENHANCED DBS checks being conducted for all staff working with children and/or vulnerable adults (portable/carry over DBS checks from another employer will not be deemed sufficient) and no formal job offers are made until the checks for suitability are completed (including DBS checks and references). All recruitment is done in line with safe recruitment practices. Disclosure and Barring Service Gap Management The organisation commits resources to providing Disclosure and barring service checks on staff (paid or unpaid) whose roles involve contact with children and /or vulnerable adults. In order to avoid DBS gaps, the organisation will maintain and review a list of roles across the organisation which involves contact with children and/or vulnerable adults. In addition to checks on recruitment for roles involving contact with children/ vulnerable adults, for established staff the following processes are in place a 3 year rolling programme of re-checking DBS's in in place for holders of all identified posts and existing staff who transfer from a role which does not require a DBS check to one which involves contact with children and/or vulnerable adults will be subject to a DBS check. Service delivery contracting and sub-contracting There will be systematic checking of safeguarding arrangements of partner organisations; safeguarding will be a fixed agenda item on any partnership reporting meetings and contracts and memorandums of agreement for
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	partnership delivery work will include clear minimum requirements, arrangements for safeguarding and non-compliance procedures.
7. Communications training and support for staff	Elite Services Ltd commits resources for induction, training of staff (paid and unpaid), effective communications and support mechanisms in relation to Safeguarding Induction will include: Discussion of the Safeguarding Policy and a copy given to the staff to read, understand and sign; discussion of other relevant policies; discussion and training on the reporting processes, the roles of the line manager and SMT; initial training on safeguarding including safe working practices, safe recruitment, understanding child protection and the alerter guide for adult safeguarding. (Competence in all aspects will be assessed by the line manager and SMT during the probationary period) . Training All staff who, through their role, are in contact with children and /or vulnerable adults will have access to safeguarding training at an appropriate level. Sources and types of training will include: team meetings; SMT meetings and one-to-one meetings (formal and informal) as well as clinical supervision. Communications and discussion of safeguarding issues Commitment to the following communication methods will ensure effective communication of safeguarding issues and practice: provision of a clear and effective reporting procedure which encourages reporting of concerns; encouraging open discussion (during supervision and team meetings) to identify and barriers to reporting so that they can be addressed; inclusion of safeguarding as a discussion prompt during supervision meetings/appraisals to encourage reflection; and SMT and line managers reminding staff regularly through briefings about policies and procedures. Support We recognise that involvement in situations where there is risk or actual harm can be stressful for staff concerned. The mechanisms in place to support staff include: debriefing support for all staff so that they can reflect on the issues they have dealt with; seeking further support as appropriate e.g. access to counselling and staff who have initiated protection concerns will be contacted by a line manager with 48 hours.

8. Professional boundaries	Professional boundaries are what define the limits of a relationship between a support worker and a client. They are a set of standards we agree to uphold that allows this necessary and often close relationship to exist while ensuring the correct detachment is kept in place. Elite Services Ltd expects staff to protect the professional integrity of themselves and the organisation. The following professional boundaries must be adhered to: Elite Services Ltd does not allow staff to give gifts to or receive gifts from clients without permission from the SMT first. Any gifts must be declared and personal relationships between a member of staff and a client who is a current service user is prohibited. (This includes relationships through social networking sites such as Facebook, Instagram, Twitter, TikTok etc). The following policies also contain guidance on staff (paid or unpaid) conduct: Use of abusive language; response to inappropriate behaviour/language; use of punishment or chastisement; passing on service users' personal contact details; degree of accessibility to service users (e.g. not providing personal contact details); taking family members to a client's home; selling to or buying items from a service users; accepting responsibility for any valuables on behalf of a client; accepting money as a gift or borrowing money from/or lending money to service users; personal relationships with a third party related to or known to service users; accepting gifts/rewards or hospitality from organisation as an inducement for doing/not doing something in their official capacity; Code of Conduct; Computer mis-use; e-safety and Non Disclosure Agreement policies. If the professional boundaries and/or policies are breached this could result in disciplinary procedures or enactment of the allegation management procedures.
9. Reporting	The process outlined below details the stages involved in raising and reporting safeguarding concerns at Elite Services Ltd. • Communicate your concerns with your immediate manager without delay. • Seek medical attention for the vulnerable person if needed. • Write down statement of fact ensuring it does not contain your own opinion, but only the words or actions from those involved in the safeguarding incident • Discuss with parents of the child or carer of the vulnerable person if appropriate. • Obtain permission to make referral if safe and appropriate • If needed, seek advice from the Children and Families helpdesk or Adults helpdesk

	• Complete the Local Authority Safeguarding Vulnerable Groups Incident Form if required and submit to the local authority within 24 hours of making contact • Ensure that feedback from the Local Authority is received and their response recorded.
10. Allegations Management	Elite Services Ltd recognises its duty to report concerns or allegations against its staff (paid or unpaid) within the organisation or by a professional from another organisation. The process for raising and dealing with allegations is as follows: First step: Any member of staff from Elite Services Ltd is required to report any concerns in the first instance to the Designated Safeguarding Lead. A written record of the concern will be completed by the SMT Second step: contact local authority for advice. Third step: follow the advice provided Elite Services Ltd recognises its legal duty to report any concerns about unsafe practice by any of its paid or unpaid staff to the Independent Safeguarding Authority (ISA), according to the ISA referral guidance document.
11. Monitoring	The organisation will monitor the following Safeguarding aspects: Safe recruitment practices; DBS checks undertaken; references applied for new staff; records made and kept of supervision sessions; training (register/record of staff training on child/vulnerable adult protection); monitoring whether concerns are being reported and actioned; checking that policies are up to date and relevant; reviewing the current reporting procedure in place and, presence and action of SMT responsible for Safeguarding is in post.

12. Managing information	Information will be gathered, recorded and stored in accordance with the following policies Confidentiality Policy and Data Protection Policy. All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children and vulnerable adults. The public interest in safeguarding children and vulnerable adults may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by the Designated Senior Manager. All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets.
13. Conflict resolution and complaints	Elite Services Ltd is aware of the policy on resolution of professional disagreements in work relating to the safety of children / Escalation Policy and if necessary this will be taken forward by the SMT and/or Director. Conflicts in respect of safety of vulnerable adults will be taken forward by SMT and/or Director.
14. Communicating and reviewing the policy	Elite Services Ltd will make clients aware of the Safeguarding Policy through the following means: making the policy available on request and through the website. This policy will be reviewed by Sam Nickson, Director, every year and when there are changes in legislation. Designated Safeguarding Lead: Katie Smith, Office & School Transport Manager

Annex A: Keeping Children Safe in Education 2023

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them
- Know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child, and,
- Should be able to reassure all victims that they are being taken seriously and that they

will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the nonconsensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

What school and college staff should look out for:

Abuse and neglect

4. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
5. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Forms of abuse and neglect

6. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.
7. **Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
8. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
9. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males.

Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and their school or colleges policy and procedures for dealing with it.

10. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
11. **All** staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

12. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos also known as youth produced sexual imagery) put children in danger. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.)

Child-on-child abuse

12. **All** staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
13. **All** staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence, such as rape, assault by penetration and sexual assault
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
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What school and college staff should do if they have concerns about a child

14. Staff working with children should maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.
15. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
16. If staff have **any concerns** about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or deputy). In the absence of the designated safeguarding lead (or deputy) staff should speak to a member of the school or college's senior leadership team.
17. The designated safeguarding lead (or deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

Why is all of this important?

18. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

19. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school). What school or college staff should do if they have concerns about safeguarding practices within the school or college
20. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
21. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school's or college's senior leadership team. 23. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800 028 0285 and the line is available from 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society



for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.