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## Safeguarding Policy

**Cycloan Education & Restorative Approaches Ltd**  
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[www.ceracycloan.co.uk](http://www.ceracycloan.co.uk)

**Registered in England Number: 8974225**



**This policy applies to:**

All staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Cycloan Education and Restorative Approaches Ltd (CERA).

**The purpose of this policy:**

- To protect children, young people and vulnerable adults who receive CERA's services. This includes the children of adults who use our services to provide staff, contractors and volunteers with the overarching principles that guide our approach to Safeguarding and child protection;
- CERA believes that a child, young person or vulnerable adults should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

**Legal framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, young people and vulnerable adults namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Equality Act 2010
- Relevant government guidance on safeguarding children

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**We recognise that:**

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children and vulnerable adults are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people and vulnerable adult's welfare.

**We will seek to keep children, young people & vulnerable adults safe by:**

- Valuing them, listening to and respecting them
- Adopting child protection practices through procedures and a code of conduct for staff and volunteers
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support and training
- Actively promoting British Values in line with OFSTED guidance
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection, the equality act 2010 and good practice with children, parents, staff and volunteers
- Sharing concerns with agencies who need to know, and involving parents, children and vulnerable adults and carers appropriately.

We are committed to flexibly reviewing our policies and good practice.

This policy was last reviewed: 15/01/2022.....

Signed: B. Pendlebury .....

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## **Safeguarding & Child Protection Procedures**

### **Roles and Responsibilities:**

- The policies and procedures adopted by Cycloan Education and Restorative Approaches Ltd (CERA) to safeguard and promote the welfare of young people and vulnerable adults are fully implemented and followed by all staff including volunteers
- Safe recruitment and selection of staff and volunteers is practised.
- A designated member of staff for Safeguarding and child protection is identified and receives appropriate on-going training, support and supervision and all staff are made aware of who this person is and how to contact.
- Sufficient time and resources are made available to enable the designated member of staff to discharge his/her responsibilities, including attending inter-agency meetings, contributing to the assessment of young people.
- All staff and volunteers will receive appropriate training which will be updated every 2 years
- All temporary staff and volunteers will be made aware of CERA's safeguarding policy and arrangements for reporting and all staff are made aware of who the safeguarding lead officer is and how to contact them and also be aware of how to contact the MASH team in emergencies or where otherwise required.
- Staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of young people and vulnerable adults such concerns will be addressed sensitively and effectively.
- Parents/carers will be made aware of and have an understanding of CERAs responsibilities to promote the safety and welfare of young people and vulnerable adults.
- Procedures for dealing with situations where an individual or group is in early need of help services, or says that s/he is being abused or neglected, or is showing signs of suffering harm. These procedures set out clearly the processes for sharing information with other professionals.

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## **PREVENT DUTY GUIDANCE**

In line with Safeguarding and the revised prevent guidance CERA Ltd will strive at all times to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”.

According to Ofsted, 'fundamental British values' are as follows:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

This policy applies to all CERA staff, contractors, students and visitors and clearly set out what is required for any event to proceed to report concerns.

Every effort will be made to balance CERA legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.

### **Further reading “Prevent Duty Guidance”**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

## **Designated Member of Staff**

The designated member of staff is responsible for promoting the welfare of all children, young people and vulnerable adults accessing CERA and to keep them safe, ensuring the organisation fulfils its commitment to practice in a way that protects at all times.

The designated person/s will:

- Act as the first point of contact with regards to all safeguarding matters
- Attend up-dated training every 2 years
- Provide support and training for staff and volunteers
- Support staff to make effective referrals to Social Care if appropriate
- Keep copies of all referrals to Social Care and any other agencies related to safeguarding children, young people and vulnerable adults

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- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction and also are aware of the MASH team and how to contact them in case of emergencies.
- Manage and keep secure CERA's safeguarding records.

**First Aiders:**

First Aiders are aware of current safeguarding procedures and policies. They are to report any concerns directly to the Designated Child Protection member of staff.

**Personnel Manager:**

The Personnel Manager will keep a record of all personnel's DRB documentation and renewal dates. They will also be responsible for monitoring the safe recruitment of staff.

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## **Dealing with allegations made against an employee/volunteer.**

### **This procedure applies to:**

- Any member of staff, volunteer or trustee to whom an allegation of abuse has been made, that involves another member of staff, volunteer or trustee
- Anyone in a managerial position (including the named person for child protection, line managers, supervisors and trustees) who may be required to deal with such allegations and manage investigations that result from them

### **What to do if an allegation is made or information is received**

1. ***Is the child in immediate danger or does she/he need emergency medical attention?***
  - If the child is in immediate danger and is with you, remain with him/her and call the police.
  - If the child is elsewhere, contact the police and explain the situation to them.
  - If the child needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from the first aider.
  - If the first aider is not available, use any first aid knowledge that you may have yourself to help the child. You will also need to contact your supervisor/manager or named person for child protection to let them know what is happening.
  - The member of staff or manager should also inform the child's family if the child is in need of emergency medical attention, and arrange to meet them at the hospital or medical centre.
  - The parents/carers should be informed that an incident has occurred, that the child has been injured and that immediate steps have been taken to get help.

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## **2. *Is the person at the centre of the allegation working with children now?***

If this is the case, the concern needs to be discussed immediately with the Directors of CERA and the named person for child protection. One of these (either the manager or named person) should then, in a sensitive manner, remove the staff member involved in the allegation from direct contact with children.

It should then be explained to the person, *in private*, that there has been a complaint made against him/her, although the details of the complaint will not be given at this stage.

The person should be informed that further information will be provided as soon as possible but that, until consultation has taken place with the relevant agencies and within CERA, they should not be working with children. It may be best, under the circumstances, for the person to return home on the understanding that the manager or named person will telephone him/her later in the day.

The information provided to him/her at this stage will need to be very limited. This is because discussions need to take place first with other agencies who may need to be involved, such as the local authority children's social care department, the police or the local authority designated officer (LADO).

If the person is a member of a trade union or a professional organisation, he/she should be advised to make contact with that body.

Arrangements should also be made for the member of staff or volunteer to receive ongoing support in line with the responsibilities CERA has towards his or her welfare.

### **Conducting an investigation**

Once any urgent necessary steps have been taken, attention can be given to dealing with the full implications of the allegations. There are up to three possible lines of enquiry when an allegation is made:

- A police investigation of a possible criminal offence
- Enquiries and an assessment by the local authority children's social care department about whether a child is in need of protection
- Investigation by an employer and possible disciplinary action being taken against the person in question. This includes implementing a plan to manage any risk posed by the individual to children and young people in the workplace until the outcome of the other investigations and enquiries is known.

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### **Reporting an allegation or concern**

If the allegation is made by a child or family member to a member of staff, or if a member of staff observes concerning behaviour by a colleague at first hand, this should be reported immediately to the named person for child protection; (CERA) lead on handling the allegation.

If a staff member has received an allegation or observed something of concern about their own manager, the staff member should

- Report the allegation or concern to the person more senior to their manager.
- If the person who is the subject of the concern is a named person for child protection, the matter should be reported to the named person's manager.

### **When to involve the local authority designated officer**

The named person should report the allegation to the local authority designated officer (LADO) within one working day if the alleged behaviour suggests that the person in question:

- May have behaved in a way that has harmed or may have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child in a way that suggests that he/she may be unsuitable to work with children.

### **This should also happen if the individual has volunteered the information him/herself.**

The LADO may be told of the allegation from another source. If this is the case, then the first information received by CERA may be when the LADO makes contact in order to explain the situation. Whoever initiates the contact, there will be discussion between the LADO and CERA's named person to share information about the nature and circumstances of the allegation, and to consider whether there is any evidence to suggest that it may be false or unfounded.

If there is any reason to suspect that a child has suffered, or be likely to suffer, significant harm and there are no obvious indications that the allegation is false, the LADO, in cooperation with CERA, will make an immediate referral to the local authority children's social care department to ask for a strategy discussion.

The LADO and named person will take part in the strategy discussion. The named person and any other representative from CERA should cooperate fully with this and any subsequent discussion with the children's social care department.

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It should be asked from the outset that the children's social care department shares any information obtained during the course of their enquiries with CERA if it has any relevance to the person's employment.

### **Dealing with a criminal offence**

If there is reason to suspect that a criminal offence may have been committed (whether or not the threshold of 'significant harm' is reached), the LADO will contact the police and involve them in a similar strategy discussion, which will include the named person for child protection.

The named person and any other representative from CERA should cooperate fully with any discussion involving the police and should ask for similar cooperation from the police in terms of the sharing of information relevant to the person's employment.

Discussions with the police should also explore whether there are matters that can be acted on in a disciplinary process while the criminal investigation takes place, or whether disciplinary action must wait until the criminal process is completed.

### **Talking to parents about the allegation or concern**

If the child's parents/carers do not already know about the allegation, the named person and the LADO need to discuss how they should be informed and by whom.

### **Talking to the person who is the subject of the allegation**

The person at the centre of the allegation should be informed as soon as possible after the initial consultation with the LADO. However, if a strategy discussion with children's social care or the police is needed, this might have to take place before the person concerned can be spoken to in full.

The police and children's social care department may have views on what information can be disclosed to the person.

Only limited information should be given to the person in question, unless the investigating authorities have indicated that they are happy for all information to be disclosed or unless there is no need for involvement from these statutory agencies.

The named person from CERA will need to keep in close communication with the LADO and the other agencies involved in order to manage the disclosure of information appropriately

### **Taking disciplinary action**

If the initial allegation does not involve a possible criminal offence, the named person and manager of the person at the centre of the allegation should still consider whether formal disciplinary action is needed.

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If the local authority children's social care department has undertaken any enquiries to determine whether a child or children are in need of protection, the named person should take account of any relevant information from these enquiries when considering whether disciplinary action should be brought against the person at the centre of the allegations

**The following timings should be kept to wherever possible, depending on the nature of the investigation:**

- If formal disciplinary action is not needed, other appropriate action should be taken **within three working days**.
- If disciplinary action is required, and can be progressed without further investigation, this should take place within 15 days.
- If CERA decides that further investigation is needed in order to make a decision about formal disciplinary action, the named person for child protection should discuss with the LADO the possibility of this investigation being done by an independent person to ensure that the process is objective.
- Whether or not the investigation is handled internally or independently, the report should be presented to the named person within 10 working days.
- Having received the report of the disciplinary investigation, the named person should decide within two working days whether a disciplinary hearing is needed.
- If a hearing is needed, it should be held within 15 working days.
- The named person should continue to liaise with the LADO during the course of any investigation or disciplinary proceedings, and should continue to use the LADO as a source of advice and support.
- If a criminal investigation is required, it may not have been possible to make decisions about initiating disciplinary proceedings or about the person's future work arrangements until this is concluded. The police are required to complete their work as soon as reasonably possible and to set review dates, so the named person should either liaise with the police directly or via the LADO to check on the progress of the investigation and criminal process

The police are also required to inform the employer straight away if the person is either convicted of an offence or acquitted or, alternatively, if a decision is made not to charge him/her with an offence or to administer a caution. In any eventuality, once the outcome is known, the named person should contact the LADO to discuss the issue of disciplinary proceedings.

If the allegation is substantiated and if, once the case is concluded, CERA dismisses the person or ceases to use their services, or the person ceases to provide his/her

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services, the named person should consult with the LADO about referral of the incident to the Disclosure and Barring Service (DBS). This should take place within a month

### **Managing risk and supporting the person at the centre of the allegation**

The first priority of CERA must always be the safety and welfare of children and young people. However, as an employee or volunteer, the person who is the subject of the allegation has a right to be treated in a fair, sensitive and non-judgemental manner and to have his or her privacy respected as far as this preserves the safety of the child and other children.

Information about the allegation must only be shared on a need to know basis with those directly responsible for supervising and managing the staff member or volunteer. Any other information (for example, explanations to other staff members as to why the person is not at work or working to different arrangements) should be agreed and negotiated with the individual concerned.

If the person is a member of a trade union or a professional organisation, he/she should be advised to make contact with that body as soon as possible after being informed that he/she is the subject of an allegation. Arrangements should also be made for him/her to receive ongoing support and information about the progress of the investigation.

The possible risk of harm to children and young people presented by the person who is the subject of an allegation needs to be carefully managed both during and after any conclusion to the investigation processes following the allegation. This means that CERA may need to consider suspending the person if there is cause to suspect that a child may be at risk of significant harm, or if the allegation is serious enough to warrant investigation by the police, or if it is so serious that it could lead to dismissal.

However, a decision to suspend should not be taken automatically, as there may be other ways of managing any risk presented by the person. The situation should be discussed fully between the named person, the individual's manager/supervisor and the LADO, who will seek the views of the police and the children's social care department on the question of possible suspension. The conclusions of the discussion should also be carefully documented.

Grounds for suspension should be clearly set out if this is the conclusion. If suspension is not the conclusion, then a clear plan should be made as to how any possible risk posed by the individual is to be managed. This could involve, for example, changes to the person's duties so that they do not have direct contact with children, and/or increased levels of supervision whilst at work.

If it is decided, once the case has been concluded, that a person who has been suspended or who has taken sick leave due to the stress induced by the allegation, is able to return to work, the named person and the manager/ supervisor of the person who has been the subject of the allegations should consider how best to support the individual in this process.

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A plan to facilitate a return should be drawn up in consultation with the individual him/herself, and should take into account the need to manage any remaining child protection risks and also to support the person concerned after what will have been and will remain a very difficult experience.

If the decision is that the person cannot return to work and has to be dismissed or chooses to resign, the named person and the LADO should discuss the need for the matter to be referred to the Disclosure and Barring Service (DBS) and/or to any professional body to which the person may belong. CERA should not enter into compromise agreements with individuals who resign following the conclusion of investigations into allegations made against them, and should always comply with its statutory obligations to share information about the individual in the interests of protecting children and young people.

If the allegation is found to be without substance or fabricated, CERA will consider referring the child in question to the children's social care department for them to assess whether he/she is in need of services or whether he/she may have been abused by someone else.

If it is felt that there has been malicious intent behind the allegation CERA will discuss with the police whether there are grounds to pursue any action against the person responsible.

### **Keeping a record of the investigation**

All those involved in dealing with the allegation should keep clear notes of the allegations made, how they were followed up, and any actions and decisions taken, together with the reasons for these.

These notes should be compiled gradually as the situation unfolds, with each entry being made as soon as possible after the event it describes. The notes should be signed and dated by the person making them, and the person's name should be printed alongside.

The notes should be kept confidentially on the file of the person who is the subject of the allegation. Discussion should take place with the LADO to determine whether any aspects of the notes may not be shared with the person concerned. If there are no reasons **not to do so**, a copy of the records should be given to the individual.

The notes should be held on file for a 10 - year period, whether or not the person remains with CERA for this period.

### **Named contacts**

Brian Pendlebury is the designated person within CERA Ltd with special responsibility for dealing with child protection. This post holder has the status and authority to carry out the duties of the role.

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### **Additional procedures**

A written code of behaviour for everyone involved in CERA: children, young people and adults. This includes behaviour when online or using digital technology.

A whistleblowing procedure for anyone who feels that this code of behaviour has been broken or who is concerned about anything else that may be dangerous, illegal or untoward in the organisation.

Clear information about child protection and CERA's policy, procedures is available to and accessible by all staff, volunteers, children, young people and families involved with the organisation.

### **Ensuring procedures are being followed**

Feedback questionnaires to be given to all young people accessing CERA to ensure that children's views are taken into account; as well as ensuring that arrangements currently in place are being used correctly and work effectively.

Ongoing support and training will be given to all staff and volunteers who work with young people as well as the trustees/management board members (if appropriate) to ensure that they are competent to carry out their responsibilities for protecting them and promoting their welfare, and feel comfortable about raising concerns.

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## Preventing and Responding to Bullying

Online government guidance entitled Bullying at School, [www.gov.uk/bullying-at-school](http://www.gov.uk/bullying-at-school) (last updated in June 2013), points out that there is no legal definition of bullying but that it's usually behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying is an important issue that can and does blight people's lives whatever the setting, whether it is in school, the workplace or anywhere else that people, both young and old, come together. CERA take the issue of bullying very seriously. It is acknowledged, monitored and challenged.

### Procedures for preventing bullying – Restorative Practise.

CERA will use a restorative practise approach to address harmful behaviour and conflict in any situation that is perceived to be bullying. Restorative practise is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people. It is "*An invitation to join in conversation so that we may support and learn from each other.*" (Howard Zehr 2002)

This approach sees wrongdoing as essentially a violation of people and relationships. The principles of Restorative practise are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Practise.' Restorative Practise is a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

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**CERA will implement the following process to support individuals experiencing bullying behaviour. The process consists of the following:**

- What I need when I have been harmed
- Someone to listen.
- Space to think about the event and to calm down.
- A chance to ask 'Why me?' 'What did I do to deserve it?'
- If external agencies are involved or formal investigation is being undertaken, individuals will be kept informed of progress.
- An opportunity for the person who has caused the harm to understand and acknowledge the effect of their actions on individuals and anyone else affected.
- Where possible, a sincere, spontaneous apology.
- Where possible, an opportunity for things to be put right.
- Reassurance that it won't happen again within CERA run activities.
- Work towards a sense of justice
- Provide an opportunity for open discussion and review sessions
- An opportunity to provide a sense of being able to deal with this situation appropriately and move forward.

**CERA will implement the following process to support individuals who have caused harm to another person. The process consists of the following**

- What I need when I have caused harm to another person:
- Time to reflect on actions.
- A safe environment for someone to listen to my explanation.
- To be able to explain to myself and the other person why I did what I did.
- An opportunity where possible, to apologise.
- Where possible, empowerment to be able to put things right.
- Reassurance that the matter is finished and move forward.

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**For a Restorative Approach to work certain guidelines need to be adhered to:**

- All people should be treated with respect.
- Feelings, needs and rights will be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about the way forward.
- As far as possible, the physical and emotional harm is repaired.
- A clear anti-bullying policy that takes online bullying into account.
- Statements within your code of behaviour that set out dos and don'ts for how everyone in the group or organisation is expected to behave.

**Restorative Practise.**

Regular discussions/input about bullying issues with individuals who use your group/organisation.

A complaints policy and procedure.

Clear information about your anti-bullying policy, code of behaviour, anti-bullying procedure (see element 6 below) and complaints procedure, which is available and accessible to all staff, volunteers, children, young people and families involved with the organisation

A written anti-bullying procedure for managing and responding to incidents of bullying, including online bullying.

**Additional procedures**

- A welcome policy for individuals and their families that aims to attract members from diverse groups.
- A welcome letter for each individual.
- Support and/or training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic and sexual bullying

**Avoiding Accidents and Running Safe Activities and Events**

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## **Risk evaluation and management**

- An accident prevention policy and plan that allows for a risk–benefit analysis of activity.
- Up-to-date risk–benefit assessments of the venue where the group meets, and assessments in advance of specific activities/outings/events involving children and young people, with evidence that actions have been taken where necessary to manage the identified risks.

## **Equipment safety checks**

- Regular checks on any equipment used by children, staff and volunteers in your group or organisation, carried out in accordance with health and safety guidance.

## **Information and consent**

- Clear policies on parental consent to activities and, where appropriate, the consent of children and young people.
- Information about each child's medical and dietary needs, allergies and specific developmental requirements.
- Contact details of parents/carers available when your group is meeting or if you have a group trip out.
- Access to a phone during group meetings and activities

## **In case of an incident**

- First-aid boxes are available - regularly checked and maintained.
- A simple procedure for reporting accidents and “near misses”, including the use of an accident form.
- Availability of contact details of local doctors and health facilities when your group is meeting or if you have a group trip out.
- Adequate insurance for all circumstances, which is clearly displayed

## **Additional procedures - Training**

- Guidance on the safe use of equipment (including, for example, the provision of supervision if necessary).
- Appropriate training in, or raising awareness of, accident prevention and health and safety for all staff and volunteers

## **Sharing information and working with other agencies**

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In outlining the key arrangements that organisations should have in place under Section 11 of the Children Act 2004, Working Together 2013 makes it clear that these include:

*...arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board. (p48)*

Working Together 2013 places special emphasis on information sharing, both in order to put children and families in contact with services providing early help, and also in terms of describing the processes for dealing with situations where children may be in need or at risk of protection. The point is made that serious case reviews and public enquiries into the deaths of children failed by the child protection system have repeatedly highlighted poor communication between agencies as a factor:

*...fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (p15)*

**In adherence with the above, CERA has**

1. Guidelines and procedures on sharing information that are compatible with LSCB expectations.
2. A written agreement made with families at the start of their involvement with CERA that specifies the nature of the work to be carried out, the reasons for it, and the basis upon which information will be shared with other agencies.
3. Clear guidance for all staff and volunteers on how to identify children who may benefit from early help assessments and how to contribute to such assessments if required.
4. An evaluation process for demonstrating the impact on children of early help services provided by your organisation.
5. Up-to-date information about local services available to staff, volunteers and families.
6. Staff trained, supported and competent to identify children who may be in need of help, to work with families in a way that measures impact, and to develop and participate in multi-agency responses to children's and families' needs.

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7. Staff familiar with their LSCB's threshold document, which clarifies the process for early help assessment, the type of services to be provided, and the criteria for referring a case to their local authority children's social care service.
8. Staff enabled to engage in proactive review of your organisation's practice, via the LSCB's learning and improvement framework, in order to identify and embed learning as a single agency and on a multi-agency basis.
9. Capacity within your organisation to engage in multi-agency work, which is written into your organisation's business plan and, where relevant, into tender applications.

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## Supervision: covering safety issues for children and staff

### Checklist to cover safety issues

1. Name of child/family:

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2. Name of worker:

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3. Name of supervisor:

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4. Brief description of the nature of the involvement that the worker has with the child/family:

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5. Are there any specific and immediate concerns about the child/family - or about the safety of staff who are working with them? Please give details:

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6. What are the known risk/vulnerability factors with this child or her/his family? **Please tick any that apply:**

- History of child protection concerns
- Domestic violence/abuse

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- Disability
- Work issues/unemployment
- School issues
- Health concerns (physical or mental)
- Overcrowding/unsuitable living environment/housing issues
- Bereavement
- Drug/alcohol dependency
- Pregnancy
- Bullying/victimisation/isolation within community
- Financial pressure/debt
- Extended family issues
- History of violence or threats
- Violence against staff/volunteers

**Other (please specify). Please give brief details:**

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7. What support can the child/family draw on to help deal with the safety/vulnerability issues?

- Personal
- Family/friends
- Community
- Services involved

Other (please specify). Please give brief details and comment on how effectively the support reduces safety or vulnerability risks:

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8. Having weighed the safety issues against the support available, what are the remaining unresolved issues that concern you?

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9. Describe how you plan to deal with these concerns in terms of safety for:

- The child/children
- Vulnerable adult family members
- Members of staff working with the family

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Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

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## **Recording and Storing Information**

**Keeping records about the children and families with whom we work is important for several reasons:**

- An attendance register, as well as containing essential information about children's care needs and contact details of parents and carers is vital in keeping children and young people safe and promoting their welfare while they take part in activities.
- Keeping written records is often essential in the delivery of what Working Together 2013 describes as "effective, evidence-based services" that involve "regular review" and can "demonstrate the impact they are having on the outcomes for the child" (p13, para 12–13).
- Clear and accurate records are an absolute necessity if Cycloan Education and Restorative Approaches (CERA) are ever in the position of having to make a referral to a child protection agency because they believe that a child may be at risk of abuse or in need.

However, "Respect for your private and family life" is seen as a fundamental right (Article 8) of the Human Rights Act, adopted in the UK in 2000. This includes a stipulation that personal information should be kept securely and should not be shared without consent, except in special circumstances.

**In adherence with the above CERA will:**

1. Keep a written record of each contact that they have with a child, proportionate to the type of activity run by CERA.
2. Records will clearly distinguish between fact and opinion.
3. Personal information, other than the individual's name, is kept separate from information about other people.
4. Records are signed and dated by the person who makes them.
5. CERA sets and follows time limits, so that records within CERA are completed as soon as possible after the contact.
6. Children and families will be made aware of CERA's intention to keep records and their purpose and use.

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7. Children and families will be granted access to these records unless such access would be contrary to the child's best interests, as they have a right to ask to see any records that CERA makes about them.
8. Hard copies of records and any portable electronic equipment that holds or provides access to personal information will be stored securely in a locked cabinet in CERA's premises.
9. Unauthorised access to electronically stored personal and sensitive information is prevented by the use of security measures, such as user names, passwords and encryption.
10. Information that may be needed in an emergency (eg. family contact details) is readily available during group's activities
11. Concerns that a child may be in need or at risk of abuse will be recorded and placed on a child's file, together with details on how the concerns have been dealt with.
12. Referrals made to a statutory agency about concerns for a child will be confirmed in writing within 48 hours, and a copy placed on the child's file
13. CERA will retain records for a period of 3 years and will then shred all information pertaining to young people, including deleting any electronic information held on company computers/memory sticks.
14. Staff and volunteers will be made aware of CERA's expectations regarding the recording and storage of information during induction – and will be supported in meeting these expectations during regular supervision/training.

### **Ensuring staff are Safeguarded**

Our company must ensure our workplace is a safe place to work with others, who may have person issues and learning difficulties. Any type of violence, verbal or physical abuse towards our staff whilst carrying out their role will not be tolerated or let pass by without it been fully dealt with in a manner where all parties are agreeable with the process and outcome. If any incident such as this cause harm, distress, or injury to a member of staff the matter may need to be taken to the Police and criminal charges may be made.

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