

## Safeguarding Adults and Children

In this context, anyone up to the age of 16 is a child. Anyone over 16 years who is or may be unable to take care of themselves, or is unable to protect themselves against significant harm or exploitation, is a vulnerable adult.

### Vulnerable Adults

A vulnerable adult may fall into any one of the following groups: older and frail people; people with a mental health need, a learning difficulty, a physical impairment, a sensory impairment; people who are substance or alcohol dependent; or family carers providing assistance to another vulnerable adult.

Abuse is a violation of an individual's human and civil rights by any other persons(s) or group of people. Abuse may be single or repeated acts. Abuse of vulnerable adults occurs in all cultures, all religions and all levels of society. The abuser may be anyone including family, friend, neighbour, partner, carer, stranger, care worker/service provider, manager, volunteer, another person who uses the service or any person who comes into contact with the vulnerable adult. It can be:

- **Physical:** for example, hitting, slapping, burning, pushing, restraining or giving the wrong medication.
- **Psychological and emotional:** for example, shouting, swearing, frightening, blaming, ignoring or humiliating a person, threats of harm or abandonment, intimidation, verbal abuse.
- **Financial:** including the illegal or unauthorised use of a person's property, money, pension book or other valuables, pressure in connection with wills, property or inheritance.
- **Sexual:** such as forcing a person to take part in any sexual activity without his or her informed consent – this can occur in any relationship.
- **Discriminatory:** including racist or sexist remarks or comments based on a person's disability, age or illness, and other forms of harassment, slurs or similar treatment. This also includes stopping someone from being involved in religious or cultural activity, services or support networks;
- **Institutional:** the collective failure of an organisation to provide an appropriate and professional service to vulnerable people. This includes a failure to ensure the necessary safeguards are in place to protect vulnerable adults and maintain good standards of care in accordance with individual needs, including training of staff, supervision and management, record keeping and liaising with other providers of care. Abuse of vulnerable adults can occur in any setting or situation:

WE ARE THRIVE is committed to taking all reasonable measures to ensure that the risks of harm to children and vulnerable adults are minimised. The Directors have therefore agreed the following safeguarding policy:

1. Safeguarding is everyone's responsibility. We will work together to prevent and minimise opportunities for abuse. If we have concerns that someone is being abused, our loyalty to

the vulnerable person comes before anything else – our group, our colleagues and the person’s friends and family.

2. We will ensure that the Safeguarding Lead and other volunteers will have access to training around Safeguarding Children and Adults.
3. We recognise that everyone has different levels of vulnerability and that all children and vulnerable adults should be offered respect and given inclusion and empowerment within WE ARE THRIVE.
4. Any outreach programmes with children and vulnerable adults will be undertaken in collaboration with parents or other responsible adults who will remain responsible for them.
5. All suspicions or allegations of abuse will be taken seriously and responded to. If we know or suspect that a young person or vulnerable adult is being abused, we will do something about it and ensure our work is properly recorded.
6. We undertake to notify Local Authorities/Police and other appropriate agencies when an abuse situation is identified.
7. WE ARE THRIVE will cooperate fully with the relevant agencies in every situation and will not conduct its own investigations. It recognises that it is not the role of the Directors to decide whether a child or vulnerable adult has been abused or not. This is the role of the Social Services department who has legal responsibility, or the NSPCC who have powers to investigate child protection concerns under the Children Act.
8. Confidentiality for all parties will be maintained at every stage of such event NB: refer to our Confidentiality Policy.
9. We will review and endorse our safeguarding policy annually at trustee meetings. WE ARE THRIVE accepts that we have a duty of care to abide by this policy and to report concerns. All therapists – complementary and clinical - staff and volunteers are required to familiarise themselves with this document, and WE ARE THRIVE will publicise its safeguarding policy on its website.

The Safeguarding Lead for WE ARE THRIVE is Lisa Jeremy.

### **Children’s Rights and Entitlements Policy**

WE ARE THRIVE offers a service working with different therapeutic methods and individuals or groups to allow understanding, learning and enhance wellbeing into the future.

We work in accordance with the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- Effective Support for Children and Families in Essex (ESCB, 2017)
- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act 2018
- What to do if you're worried a child is being abused (HMG, 2015)

We will ensure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We commit to

ensuring the additional needs of children from minority ethnic groups and disabled children are respected and incorporated into our day-to-day offering and practice.

**WE ARE THRIVE promotes children's right to be strong, resilient and listened to by:**

- Creating an environment in our setting that encourages children to develop a positive self-image.
- Encouraging children to develop a sense of autonomy and independence.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults including those separated from their home.
- Building parents understanding of, and commitment to, the principles of safeguarding.
- Defining harm and abuse as any action that could be considered to negatively impact on children's rights and entitlements.
- Recognising that a child who is separated from their home and family signifies a disruption in their lives that has impact on their emotional well-being, attachment and resilience

The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness *to* learning about life and are the basis in developing positive dispositions *for* life.

**What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.**

To be **strong** means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on.
- safe and valued as individuals in their home life and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;

- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- to develop a sense of responsibility towards self and others; and
- to be able to represent themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Signed :        L.J.Jeremy

Date: 1<sup>st</sup> November 2018