



# **Take a Break Warwickshire Ltd**

**Policies and Procedures**

**June 2016**

## Policies and Procedures

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## 1.1 Take-a-Break Warwickshire Limited Statement of Purpose

### ***Take-a-Break Mission Statement***

To provide community based short breaks for children and young people who are either disabled or have a life limiting illness, and adults with a learning disability.

#### ***The Aims and Objectives of Take-a-Break:***

Through the recruitment of highly skilled support staff and volunteers, to enable children and young people who have a disability or life limiting illness and adults with a learning disability to access community based short breaks in their own community.

The aim of the children's service is to provide opportunities to increase independence.

The objective of the service is for the young people to have fun with a friend of their own and to enable all members of the family to have a short break from their caring role.

The aim of the adult service is to enable people to stay in their own home, manage their finances, help maintain diets and healthy eating, access hospital appointments, colleges and courses, be encouraged to take regular exercise, widen life experiences and fulfil their potential.

These services also provide short breaks to carers.

#### **Eligibility Criteria**

The following criteria will be used to determine what type of service is appropriate to offer a child, young person or an adult:

- To access a community based short break the child needs to be 3 years of age
- Children less than 3 years will be considered for a home based service only.

Children and young people will have a disability or life threatening illness that prevents them from accessing mainstream activities without additional support, whilst adults must have a learning disability to be eligible for a service.

#### **Process of Delivery**

Referrals are made via a purchasing agency (Integrated Disability Service, Adult Health and Community Services, Education, Health) or through self-referral. A member of the Take-a-Break management team will arrange a home visit with the person or a member of their family, this may be with the referring agent i.e. social worker or community nurse, if deemed necessary.

Needs and Risk assessments will be undertaken during the initial home visit and/or subsequent visits, in accordance with Take-a-Break's Health and Safety procedure.

A person centred care plan will be determined from consultation with the person, parents and carers, Take-A-Break and all main providers i.e. Integrated Disability Service, Adult Health and Community Services, Education and Health.

Support workers and/or volunteers are matched with the person following the outcomes of the Needs and Risk assessments and the person's care plan. The process is an individual match looking at the needs, wants and wishes of the person and their family and the skills and experience of workers and volunteers.

Placements are reviewed by Take-a-Break and where applicable the referring agent. Take-a-Break has reviews with the person, parents and carers and referring agents on a regular basis. Reviews will take place as stated by individual funding bodies. This is stated in the individual care plan.

## **Recruitment**

All potential support workers and volunteers are invited to attend an interview upon satisfactory completion of an application form. Candidates are required to complete the following forms: enhanced DBS, Rehabilitation of Offenders, and Medical Check

Candidates are required to supply names and addresses of two referees. References will be attained in writing, a follow up phone call will be made and a verbal reference form will be completed. Take-a-Break will also need proof of relevant qualifications.

Job offers are made to successful candidates, subject to all checks returning satisfactorily and completion of an induction programme.

## **Training**

All support workers and volunteers are required to complete a Take-a-Break training and induction programme prior to working with a child, young person or adult.

Support staff who are new to care must complete the Care Certificate before they can work unsupervised.

The Care Certificate Standards comprise:

- Standard 1 Understand your role
- Standard 2 Personal Development
- Standard 3 Duty of Care
- Standard 4 Equality and Diversity
- Standard 5 Work in a person centred way
- Standard 6 Communication
- Standard 7 Privacy and Dignity
- Standard 8 Fluids and nutrition
- Standard 9 Awareness of mental health, dementia and learning disabilities
- Standard 10 Safeguarding Adults
- Standard 11 Safeguarding Children
- Standard 12 Basic Life Support
- Standard 13 Health and Safety
- Standard 14 Handling of Information
- Standard 15 Infection Prevention and Control

Take-a-Break training sessions include:

- Care Certificate workshop
- Safer People Handling
- Equality and Diversity
- Communication
- Autism Awareness
- Positive Behaviours
- Safeguarding Disabled Children
- Safeguarding of Vulnerable Adults
- First Aid (emergency)
- Basic Food Hygiene

- Health and Safety
- Person Centred Planning

Advanced level –role specific training is available for:

- Epilepsy Awareness
- Administration of Medication

Take-a-Break will provide developmental training in areas arising from needs and risk assessments and customer's plans.

Support workers and volunteers transporting customer's in their own vehicles are required to supply copies of the following:

- Full driving licence
- Business use Insurance
- M.O.T
- Tax disc

All staff and volunteers receive an Induction pack which includes Code of Practice, Code of Conduct and Social Care Commitment, Contract of Employment, Policy and procedures, terms and conditions etc.

The appropriate training will be provided to members of staff to suit the needs of the child, young person or adult, and to enable them to implement their Person Centre Support Plan.

### **Citation Consulting and Support**

Take-a-Break employs the services of Citation Consulting and Support. 'Our experts will ensure that you attain compliance to generate and implement Employment Law Systems and Contracts, and Health and Safety policy and procedures'. (Citation Consulting and Support)

### **Quality Assurance**

Take-a-Break is registered with the Care Quality Commission and Ofsted.

## 1.2 Security of Information

### Protective Marking, Handling and Disposal Policy

#### **Introduction**

Take-a-Break needs to protect information securely in line with the sensitivity of content and risk of disclosure. All information must be labelled, stored, handled and disposed of in accordance with relevant legislation.

#### **Purpose**

This policy defines how information used within the organisation is to be security marked, handled and disposed of, for both paper and electronic media.

The Protective Markings do not impose any classification to restrict or to supply information under the Freedom of Information Act, Data Protection Act or Environmental Information Regulations.

#### **Scope**

This policy applies to all employees and volunteers.

#### **Protective Marking**

All information will be protectively marked using the agreed markings in this policy and must be used by all employees and volunteers.

Employees must assess all information for a protective marking using the impact assessment in Appendix A, based on risk and impact of disclosure.

The protective markings to be used are:

#### **NOT PROTECTIVELY MARKED**

Anyone can access the information internally or externally. It may be published on the web or in paper form (but may still be copyright and chargeable).

Where it has a purpose or adds value, the markings will be "NOT PROTECTIVELY MARKED", otherwise there will be no markings on the information or document.

#### **PROTECT**

Information where disclosure or unauthorised access would be inappropriate, inconvenient or cause harm or financial impact, there will be clear markings on the information as "PROTECT".

#### **RESTRICTED**

Information to be restricted at a higher level of assurance than Protect due to significant inconvenience, damage, harm or financial impact on the organisation or individuals must be marked as "RESTRICTED". This marking applies to the holding, storage and transmission of bulk customer or employee records.

All PROTECT and RESTRICTED information must be marked at the centre top or bottom of each page, with the relevant marking.

#### **Disposal**

The destruction of information must be appropriate to its protective markings.

#### **Appendix A – Risk and Impact Assessment**

The table below defines how the information content is assessed for risk and impact to determine the appropriate Protective Marking.

Impact if the data is disclosed, lost, stolen and misused	Protective Marking	Examples	Impact Level
<ul style="list-style-type: none"> <li>• Little or no impact on the finances of the organisation</li> <li>• No inconvenience or stress to the customer</li> <li>• Little or no financial impact to the customer</li> <li>• Little or no impact on the organisation's standing or reputation</li> </ul>	<p><b>NOT PROTECTIVELY MARKED</b></p>	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Docs available on the public area of website</li> <li>• Property address where it does not identify the individual owner or residents</li> <li>• Names and contact details of specific employees or individuals that are in the public domain or an individual has authorised</li> </ul>	<p>0-1</p>
<ul style="list-style-type: none"> <li>• Short term inconvenience, harm or distress to an individual</li> <li>• Cause financial loss or loss of earning potential, or to facilitate improper gain</li> <li>• Damage to TAB's standing or reputation</li> <li>• Financial impact to the organisation</li> <li>• Breach of confidentiality of information provided by a third party</li> <li>• Breach statutory restrictions on the disclosure of information</li> </ul>	<p><b>PROTECT</b></p>	<ul style="list-style-type: none"> <li>• Personal information relating to any customer or employee such as name, address and contact details, NI number</li> <li>• An employee record</li> <li>• A customer case file</li> <li>• Draft documents before approval for release into the public domain</li> </ul>	<p>2</p>
<ul style="list-style-type: none"> <li>• Substantial inconvenience, harm or distress to individuals</li> <li>• Cause financial loss or loss of earning potential, or to facilitate improper gain or advantage</li> <li>• Substantial damage to the organisation's standing or reputation</li> <li>• Significant financial impact to the organisation</li> </ul>	<p><b>RESTRICTED</b></p>	<ul style="list-style-type: none"> <li>• Complete set of an individual's file</li> <li>• A smaller multiple of complete customer / employee records where information is sensitive, or has financial or identity data (remembering that the marking reflects the highest impact)</li> <li>• Volumes of "PROTECT" data about a reasonably large number of customers or employees</li> </ul>	<p>3</p>

## Appendix B – Protective Marking Descriptors

The table below defines how a descriptor may be used with the marking to help those who are handling the material decide who should have access to the information.

Descriptor	
<b>INTERNAL</b>	Only available to TAB staff
<b>MEDICAL</b>	Medical reports, records and material relating to an individual
<b>PERSONAL</b>	Information that is personal to an individual or the sender and/or recipient
<b>STAFF</b>	Contains references to named or identifiable staff or personal confidences entrusted by staff to management

## Appendix C – Handling, Storage and Disposal Procedures

The table below defines how information can be handled, transmitted, stored and disposed for the different security protective markings.

**Internal** applies for sending information within TAB, **External** applies for sending information outside the organisation. Do not use markers on correspondence sent to the public.

### Handling

	<b>NOT PROTECTIVELY MARKED</b>	<b>PROTECT</b>	<b>RESTRICTED</b>
<b>Document Marking</b>	“NOT PROTECTIVELY MARKED” at the centre top or bottom of every page , when applicable.	“PROTECT plus Descriptor” at the centre top or bottom of every page.	“RESTRICTED plus Descriptor” at the centre top or bottom of every page.
<b>Email</b>	Internal email	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>• Only to be opened by the addressee</li> <li>• Seek permission of the sender before forwarding or sending to other addresses</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>• Encrypt information in an attachment</li> <li>• Only use if the sender needs a reply, you are sure who is receiving it, and they consent to a reply via internet email.</li> </ul>	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>• Email marked Restricted</li> <li>• Only to be opened by the addressee</li> <li>• Never forward or send to other addresses.</li> </ul> <p><b>External using Internet</b></p> <ul style="list-style-type: none"> <li>• <b>Never send via internet email</b></li> </ul>



<b>Public Website</b>	Can be used with uncontrolled or open access	Only to be used with authenticated access	Only to be used with authenticated access
<b>Post</b>	Internal or external mail	<p><b><u>Internal</u></b></p> <ul style="list-style-type: none"> <li>Sealed envelope marked PROTECT Addressee only</li> <li>Only to be opened by addressee or delegated employee</li> </ul> <p><b><u>External</u></b></p> <ul style="list-style-type: none"> <li>Sealed envelope using Royal Mail marked "Private and Confidential". If important or highly sensitive consider "Recorded Signed For" service</li> </ul>	<p><b><u>Internal</u></b></p> <ul style="list-style-type: none"> <li>Sealed envelope marked "RESTRICTED Addressee Only"</li> <li>Only to be opened by addressee or delegated employee</li> </ul> <p><b><u>External</u></b></p> <ul style="list-style-type: none"> <li>Sealed envelope marked "RESTRICTED" contained within a package with no protective markings</li> <li>Use of secure courier to named person or delivery by hand</li> </ul>
<b>Telephone</b>	Internal, public network, mobile	<ul style="list-style-type: none"> <li>Normal use if recipient can be identified and spoken to</li> <li>Inform the recipient that the information is protected</li> <li>Do not leave messages on answering machines</li> </ul>	<ul style="list-style-type: none"> <li>Normal use if recipient can be identified and spoken to</li> <li>Inform the recipient that the information is restricted</li> <li>Do not leave messages on answering systems</li> </ul>
<b>Fax</b>	Normal fax	<ul style="list-style-type: none"> <li>Recipient must be at hand</li> <li>Send cover sheet first and wait for confirmation before sending</li> </ul>	<ul style="list-style-type: none"> <li>Do not use</li> </ul>

<b>Mobile (car),home, or working away from the office</b>	Normal	<ul style="list-style-type: none"> <li>• Do not leave unattended</li> <li>• Secure assets out of sight and locked away when not in use</li> <li>• Information must not be discussed in a public place where it may be overheard</li> <li>• Not to be stored electronically on personal home computer or personal mobile device</li> </ul>	<ul style="list-style-type: none"> <li>• Never leave unattended</li> <li>• Secure assets out of sight and locked away when not in use</li> <li>• Information must not be discussed in a public place where it may be overheard</li> <li>• Not to be stored on personal home computer or personal mobile device</li> </ul>
<b>Storage of papers</b>	Normal	Protected by one physical lock. Examples: locked drawer or cabinet	Protected by two physical locks. Example: locked safe and office
<b>Electronic storage</b>	Normal	<ul style="list-style-type: none"> <li>• Controlled access by defined user groups</li> <li>• Do not leave screen unattended</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled access by defined user groups</li> <li>• Do not leave screen unattended</li> </ul>
<b>Electronic backup</b>	Backup stored in locked cabinet	Backup stored in locked cabinet	Backup stored in locked cabinet
<b>Disposal of papers</b>	Recycle	Secure waste disposal - shredding	Secure waste disposal – destruction or shredding
<b>Electronic media disposal</b>	Normal deletion and reuse	Destruction or erased to make unrecoverable if for reuse	Destruction or erased to make unrecoverable if for reuse.

## 1.3 Data Protection and Subject Access

Personal data is information about identifiable, living individuals held on computer or on a manual filing system.

Anyone wishing to access data must make an application in writing  
(See subject access)

Only authorised member of staff will have access to information. They are:

- Managers
- Senior Support Staff
- Group Leaders

N.B. Support workers/volunteers will have a copy of a customer's person centred support plan and personal details form for emergency contact numbers/ allergies etc.

The Data Protection Act 1998 regulates the use of personal data to balance the individual's right to confidentiality and the organisation's need to use the information.

There are eight main principles in the Act that anyone handling personal data has to adhere to.

Personal Information:

- Must be processed in a fair and lawful way
- Can be processed only for limited purposes, and in previously specified ways that the person has consented to.
- Has to be relevant, adequate to their intended use and kept to a minimum
- Has to be accurate and up to date
- Should not be kept longer than necessary
- Should be processed in accordance with the person's rights
- Should be stored securely
- Should not be transferred to other countries where there is no adequate protection in place

### **Subject access request (1998 Data Protection Act)**

You are entitled to see most of the information we hold about you. If you want to access it, please fill in this form and hand it in to the office.

Name:

Address:

A phone number we can contact you on (if you wish):

Please tick if you have ever been:

- volunteer in our office
- member of staff
- customer

If you have not ticked any of the above, please tell us of any reason why you think we might have information about you:

If we may have known you under a different name, please state it here:

If we find any information about you, do you want to:

look at it at our office?

have a copy sent to you?

If you are only interested in part of the information we hold, please explain what in particular you want to see:

I want to access my records.

Signature:

Please note:

If the address you give above does not match the one in our records, we may have to ask you for additional identification.

If you are making this application on behalf of someone else, we will need to see evidence that you have been authorised to do so.

We will reply as quickly as we can. We aim to reply within three weeks, but we may take up to 40 days.

We have information about members of our organisation, staff, volunteers, clients, and people we think might be interested in our work. We don't keep this information once we no longer need it, so if you were in touch with us some time ago we may no longer have any information about you.

## 1.4 Confidentiality of Information

Take-a-Break operates a very strict policy with regard to confidential information.

You will appreciate that the very nature of the charity is such that its success will depend on information remaining confidential.

This information includes, but is not limited to:

Customer's information:

- Individual Support Plan
- Personal Details
- Risk Assessments
- Review Notes

Staff information:

- Enhanced DBS
- Support and Supervision
- References
- Training Record

The affairs of our customers are also private and any information that you obtain about the people that use our service during the period you are employed must be regarded as confidential.

Take-a-Break will regard any breach of confidentiality as a disciplinary offence and any breaches may lead to dismissal.

Accordingly, you will be required to sign a Commitment to Confidentiality form which states you agree that during and after your employment you will not disclose any confidential information that has come to your attention during the course of your employment.

You will at all times protect and maintain the confidentiality of Take-a-Break's information and that of its customers and may only disclose such information as required by law or as is necessary during the course of your duties with Take-a-Break.

You understand that this obligation will continue at all times both during and after the termination of employment unless and until the information has come into the public domain.

## 1.5 Equality and Diversity

### Public Statement

Take-a-Break is an organisation committed to promote a culture of fairness regardless of age, gender, geographical location, health or employment status, race, culture, language, religion and ability and any other group that could suffer discrimination.

This policy aims to challenge discrimination in all areas of our organisation. We aim to ensure Take-a-Break reflects and meets the needs of the local community and incorporates equal opportunities into all areas of our work.

Everyone has the right to local and accessible services and there should be no discrimination on the grounds of age, gender, geographical location, health or employment status, race, culture, language, religion and ability and any other group that could suffer discrimination.

### Code of Practice

Take-a-Break issues all Support Staff with a copy of the General Social Care Council's Code of Practice, Code of Conduct and Social Care Commitment at their initial induction.

### Parent/Carers/ Legal Guardians

Parent/Carers are usually the most significant people in a person's life and should be encouraged to be involved. Consideration should be given therefore to those parents/carers who could be disadvantaged by language, race, culture or disability. Beliefs and cultural preferences must be respected at all times.

### Training and Development

All staff and volunteers will be provided with training and development opportunities they require in order for them to work with the people requiring our services.

Training will include the common core principles of dignity:

**Principle 1** – Value the uniqueness of every individual

**Principle 2** – Uphold the responsibility to shape care and support services around each individual

**Principle 3** – Value communicating with individuals in ways that are meaningful to them

**Principle 4** – Recognise and respect how an individual's dignity may be affected when supported with personal care

**Principle 5** – Recognise that an individual's surroundings and environments are important to their sense of dignity

**Principle 6** – Value workplace cultures that actively promote the dignity of everybody

**Principle 7** – Recognise the need to challenge care that may reduce the dignity of the individual

Selection will be made on the Support Worker's ability to fulfil the tasks required of them. Disqualification will not be made on the grounds of age, gender, race, culture, disability, language or religion, geographical location, health or employment status.

### 1.5 Equality and Diversity continued

We are strongly committed to positive action to remove and/or counter discrimination in all aspects of our work; in the way we work with other organisations, children, young people, adults, families, support staff, volunteers and others.

## **1.6 Provision of a non- discriminatory Practice/ Promoting Independence**

Take-a-Break aims to provide support to enhance people's life experiences.

Individuals are valued for themselves irrespective of their age, disability, gender, ethnicity, or sexual orientation.

Support staff will enable people to achieve their ambitions to the limit of their potential within a positive atmosphere that encourages high expectations

.

## 1.7 Complaints and Compliments Procedure

Take-a-Break welcomes comments from our customers as this helps us to understand what aspects of our service people like and what we should be doing differently.

We receive many more letters of appreciation than of complaint, however we do recognise that sometimes things go wrong.

If this happens, we have a complaints procedure with different stages so that we can have the opportunity to put things right and improve the service in the future.

The complaints procedure is as follows:

1. You should make your complaint in writing, in person, or by telephone to the Director who may be able to resolve the matter immediately. If not, the Director will notify the Chair of the Board of Directors / Trustees. A log will be kept of all complaints.
2. The complaint will be brought to the attention of the Personnel Sub-Committee. The result of the investigation will be sent to you within 21 days.
3. If you are still unhappy, a meeting will be arranged where you will be invited to discuss your complaint with the Board members that form the Personnel Group. You will be entitled to bring a representative with you.
4. The decision will be given to you at the meeting, and confirmed in writing within seven days.
5. If you are still not satisfied you should let us know as soon as possible. If you wish, the Chair of the Board of Directors will meet with you and jointly agree an independent person (the adjudicator) to consider your complaint.
6. The decision of the adjudicator will be final
7. All Complaints received are logged in the Complaints Log Book.

Below are the addresses of the key agencies for inspecting the quality of service provided by Take-a-Break:

### **Office for Standards in Education (OFSTED),**

National Business Unit  
2<sup>nd</sup> Floor  
Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **Care Quality Commission – West Midlands Region,**

Citygate  
Gallowgate  
Newcastle upon Tyne  
NE 1 4PA  
[www.cqc.org.uk](http://www.cqc.org.uk)

### **Adult Health & Community Service**

Adult Reviewing Team,



Orion House  
Athena Drive, Tachbrook Park  
WARWICK  
CV34 6RQ  
Tel: 01926 410410

If you are a Warwickshire resident you can also contact the Warwickshire County Council Customer Relations Team at the address below:

**Customer Relations Team**

PO Box 9  
Shire Hall  
Warwick CV34 4RR

**Children Learning and Young People's Directorate**

Civic Centre 1  
Little Park Street  
Coventry CV15RS Tel: 02476 833598

## 1.8 Quality Assurance

All individual support packages are monitored every 3 months or as stated on the individual's care plan. This is done in partnership with the referring agent, i.e. Social Worker etc.

In the instance when a family have referred themselves for a service, the review will take place between Take-a-Break and the person using the service, a family member or their representative/ advocate.

Site based activities are monitored at the end of every school holiday (approximately every six weeks).

All group activities are monitored monthly.

Support workers receive Support and Supervision approximately every four to six weeks. Full time support workers receive Support and Supervision on a four to six weekly basis.

All time sheets, Diary sheets and expense claim forms are monitored on a monthly basis.

Managers operate an on call rota ensuring a senior member of staff is available 24 hours a day, seven days a week.

There is a 24 hour answer machine service.

All customers, parents and carers, staff and volunteers have access to the emergency mobile phone number.

A review of all services takes place annually.

## **1.9 Conflict of Interest policy for employees**

As an employee of Take-a-Break you must declare any direct or indirect relationship that you or any close relative have with any family using the service.

If you or a close relative has any direct or indirect interest in any organisation, which may enter into a contract with Take-a-Break, this must be disclosed as soon as you become aware of it.

### **Representation**

As an employee of Take-a-Break you must ensure you always represent the organisation in a professional manner.

### **Outside Remuneration**

If you receive any outside remuneration for work undertaken on behalf of Take-a-Break you are required to pay these to the organisation.

## 1.10 STATEMENT OF ENVIRONMENTAL PRINCIPLE

Take-a-Break strives to be an environmentally friendly organisation. Where it is practicable to do so, we aim to minimise wastage, be more aware of our use of non- bio-degradable materials. We believe in promoting sustainable development through our actions, and we will continue to develop Take-a-Break's environmental policy and practice and to raise awareness within the organisation and the local voluntary sector.

Take-a-Break practises the principles of the **3Rs** by:

1. **Reducing** waste where possible by thinking about what we buy and how we use it. Non-essential documents and emails will not be printed. We will annually review which internal documents and external publications are essential, if they are not they will be cancelled thus reducing waste and saving money. We will endeavour to avoid disposable cups and food packaging bought by the office and for events. We will ensure all our printing and photocopying is done on double-sided paper.
2. **Re-use** wherever possible by trying to find a second life for items especially paper and office stationery. Scrap paper will be used in printers, fax machines, for taking messages and for writing notes or draft copies of documents. We are committed to the re-use of envelopes and packaging where possible.
3. All paper, card, glass, tin, plastic will be recycled. Food waste will be composted. Toner cartridges and inkjets will also be recycled. If office furniture or IT equipment is being replaced then Take-a-Break will seek to have those items reused or recycled.
4. Take-a-Break will **buy recycled**. We will endeavour to switch all publications and general office papers to 100% post-consumer waste recycled papers, any additional purchasing costs will be balanced against reduced consumption. When purchasing other items of office equipment recycled options will be considered.
5. Take-a-Break will seek to purchase **fair-traded and environmentally sound goods**. In particular sourcing of refreshments for meetings, training and events should wherever possible be purchased from local suppliers to reduce food miles (preferably within the social economy). If possible food should be organic, fruit and vegetables should be in season and tea, coffee and other products (e.g. chocolate biscuits!) should be fair-traded.  
We will ensure staff have access to a pension scheme that offers ethical investment, and hold our bank account with an ethical bank.
6. Take-a-Break will promote the use of cycling and walking as the main means of **travel**, and use public transport. For journeys that require the use of a car, car sharing will be encouraged.
7. Take-a-Break will seek to minimize the use of **energy** in its activities. For example lights and equipment will be switched on only when needed and not out of routine.

## **1.11 Acceptance of gifts**

It is the general policy of Take-a-Break that gifts should be politely refused.

However, it must be acknowledged that the exchange of small token gifts is a natural part of the development of relationships.

It is for the protection of support workers, volunteers and customers that all situations where gifts are offered or accepted should be reported to their Line Manager / Co-ordinator.

All gifts will be recorded.

## 1.12 On Call Policy

**Take-a-Break Core Office Hours are 8:00a.m. – 5:00p.m. Monday to Friday**

### On Call System

- Co-ordinators divert their mobile phones to Exhall Office Main number: 02476 644909 when they have completed their work for the day (this includes Fridays).
- A Senior Manager (Director or Director of Operations) will take emergency / urgent calls from 8am Monday until 5pm Wednesday.
- A designated Co-ordinator / Senior Support Worker will take all emergency / urgent calls from 5pm Wednesday – 8am Monday. The Directors are always available for additional assistance when required.
- It is the responsibility of the Co-ordinators to ensure that all relevant information regarding their service provision is supplied to the Director / Co-ordinator / Senior Support worker on call.

### **TOIL:**

- Co-ordinators are paid an on call payment which is reviewed annually.
- Senior Manager to claim **1 hour** TOIL per night on call

### **Bank Holidays:**

- An additional payment to be claimed for each Bank Holiday day – details from the Finance Dept.
- TAB additional days to be worked / taken flexibly to ensure the organisation can continue to operate effectively

## 1.13 Professional Boundaries Policy and Good Practice

These guidelines relate to the professional boundaries and good practice that should be maintained when working with customers of Take-a-Break.

Whilst it is recognised that we need to establish rapport and trust with our customers it is also essential that we adhere to appropriate professional boundaries for best practice and for the protection of both staff and customers.

### **Working with Customers**

This section sets out a professional context for working with customers by describing basic values and principles that govern professional practice. These principles are as follows:

- Boundaries define the limits of behaviour, which allow a Support Worker and a customer to engage safely in a supportive caring relationship. These boundaries are based upon trust, respect and the appropriate use of power
- The relationship between workers and customers is a caring relationship that must focus solely upon meeting the needs of the customer

### **Befriending**

Workers must never overstep professional boundaries and confuse professional “befriending” with friendship. All staff must be aware of the difference between:

- Befriending a customer – which is a professional relationship, made to meet customer’s needs, and
- Becoming a customer’s friend – which is a relationship that focuses on the needs of both people. A professional relationship focuses solely on the needs of the customer.

### **Relationships and contact with customers outside working hours**

- Staff must never allow customers to visit their homes
- Staff must not encourage customers to develop relationships with their relatives or friends
- Staff must not give customers their personal contact details, for example postal address, personal telephone or mobile number, email address, Facebook contact etc.
- Staff must not give anyone the personal contact details of a colleague
- When you encounter a customer outside of working hours you should be pleasant and civil but do not prolong social contact particularly if the customer’s behaviour indicates that they do not want to be identified as a user of Take-a-Break.
- Staff should not arrange out of hours contact with customers without agreeing this with their line manager.

### **Safe Touch**

We believe that touch is a very important part of our work and should not be underestimated. However, where touching does occur it must take place within the professional boundaries of the service. Therefore, it is essential that staff follow the guidance given through Take-a-Break’s policy on **Safe Touch and Intimate Personal Care** which is included in the complete set of policies and procedures.

Training on Safe Touch and Personal Care is included as part of the Safer People Handling Mandatory training session.

### **Financial relationships**

- Staff should not enter into any financial transactions with customers including buying, selling, exchanging or bartering goods or services

- Staff must not borrow money or possessions from customers
- Staff should not accept gifts from customers (see organisational policy)
- Staff should not agree to become trustees, beneficiaries or executors in relation to the wills of customers

### **Influence**

Staff must be careful not to influence customers with their own beliefs and personal values and should be aware of their potential to influence vulnerable and /or impressionable customers.

Customers may wish to discuss their views with staff members but staff should not promote or impose their own views.

### **Approachability**

Staff should be seen as approachable, open to fair challenge and criticism, and available to engage in meaningful dialogue. They should not be perceived as intimidating or inaccessible to people.

### **Privacy**

Staff must respect customer's rights to privacy, and be sensitive and responsive to any different personal and cultural needs for privacy that may arise. Staff must also work to the organisation's Confidentiality policy and must not divulge any personal information unless authorised by their line manager.

### **Discussing others**

- "Gossip" or hearsay should be actively discouraged and could be deemed as a breach of the organisational Code of Conduct.
- Staff must never share personal details about other staff with customers
- Staff must never share personal details about customers with other customers
- Where staff know customers prior to using the service, the staff member must inform their line manager who will explore any issues around confidentiality, risk assessment and conflict of interest

### **Managing Boundary Issues**

Staff may unwittingly be put in a position where their relationship with a customer is compromised, or be drawn into conversations or situations where their boundaries are being stretched or crossed. In some situations the fine line between good and bad practice may not always be clear. The staff member should always seek the advice of their manager who will undertake risk assessments and make sure measures are put in place to safeguard against any potential boundary issues.

Guidance on this policy taken from CRASAC (July 2014)



## 2.1 Health & Safety Policy

Take-a-Break believes that excellence in the management of health and safety is an essential element within its overall business plan.

We are totally committed to ensuring health, safety and welfare at all times.

The responsibility of Take-a-Break is:

- To ensure the workplace is safe and without risks to health by the provision of risk assessment.
- To ensure all employees are competent to do their tasks, and to give them adequate training.
- To ensure that articles and substances are moved, stored and used safely.
- To ensure that any work undertaken by staff/ volunteers does not endanger their health and safety or anyone else.

Take-a-Break will also:

- Ensure that Health and Safety policy is implemented if there are more than five members of staff.
- Ensure that certain injuries, diseases and dangerous occurrences are brought to the attention of the enforcing authority.
- Provide adequate first aid facilities.
- Ensure members of staff are aware of the location of the first aid facilities.
- Ensure members of staff do not have to lift, carry or move people or items that are so heavy that they may sustain an injury.
- Employees will ensure they undertake to:

Take reasonable care for their own health and safety and that of others who are affected by what they do or do not do when carrying out their duties.

## **2.2 Personal Safety whilst at work**

You must read and take notice of any Health and Safety Notices that are posted on the notice boards. You are expected to take reasonable care for your well-being and that of your colleagues.

When traveling to a customer's home or site based activity, plan your route in advance.

Notify someone of where you are going and leave details of your journey. If your plans change, notify someone.

When returning to your car, have your keys ready.

Do not enter a building if you are uneasy.

## 2.3 Risk Assessments

The purpose of this statement is to set principles upon which customers are enabled to achieve their highest level of independence. The process of achieving independence implies a degree of risk to be incurred as in all learning processes. However, customers have the right to such independence and, consequently, to the taking of risk to achieve it.

A general degree of risk is impossible to determine, therefore there will not be a 'global' risk policy, but an individual assessment based upon observations of each person going about his/her daily life. These observations will be discussed at a meeting involving the person and their circle of support i.e. family members, carers etc., where any potential risks will be highlighted.

Programmes will then be agreed on how to minimise each risk, whilst still enabling the person to develop his/her potential for greater independence, and they will be monitored and reviewed as appropriate.

The manager will be responsible for ensuring that this process is implemented and maintained.

## 2.4 Accidents, incidents and emergencies

If a customer, member of staff or volunteer has an accident at work, however minor, you must enter the incident in the accident book and an accident form must be completed. You must provide details of the nature of the accident or injury, any first aid that was administered, the names of any witnesses, and the date, time and location the incident occurred.

Next of kin and the Duty Manager must be notified immediately, or as soon as it is safe to do so.

If the accident is of a more serious nature you must seek medical attention immediately.

When it is safe to do so, you must notify parents/ carers and your line manager.

In the case of an incident occurring whilst you are supporting someone, you must notify your line manager immediately.

After you have notified your line manager verbally, you must complete an incident form and submit it as soon as possible so that appropriate action can be taken if necessary.

Employers are legally required to report certain accidents or incidents to the Health and Safety Executive and Local Authority. These include:

- Work related accidents which cause death
- Work related accidents which cause certain serious injuries
- Diagnosed cases of certain industrial diseases
- Certain dangerous occurrences with the potential to cause harm

## 2.5 Principles of Safer People Handling

TAB Warwickshire is committed to applying a safe system of work when supporting customers in any manual handling situations. This is defined in the Manual Handling Operations Regulations 1992, “any transporting or supporting of a load, (including lifting, putting down, pushing, pulling, carrying, or there moving them of) by hand or by bodily force” A load may be a person, animal or inanimate object.

TAB are committed to reducing all considerable risk, as far as reasonable practicable, especially in manual handling operations which incur an increased risk of injury, or to lower the risk to all parties as low as possible. To ensure this can happen TAB will ensure that:

- Risk assessments are completed
- Safer people handling training is available
- Manual handling equipment is available

TAB recognise the risks associated with moving and handling. An appropriate and sensitive risk assessment management approach, will ensure risks assessments do not limit opportunities for customers that access services. The risk assessments will be completed in partnership with the customer and family to ensure they are active contributors to their risk assessment. This individualised approach will then facilitate the person’s access to positive short breaks and community activities in their local environment. These opportunities will promote the individual’s confidence, self-esteem and emotional wellbeing.

TAB do not allow staff to take the full weight of the customer without the additional support of specialist equipment. The individual risk assessment will highlight if there are exceptional circumstances when working with babies and young children.

The policy will consider the following areas under separate headings, Employer responsibilities, Staff responsibilities, Using Specialist Equipment and Risk assessments.

### **Employer Responsibilities**

- Ensure the safety of all employees affected by work related tasks.
- Ensure training is provided and staff have attended the training in line with the company’s policies and procedures.
- Ensure risk assessments are in place for each individual person who accesses the service.
- Avoid transfers that could result in serious injury where reasonable practicable.
- Assess risks that cannot be avoided when working with individual customers, put in place a suitable risk assessment which reduces risk as far as reasonable practicable.
- Ensure all equipment is thoroughly maintained and remains serviced for operational use.

### **Staff Responsibilities**

- During the induction process staff must attend the safer people handling training.
- Complete all safer people handling tasks in line with the company’s policies and procedures.
- If staff are supporting customers who require safer people handling techniques on their rotas, additional practical training may be required.
- Staff must take care of their own and others health and safety when completing tasks when at work.

- All staff must follow the customers individual risk assessments when completing any safer people handling transfers.
- All use of equipment must be used in a professional manner, in line with the manufactures guidance and TAB risk assessments and follow safe systems of work.
- Report any accidents/incidents immediately to their line manager, this will also include any near misses whilst at work.
- Report any equipment failure/ breakages to the safer people handling coordinator/ line manager/ TAB office and place the equipment out of order until it is repaired.
- Report any personal circumstance which may place them at additional risk e.g. pregnancy, musco-skeletal injuries or any other illness which may affect their ability to complete the support safely.

### **Using Specialist Equipment**

- All hoisting equipment to be serviced every 6 months, this includes TAB mobile hoists and equipment used within families' homes.
- The manual handling coordinator is responsible for ensuring company hoists remain serviced and operational.
- All mobile hoists should be checked before every use to ensure they are safe to use to transfer customers.
- Any equipment which staff feel is not safe to use must be reported to the safer people handling coordinator/ line manager/ TAB office.
- Only individualised pieces of equipment are to be used with each customer, this information will be provided in their safer people handling risk assessment.

### **Individual Customer Risk Assessment**

- An individual risk assessment should be completed for each customer who requires a movement protocol, this should be suitable and sufficient and follow the T.I.L.E.E approach to risk assessment. The initial risk assessment will determine if the task/transfer can be avoided or if further risk assessment is required.
- If the transfer cannot be avoided, then a suitable and safe way will be need to be identified to complete the task this will also identify if any additional equipment will be required.
- When the risk assessment is being completed the safer people handling coordinator will look at the following areas in line with the Practical Principles for Safe Transfers, (Handbook of Transfers, 2011)
  - Principle 1: Avoid the need for lifting
  - Principle 2: Don't lift, try to find another solution
  - Principle 3: Prepare yourself and take care of yourself
  - Principle 4: Prepare for the whole transfer
  - Principle 5: Invite the person to co- operate and stimulate them to do so by your approach, your explanation, and your guidance, but respect the person's choices' or passivity.
  - Principle 6: Perform the transfer as best you can
  - Principle 7: Complete the transfer in a planned way.



## 2.6 Fire Emergency Policy and Procedure

Required actions to be implemented by staff in the event of a fire when Take-a-Break is using a hired venue.

The designated Co-ordinator / Senior Support Worker will provide Group Leaders with the protocols for fire evacuation in all venues being used by Take-a-Break in their area.

### ***Procedure***

- All group leaders will have a plan of the building being used. The plan will have identified evacuation routes, and will be placed in a conspicuous location.
- Group leaders will ensure all support staff and volunteers are aware of the nearest fire exits and have familiarised themselves with the evacuation routes and procedures.
- In the event of a fire alarm being raised, staff must evacuate the building using the most readily available route, ensuring all customers have cleared the area.
- Proceed immediately in an orderly manner to the designated registration point, and complete a head count of your group. When you have completed your group register, report to your line manager.
- Wait until you receive notification from your line manager that it is safe to re- enter the building before returning to your work area.



## 2.7 Medication Administration Policy

According to the law (the Medicines Act 1968) medicines can be given by a suitably trained care worker to the person they were intended for when this is strictly in accordance with the directions that the prescriber has given.

Support workers may administer medication, but only if the following provisos are satisfied.

- Staff will receive training in the administration of medication and be deemed competent by a qualified medical professional
- Take-a-Break will require a current Medical Administration Record Form (MAR) from the individual's pharmacist. The MAR chart must detail which medications are prescribed for the person, when they must be given, what the dose is, and any special information such as giving the medication with food.
- Written consent from the user or parents/carers.
- The correct dosage must be stored in the original container which should be clearly labelled by a pharmacy.
- Two people must be present when the medication is administered. Both people must sign the medication protocol log to state that the drug was administered according to the protocol.
- Staff will receive training from a specialist nurse if they are required to administer medication through a Gastrostomy tube.
- You must not administer date expired medicine

In the event of a person refusing their medication, the line manager must be informed immediately and recorded on the medication protocol.

It may be necessary to contact the person's GP for further advice.

**Support workers are not permitted to administer medication unless specified in the individual's support plan and appropriate training has been given.**

Each individual case is assessed and a protocol is drawn up in accordance with CQC recommendations.

Errors can occur in the administration of medication and must be reported to their Line Manager immediately.

Take-a-Break will not administer "over the counter" remedies.

Take-a-Break staff must never disguise /hide medication with food or drink as this could be classed as assault.

**STORAGE OF MEDICATION ON SITE - SITE NAME:.....**

**DATE:.....**

Records should be kept of the named staff who are authorised to have access to medication.

Authorised Persons Are:

NAME:.....SIGNATURE.....DATE.....

NAME:.....SIGNATURE.....DATE.....

NAME:.....SIGNATURE.....DATE.....

NAME:.....SIGNATURE.....DATE.....

NAME:.....SIGNATURE.....DATE.....

Medication, when not in use, should generally be stored in a safe and secure place.  
This will normally be a locked cupboard or a locked non-portable container in a cool place.

**NAMED STORAGE AREA IS.....**

The medication must be accessible to the appropriate members of staff at all times.

**However there are some important exceptions:**

- All emergency medication must be stored safely but must also be readily accessible at all times, i.e. not locked in a cupboard.
- Asthma “reliever” inhalers must be readily available at all times, including prior to and during exercise. Whenever possible customers should be responsible for their own inhalers, but when this is not possible the inhaler should be kept in an easily accessible place. The need for a customer to have ready access to their inhaler should override any concerns about misuse by others.
- Some medications may need to be refrigerated. An appropriate refrigerator, with restricted access, should be identified and the medication should be placed in a closed plastic container with the lid clearly marked “Medication”. This container should then be kept on a separate shelf in the fridge.

All medication should be returned home at the end of every session **AND NO MEDICATION SHOULD BE STORED ON SITE OVERNIGHT.**

**It is essential to inform all members of staff who may have responsibility for the customer during the day about the need for medication and what to do should a medical emergency arise.** The accessibility of medication, particularly for use in an emergency, may need to be reviewed if the staff running the activity is different from the normal staff responsible for the supervision or administration of medication.

**Co-ordinator Name:.....**

**Date:.....Signature:.....**

**SELF MANAGEMENT**

The age at which customers are ready to take care of and be responsible for their own medication varies. Customers should be encouraged to participate in decisions about their medication and supported to take responsibility for their own medication whenever possible. Each customer will be risk assessed and fully documented within the care plan and protocol which will clearly state if they may either keep medication securely on themselves, or in lockable storage.

## CONTROLLED DRUGS

Controlled Drugs must be kept in lockable, non-portable, storage. Where agreed in a care plan, a customer may be allowed supervised access to their own supply in order to self-medicate.

With the exception of emergency medication e.g. Buccal Midazolam. The risk assessment should take into account the safety of other customers. All co-ordinators to complete a risk assessment for each individual site.

## MEDICAL EMERGENCIES

All staff should know who is responsible for carrying out emergency procedures; all staff should hold a current first aid certificate.

There should be specific guidance/training on:

- calling for an ambulance
- where emergency medication is stored
- who should administer the medication
- who should stay with the customer
- supervision of other customers nearby

Emergency medication must always be readily accessible and never locked away. A copy of the customer's individual care plan and protocol must be kept with the medication and should include clear precise details of the action to be taken in an emergency. **Staff who agree to administer emergency medication must have training from an appropriate health care professional before completing the task.**

Whenever an ambulance has been called a TAB incident form should be completed after the event and parents & carers, TAB office or emergency on call should be notified.

## RESPONSIBILITIES:

Staff should treat all medical information as confidential.

Parents/carers should be encouraged to ask the customer's doctor to prescribe medication which can be administered outside Take-a-Break hours wherever possible, for example, asthma *preventer* inhalers, anticonvulsant medication and antibiotics.

Medication brought to Take-a-Break should be handed to the **Site leader**.

**NAME:**.....OR named member of staff unless it has been previously agreed that the customer can carry their own medication e.g. reliever inhaler.

It is the parents/carers responsibility to provide the Take-a-Break with the medication required. Medication will only be administered when the relevant protocols and risk assessments have been completed they **MUST BE STORED ON SITE** and recorded on MAR Form.

## 2.8 Epilepsy Policy

Take-a-Break staff will support people according to the guidelines set out in their individual care plan.

A protocol will be drawn up on an individual basis in accordance with the recommendations by CQC.

All Take-a-Break workers will have been trained as part of their initial induction to the organisation. Existing staff will attend this training regularly as part of a rolling programme to refresh their knowledge.

### Essential Information

All staff who administer rescue medication need to have attended the following training:

- Full day NHS Epilepsy Awareness – recertification after 2 years
- Medication Awareness – recertification after 2 years
- First Aid – recertification after 3 years
- Rescue Medication Administration- recertification after 2 years
- 

If you are supporting an individual who has epilepsy there is information about their condition that you will need to familiarise yourself with.

This is the following:

- Individuals epilepsy
- Seizure type (see following sections)
- What do the seizures look like
- Frequency of the seizures
- Duration of the seizures
- Speed of recovery
- Is there a pattern to the seizures
- Identified triggers
- Is there usually a warning
- Is first aid usually required
- Medication details

Take-a-Break do not administrate Rectal Diazepam

## 2.9 Car Safety

### Code of Practice

1. Volunteers/Support Workers must have the permission of the child or young person's parents/carers, or the adult with a learning disability if they intend to carry them in the car.

2. Child car seats: the law

### [Show all parts of this guide](#)

1. [Using a child car seat or booster seat](#)
2. When a child can travel without a car seat

A child can travel without a child car seat in some circumstances.

### **Taxis and minicabs (private hire vehicles)**

If the driver doesn't provide the [correct car seat](#), children can travel without one - but only if they travel on a rear seat:

- and wear an adult seat belt if they're 3 or older
- without a seat belt if they're under 3

### **Minibuses, coaches and vans**

Minibus or coach drivers and companies don't have to provide child car seats. You must provide your own if you want to make sure a child has one.

#### **Coaches**

Children can travel without a car seat or seat belt, if they're not available.

#### **Minibuses**

All children must travel in rear seats (any seats behind the driver) if a child car seat or an adult seat belt isn't fitted.

Children aged 3 or older must:

- use a child car seat if there's one available in a minibus
- use an adult seat belt if child seats are not fitted or are unsuitable

#### **Vans**

The rules for vans are the same as for cars.

## Unexpected journeys

If the correct child seat isn't available, a child aged 3 or older can use an adult seat belt if the journey is all of the following:

- unexpected
- necessary
- over a short distance

You can't take children under 3 on an unexpected journey in a vehicle without the correct child car seat, unless both of the following apply:

- it's a licensed taxi or minicab
- the child travels on a rear seat without a seat belt

## No room for a third child seat

Children under 3 must be in a child car seat. If there's no room for a third child seat in the back of the vehicle, the child must travel in the front seat with the correct child seat.

Children aged 3 or older can sit in the back using an adult belt.

## Vehicles without seat belts

Children under 3 must be in a child car seat. If there's no seat belt, they can't travel.

A child aged 3 or older can travel in a back seat without a car seat and without a seat belt if the vehicle doesn't have one.

3. Drivers must report any disability or illness, which may affect their ability to drive.
4. The driver must not start the journey unless confident that the child, young person's or adult's behaviour is not likely to put the safety of all concerned at risk.
5. The passenger should not be left alone during the journey, the driver should always try to fill up with fuel etc before starting the journey.
6. There should be adequate heating and ventilation in the vehicle. The passenger should be asked whether they are comfortable.

## 1. Using a child car seat or booster seat

Children must normally use a child car seat until they're 12 years old or 135cm tall.

### Types of child car seat

Which child car seat to use depends on the child's weight.

Type of seat	Weight
Rear-facing baby seats	Babies up to 13kg
Forward or rear-facing baby seats	Children from 9 to 18kg

Forward-facing child car seats (booster seats)	Children from 15 to 25kg
Booster cushions	Children over 22kg

Only EU-approved child car seats can be used in the UK. These have a label showing a capital 'E' in a circle.

### **Fitting a child car seat**

You must:

- only use a child car seat with a seat belt that has a diagonal strap - unless it's specifically designed for use with a lap seat belt
- deactivate any front airbags before fitting a rear-facing baby seat in a front seat
- not fit a child car seat in side-facing seats

### **Children with disabilities**

The same rules apply for children with disabilities unless a doctor says they're exempt on medical grounds. They can also use a disabled person's seat belt or child restraint designed for their needs.

### **Minibuses**

Minibus drivers and companies don't have to provide child car seats. You must provide your own if you want to make sure a child has one.

Children 3 and older must:

- use a child car seat if there's one available in a minibus
- use an adult seat belt if child seats are not fitted or are unsuitable

All children must travel in rear seats (ie any seats behind the driver) if a child car seat or an adult seat belt isn't fitted.

### **In Case of Emergency**

1. The driver must always carry the emergency telephone number in case of breakdown, accidents etc.
2. In case of medical emergency, the driver should call the ambulance service and not move the passenger. First aid should be applied if there is a risk of life.
3. Where there is a risk of fire, the driver should evacuate the passenger(s) to a safe distance (at least 30 yards). The driver's priority should be the safety of the passenger(s) and him/herself

### **Legal Penalties**

If you are convicted of failing to wear a seat belt as a driver or passenger, you could face a fine of up to £500.

## Minibus Hire

Due to the Government guidelines for the hire of minibuses (see below), Take-a-Break staff will hire minibuses with drivers for organised outings that have been authorised by their Line Manager.

**Under no circumstances will staff or volunteers be authorised to drive a vehicle i.e minibus or coach that has been hired for a group outing.**

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1. [Home](#)
2. [Driving and transport](#)
3. [Driving licences](#)

## Driving a minibus

You might be able to drive a minibus if you hold a car driving licence and meet certain conditions - otherwise you'll need to apply for a minibus licence.

[View your driving licence information](#) to see what vehicles you can drive.

### If the minibus is not for 'hire or reward'

You might be able to drive a minibus with up to 16 passenger seats using your current car driving licence as long as there's no payment from or on behalf of the passengers (it's not for 'hire or reward').

### Conditions you must meet

You can drive a minibus within the UK as long as the following conditions apply:

- you're 21 or older
- you've had your driving licence for at least 2 years
- you meet the ['Group 2' medical standards](#) if you're over 70 - check with your GP if you're not sure you meet the standards
- you're driving on a voluntary basis and the minibus is used for social purposes by a non-commercial body
- the maximum weight of the minibus is not more than 3.5 tonnes - or 4.25 tonnes including specialist equipment for disabled passengers, eg a wheelchair ramp
- you're not towing a trailer



## Driving a minibus abroad

You might be able to drive a minibus abroad. Contact the licensing authority in the country you're visiting for more information.

## Renew your driving licence if you're 70 or over

If you're 70 or over (or soon will be) and are renewing your driving licence, you need to:

- order a [D2 application form](#)
- download a [D4 medical examination report](#) - this must be filled in by a doctor

You should send both forms to the address in section F of the D2.

If you got your driving licence after 1 January 1997, you'll need to [apply for a minibus licence](#).

## Minibus permit - if you need to charge running costs

You can apply for a minibus permit if you need to charge passengers, as long as:

- the vehicle can carry between 9 and 16 passengers
- you're driving it for a voluntary organisation that benefits the community - eg an educational, religious or sports organisation
- the minibus service is only available for members of that organisation - not to the general public
- any charges are to cover running costs and are not for profit

Apply for a minibus permit from your local authority, or contact DVSA.

The driver must be 21 or older.

### DVSA

[permits@vosa.gov.uk](mailto:permits@vosa.gov.uk)

Telephone: 0300 123 9000

[Find out about call charges](#)

## Driving a minibus for profit

If you want to drive a minibus commercially, or if the above conditions don't apply, you'll need to [apply for a minibus provisional entitlement](#), also known as a Passenger Carrying Vehicle (PCV) licence

an appropriate child restraint or wearing a seat belt according to the legal requirements described above, you could face a fine of up to £500.

In addition to the legal penalties, failure to wear a seat belt or failure to ensure that a child passenger uses an appropriate child restraint or wears a seat belt according to the legal requirements described above, could affect any claims against your motor insurance cover.

You could also face civil proceedings for damages, if (for example) you failed to safely carry someone else's child.

But, of course, the most serious penalty of all could be that you or a passenger loses their life!

## Own Vehicle Policy

As part of our overall health and safety policy, we are committed to reducing the risks which our staff face and create when on the road as part of their work. We ask all our staff to play their part by always driving within road traffic laws, safely and responsibly. Failure to comply with the policy may be regarded as a disciplinary matter.

### **Senior managers must:**

- lead by example, by ensuring that they drive within road traffic laws, safely and responsibly, and by following the organisation's driver assessment and training policy.

### **Line managers must ensure:**

- they also lead by personal example
- staff understand the dangers and consequences of poor driving
- staff receive appropriate help and advice to ensure their vehicles are safe
- periodic checks of vehicle documents are conducted to monitor compliance of staff who use their own vehicle for work
- periodic visual inspections are conducted of staff's own vehicles that are used for work staff understand what to do if they consider they are at risk due to the driving they are required to do
- staff are confident that they can report and discuss any road safety problems they might have with an appropriate person without fear of being treated unfairly
- work related road safety is included in team meetings and staff appraisals and periodic checks are conducted to ensure our policy is being followed
- they follow our monitoring, reporting and investigation procedures to help learn lessons which could help improve our future road safety performance
- help improve our future road safety performance
- they challenge unsafe attitudes and behaviours, encourage staff to drive safely, and lead by personal example in the way they themselves drive.

### **Staff who drive their own car for work must ensure:**

- it meets our minimum safety specifications (age, additional safety features)
- they have a valid driving licence
- they have business use motor insurance for the amount of business mileage they undertake
- their car is taxed, MOT'd and serviced according to the manufacturer's recommendations
- they co-operate with our procedures for driving licence and vehicle checks
- their vehicle is used safely (e.g. seat belt use, secured loads)
- they report crashes, incidents, fixed penalties, summons and convictions for any offence, including vehicle defects, to their line manager
- co-operate with our monitoring, reporting and investigation procedures.

## 2.10 Smoking Policy

### NO SMOKING POLICY

#### Aim:

- Take-a-Break regards itself as a health-promoting organisation and it recognises that their staff act as role models for customers. In light of the evidence that second hand smoke causes damage to health this policy has been implemented to;
  - protect the staff, children and young people, adults and visitors from the effects of tobacco smoke
  - acknowledge the educational role of the organisation in discouraging children and young people from starting to smoke;

#### Rationale:

- Smoking is the single most preventable cause of premature death and ill health in our society.
- Passive smoking – breathing other people’s tobacco smoke – is also potentially fatal. It has been shown to cause lung cancer, as well as many other illnesses, in non-smokers. Children are particularly vulnerable to the effects of second hand smoke.
- Breathing in second hand smoke is a health and safety issue for all staff and customers.
- Everyone has the right to breathe clean air.

#### No Smoking Policy:

Smoking is prohibited whilst on any individual sessions or anywhere on the premises, buildings and grounds of any site based activities.

## **2.11 Guidelines to prevent the spread of Pandemic Flu**

### **What are the signs and symptoms of Pandemic Flu?**

The symptoms of flu are:

- Fever
- Cough or sudden shortness of breath
- Sudden onset of symptoms
- Aching muscles
- Sore throat
- Runny nose, sneezing
- Loss of appetite
- Headache
- Listlessness / lethargy
- Chills

The symptoms of pandemic flu would probably be similar to those of seasonal flu, but they could be more severe and cause more serious complications.

**If in doubt assume that an infection is pandemic flu and act accordingly.**

### **What can you do to prevent the spread of infection?**

- You should ensure you are fully aware of pandemic flu symptoms
- Encourage customers to cover their nose and mouth when sneezing or coughing and use single use tissues for wiping / blowing nose. Dispose of tissue immediately after use.
- Wash your hands and encourage customers to wash their hands frequently using liquid soap and warm water.
- Wash hands after coughing, sneezing, using tissues or contact with respiratory secretions and contaminated objects.
- Avoid touching eyes nose or mouth without washing your hands first.
- Consider carrying an anti – bacterial hand cleanser with you in case hand washing facilities are not immediately available.
- Clean hard toys and equipment regularly as the virus can survive on hard surfaces.
- If a customer develops symptoms whilst in your care you should contact your line manager immediately, and notify them of any other people the customer has been in contact with.

### **What to do if you think you or a member of your family has pandemic flu.**

Stay at home and contact your GP and your Line Manager

## **2.12 Minimum Exclusion Periods for Illness and Disease**

Guidance on infection control is taken from Public Health England

## 2.13 Adverse Weather Policy and Procedure

### 1. Purpose

The following procedure should be followed in the event of adverse weather conditions.

Take-a-Break expects that all employees will make every reasonable effort to attend work when their normal transport arrangements have been disrupted due to extreme weather conditions.

### 2. Procedure

- Where staff are prevented from attending work due to weather conditions, they must notify their line manager immediately. Staff who do not contact their line manager will be unauthorised absence without payment
- Where attendance at their normal place of work is not possible, line managers should consider whether the employee can be of assistance to another customer whom they are able to get to.
- Employees should not arrive at an alternative customer's home unless instructed to do so by their line manager.
- Where a member of staff is unable to attend work and they have made contact with their line manager the manager will confirm that the employee has authorised unpaid absence.
- Any payments will be based on normal pay (this will be based on what you would be normally paid if you were able to come to work). However, if you are on a permanent contract and have worked additional hours that week, those hours will be off-set against the hours you were unable to work due to the adverse weather conditions.
- Staff who are already working in the community should notify their line manager of their intention to return home as soon as they feel that the weather conditions represent a serious risk to their safety.
- If staff can work effectively from home this should be agreed in advance with their line manager.

### 3. Manager's responsibility

- Where weather conditions show signs of worsening, Co-ordinators must obtain local reports on road conditions etc, and then reach a decision as to allowing staff to leave early.
- It will be the Co-ordinators responsibility to make such a decision having regard to the employee's journey to and from work and any other relevant circumstances.
- Co-ordinators should contact customers and their families to check what assistance they need that day. If there are any vulnerable customers that staff cannot get to that require a service the on –call Manager should contact The Emergency Duty Team immediately.

## 2.14 Lone Worker Policy

### 1. DEFINITION

It is the nature of many jobs that staff will work alone. Lone workers are those who work by themselves without close or direct supervision and may include: people working outside normal office hours, the first or last person on the premises, receptionists, drivers, people working from home, people working totally alone in a building, people working separately in large premises, people involved in securing a building, and those making home or site visits. There may be times when staff are involved in more than one category of risk.

There is no general prohibition on working alone, the broad duties of the Health and Safety at Work etc. Act 1974 and Management of Health and Safety at Work Regulations 1999 still apply. Managers should identify whether the activity can be safely undertaken while working alone. New staff will require additional support and some people may have a medical condition, which may make it unsuitable for them to work alone.

### 2. RESPONSIBILITIES OF MANAGERS

It is Take-a-Break's responsibility through Coordinators, to undertake risk assessments, which involve identifying hazards, assessing the risks and implementing adequate control measures to eliminate or reduce the risks to the lowest practicable level.

Although working alone may not introduce any new hazards, the level of risk could increase significantly when a task is carried out unaccompanied. This may require additional risk-control measures to be implemented to ensure that staff are not exposed to greater risks than those who work together. Coordinators must ensure that staff who are considered lone workers and all relevant support staff are aware of the arrangements in place to manage the risk. These arrangements must be in writing.

### 3. RESPONSIBILITIES OF EMPLOYEES

- Take reasonable care of yourself and others
- Co-operate with managers in identifying foreseeable risks and following procedures and practices whether written or verbal, designed to protect your safety
- Familiarise yourself with policies and risk assessments
- If you encounter any new hazards during the course of your work that have not been considered previously or circumstances have changed, speak with your manager or supervisor
- Never knowingly compromise your safety and if you feel uneasy, report any concerns to your manager
- Participate in any training designed to improve your safety at work
- Share information with colleagues and record if necessary
- Report any accidents and incidents of verbal and physical abuse including near misses, whether injury is sustained or not, to your manager or supervisor as soon as possible after an incident has occurred

### 4. RISK ASSESSMENT

The process of conducting a risk assessment for lone working is no different to that followed when assessing any other activity. The risk assessment must be signed and dated, kept up-to-date and reviewed at least annually or in line with local procedures. If developments suggest that the current risk assessment is no longer valid, or that it can be improved, the assessment must be amended. Reviews should take place after an incident as soon as is reasonably practicable or within 10 working days, to see whether there is a need to change working procedures, implement new working practices, make changes to the working environment or provide additional training.

Model assessments may be created for guidance rather than develop a risk assessment for every task by every person and then must be tailored to different environments.

The important point is to carry out the assessment systematically, considering the following:

- Identify the hazards associated with the work that is carried out unaccompanied and the environment
- Assess the risks associated with the work, prior to staff working alone, ensuring they are involved in the process and decide on the safe working measures and arrangements to control the risk, including the physical controls, training, supervision and monitoring and contact arrangements
- The limits on what staff can and cannot do whilst working alone
- The risk assessment must be signed and dated, kept up-to-date and reviewed at least annually. If developments suggest that the lone working arrangements are no longer viable, the assessment must be amended. Reviews should take place after an incident to see whether there is a need to change working procedures, implement new working practices
- Implement safe working procedures and arrangements
- Ensure that the information is shared with all relevant parties
- Staff should be encouraged to report any accidents/incidents or near misses which could affect their safety, to allow a proper review of the adequacy of the working arrangements

Risk assessments must consider the following factors:

- The length of time the person may be working alone
- The time of day or night when a person may work alone
- Methods of communication to ensure that staff can be traced
- The location and type of workplace and if travel is involved
- The nature of the work, also considering the equipment to be used and whether it can be carried safely by one person
- The risk of violence to employees, verbal and physical
- Whether particular groups of staff e.g. new and inexperienced staff may be at more risk
- The knowledge of a medical condition of the lone worker, which may increase the risks of working alone, further OH advice may be needed
- Ensure staff know who to contact and what action to take in an emergency
- Precautions should take account of normal work and foreseeable emergencies such as a fire, equipment failure, illness or accident/incident
- Controlling the risks associated with lone working will also include the relevant training, information, instruction, supervision and possible protective equipment etc.

**Please note that Take-a-Break's emergency ONCALL system works 24/7 on can be reached on 07774914061**





Take-a-Break Warwickshire Limited  
**GENERIC RISK ASSESSMENT For: Lone working**  
 Name of Assessor: \_\_\_\_\_ Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Activity/ Process/ Operation	What are the Hazards to Health and Safety	What Risk do they pose and to whom?	Risk Level H/M/L	What precautions have been taken to reduce the risk	Risk Level Achieved H/M/L	What further action is needed to reduce the risk
Lone Working.	Slip, trip, fall, leading to accident	Lone worker	M	Ensure enough time allowed so not needing to rush. Wear suitable clothing.	L	Only participate in lone working if physically able. Leave route details with other party member.
	Getting lost	Lone worker	M	Ensure that workers have adequate knowledge of area they operate in.	L	Record all route details, hold emergency phone numbers. Offer training courses as necessary
	Being assaulted	Lone worker	L	Remain constantly aware to any danger presented and avoid where possible.	L	None.
	Effects of Weather (Hypothermia, sun stroke)	Lone worker	M	Wear suitable clothing and take adequate food and water. Consider sun hats, sun tan lotion.	L	Check weather forecast prior to lone working and adjust route/ practice if deemed necessary.
	Other problems in being unable to return to agreed meeting point.	Lone worker	L	Keep mobile phone turned on and fully charged. Inform TAB of number. Carry first aid kit. Carry ID badge bearing information.	L	Remind lone workers of responsible working practice.
	Accusations of inappropriate behaviour / child protection issues	Lone worker/ Young people	M	CRB check all staff members. Remind lone workers to avoid one to one situations with young people. Remain in public view at all times.	M	Ensure CRBs are kept relevant and up-to-date. Keep lone workers informed of any changes in Child protection issues

## 2.15 Visitor Policy

Take-a-Break assures all visitors a warm, friendly and professional welcome, whatever the purpose of their visit.

Take-a-Break has a legal duty of care for the health, safety, security and wellbeing of all customers and staff. This duty of care incorporates the duty to “safeguard” all customers from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Management team, site leaders and staff to ensure that this duty is uncompromised at all times.

In performing this duty, Take-a-Break recognises that there can be no complacency where safeguarding procedures are concerned. Take-a-Break therefore requires that **ALL VISITORS** (without exception) comply with the following policy and procedures

### Visitors must:

- All visitors to show Identification badge
- All visitors to sign in the visitors book
- All visitors to wait until collected by the relevant person
- All visitors to sign out of the visitors book when leaving

### Take-a-Break staff must:

- Ask to see Identification Badge
- Ask visitor to sign in visitors book
- Inform relevant person that their visitor has arrived
- Ask visitor to wait until collected by relevant person
- **Do not let visitors in if they do not have any identification or you are unsure of the person.**
- **Inform management immediately to seek advice.**

## 3.1 Disciplinary Rules and Procedures

The disciplinary Procedure establishes a process by which breaches of disciplinary standards can be dealt with fairly and consistently. The Company's Policy is to ensure employees adhere to the required standards of conduct, performance and attendance. The Company reserves the right to vary the disciplinary procedure to take account of your length of service. If the company has not employed you for very long you may be dismissed without having received any previous warnings. However you will retain the right to put forward your case and the right of appeal.

### Categories of Misconduct

#### Gross Misconduct

Below is the list of possible acts, which the Company constitutes as Gross Misconduct. The list is not intended to be exhaustive as it is impossible to list all offences that may result in disciplinary action.

- Theft, fraud, and deliberate falsification of records (including time sheets)
- Physical violence
- Serious threats of physical violence
- Serious bullying or harassment
- Deliberate damage to property
- Serious insubordination or wilful refusal to obey a reasonable instruction
- Misuse of Company property/software/copyright or name
- Bringing the employer into disrepute
- Being unfit to work through drink or drugs, or being found in possession of alcohol, illegal drugs, or obscene material at work
- Serious negligence, which causes or might cause unacceptable loss, damage or injury
- Serious infringement of Health and Safety rules.

#### Serious Misconduct

This includes acts that fall short of Gross Misconduct but which are so serious that they would justify the issue of a first and final written warning. For example:-

- Leaving your place of work without authority
- Insubordination which is not wilful, i.e. you openly refuse to do something but agree reluctantly when faced with suspension
- Persistent or serious breaches of Company procedures.

This list is not exhaustive.

#### Misconduct

This covers minor or less serious breaches of Company rules and procedures such as:-

- Persistent lateness, absence or sickness
- Minor breaches of procedure
- Neglect of duty etc.

Again this list is only a guide and is not exhaustive.

#### Suspension

If allegations of Gross Misconduct or Serious Misconduct are made, the Company may suspend you while further investigations are carried out.

Suspension will be on full pay; this does not imply any determination of guilt or innocence as it is merely a holding measure pending further investigation.

## **Disciplinary Procedure**

The Disciplinary Procedure is designed to help and encourage all employees to achieve and maintain the standards of conduct, attendance and performance of the Company. It should be seen as a corrective procedure ensuring all employees are treated fairly.

It is important that you read and understand the following principles and procedures, as they constitute an important part of your Terms and Conditions of Employment.

The Company believe that the following Disciplinary Procedures should be followed in order to resolve any problems relating to conduct or performance fairly. **ALL** Disciplinary matters will follow this process:

- You will be notified in writing of the allegations and no hearing will take place until a minimum of 24 hours has elapsed.
- You will have the right to be accompanied at the hearing by a work colleague or a Trade Union Representative.
- You or your representative may ask questions or make statements.
- Any decision made will be based on a reasonable belief.
- You have the right to appeal any decision by applying in writing within seven days of the decision stating your reasons for appealing.

### **Stage One – Verbal Warning**

In the case of conduct, performance or attendance not reaching the required standard, the problem will be discussed with you and you will be given the opportunity to provide a satisfactory explanation at a Disciplinary Hearing. If you are unable to provide a reasonable explanation and the hearing concludes reasonably that you are at fault, a verbal warning will be issued which will be retained for up to 6 months. (Remember – you can appeal this decision).

### **Stage Two – Written Warning**

In the case where insufficient improvement has been made following a verbal warning, or the conduct is sufficient to warrant by passing the verbal warning stage, a disciplinary hearing will be held. As a result of this, if your explanation for your conduct is unsatisfactory and the hearing concludes that your performance or conduct was at fault, you will be issued with a written warning. This will be confirmed to you in writing detailing the complaint and the improvement or change in behaviour required. Again you will have the right to appeal the disciplinary decision reached. A copy of the written warning will be kept on your personnel file for a period of 12 months.

### **Stage Three – Final Written Warning**

If there is still sufficient improvement or change in behaviour during the term of a prior warning, or you commit an act of misconduct, or where the conduct is sufficiently serious to warrant bypassing stages one and two of the Disciplinary Procedure, a Disciplinary Hearing will be held. If no satisfactory explanation is offered for the conduct, and misconduct or poor performance is proved at the Hearing, a final written warning will be issued. The final written warning will give details of the complaint and warn you that failure to improve or modify your behaviour may lead to dismissal, or to some other action short of dismissal. Again you will have the right to appeal the decision. The final written warning will remain on your personnel file for a period of 12 months.

The Company reserves the right to impose the Penalty of Suspension without pay for up to a maximum of 5 working days as an alternative option against dismissal.

### **Stage Four – Dismissal**

If you still fail to meet the necessary standard of conduct or performance required by the Company, or you commit another act of misconduct or your conduct is so serious as to warrant bypassing the first three stages of the disciplinary procedure, a Final Disciplinary Hearing will be held. You will be given every opportunity to offer an explanation for your failure to meet the required standards at the Final Disciplinary Hearing. The Company will ensure that fair and reasonable notice of the time and date of the Hearing is given and wherever possible the Disciplinary Hearing will be held during your normal hours of work. You will be given as much information as possible regarding the allegations of misconduct as well as any documentation detailing the shortfall in performance or capability that will form the basis of the Disciplinary Hearing. If the conduct or performance issue is proved then you may be dismissed with notice. The Company reserves the right to vary the Disciplinary Procedure. The Disciplinary Procedure may also vary depending on the seriousness of the allegations of misconduct/capability to be addressed. As soon as reasonably practical you will be provided with the reasons for dismissal, the date on which your employment will terminate, and the name of the person to whom you may submit your appeal in writing (see Appeals Procedure).

### **Other Possible Sanctions**

The Company reserves the right to consider demotion as a direct alternative to dismissal.

### **Appeals Procedure**

The purpose of appeal is to review any penalty imposed at the Disciplinary Hearing. It cannot increase the penalty.

At each stage of the Disciplinary Procedure you will have the right to appeal. If you wish to do so it should be in writing to the specified person, within 7 days of written confirmation of the Disciplinary decision taken against you. You will need to state why you feel the decision is unfair or inappropriate in relation to the misconduct addressed at the Disciplinary Hearing. You should also detail any new information or evidence that will support your appeal, including the names of any witnesses you may wish to call to attend your appeal. This is to ensure sufficient time to investigate any new information before the Appeal meeting. You of course will have the right to be accompanied by a fellow worker or a Trade Union Representative at the appeal stage.

## 3.2 Termination of Employment

### Redundancy

A redundancy situation arises where the work for a particular role has ceased or diminished; normally as a result of Economic, Technical or Organisational change. The Company will endeavour to consider all reasonable steps to avoid compulsory redundancies. If a redundancy situation arises the following steps will be considered to prevent compulsory redundancy:

- Reduction, or a freeze on overtime;
- Lay-off or short time working (without pay) other than Statutory Guaranteed Pay;
- The Company will seek to find volunteers as the first step, but reserves the right to refuse particular volunteers if the needs of the Company require it.

In the case of compulsory redundancy the Company will ensure that employees are fully consulted both individually and if necessary collectively. A selection criterion will be adopted and alternative work will be considered if any is available. The Company will make sure you are given every opportunity to put forward any views of your own during consultation.

### Retirement

The de-default retirement age (formerly 65) has been phased out. Retirement age is when an employee chooses to retire.

### Resignation

You must inform the Company in writing of your wish to terminate the Contract of Employment. The period of notice will begin from the date of this notification. The last day of service should be mutually agreed between you and the Directors and confirmed in writing.

### Lay-off/ Short Time Working

If a situation arises where there is a reduction of work, or there is an occurrence that may affect the normal running of the Company, the Company reserves the right, in line with your Terms and Conditions of Employment, to

- Lay-off without pay, other than Statutory Guarantee Pay;
- In any 3 month period the Company will pay up to 5 days Guarantee Pay at the current Government regulated rate. If the Lay-off lasts longer than 5 days you will be given a letter to take to the Benefits Agency. Even though you are still an employee of the Company you should still be able to “sign on” as Temporarily Unemployed.

### Implementing Shorter Working Hours

Wherever possible, alternative suitable work will be offered to employees best suited to carry out whatever work is available. Short Working Hours or periods of Lay-off do not affect your continuity of employment. If you are laid off you must still be available for work as and when necessary.

### Notice Periods

The details of your notice are in your Terms and Conditions of Employment. If you leave the Company without working, or giving the required notice, and the Company incurs any additional expense(s) from covering your duties during your notice period because you have failed to work it,

then these costs will be deducted from any final payment. **This is an express term of your Contract of Employment.**

If you are dismissed for Gross Misconduct you will not be entitled to notice or notice pay. If your employment is terminated due to redundancy, the same rules regarding notice will apply.

### **Non-Solicitation Clause**

It is a condition that you will not solicit, contact or approach any client of the Company in order to obtain, or attempt to obtain, their Business for yourself or others, or divulge the details of any client or customer of this Company to a competitor for the period of one year from the effective date of termination of employment.

### **Statement to the Media**

The Director will give any statement to reporters from the newspapers, radio. Television etc.

## 3.3 Recruitment of Volunteers and Support Workers

### Take-a-Break Recruitment Procedure

Take-a-Break has a rigorous recruitment procedure that meets the requirements of legislation, equality and diversity and anti-discriminatory practice.

New staff are required to demonstrate that they have an understanding of:

- How disability impacts upon children, young people, adults and their families
- Safeguarding
- Challenging Behaviour

They must also have the skills and abilities to:

- Plan and implement an effective programme of play and leisure activities
- Provide personal care in a sensitive and appropriate way.
- Communicate clearly, both verbally and written
- Display an understanding of cultural diversity
- Provide a service that is non-judgemental
- Encourage and motivate children, young people and adults
- Consult with young people and their parents / carers
- Work with children, young people and adults who have behavioural difficulties
- Communicate with child, young people and adults in a variety of ways

Candidates are interviewed by a member of the management team, and judged against the competencies / skills set out in the job description. If candidates do not have the competencies, but can demonstrate that they have the potential through Take-a-Break's training and staff development programme to acquire those skills, then they may be appointed.

### Criminal Record Checks

New staff are confirmed in post upon completion of satisfactory checks. All staff and volunteers must declare any "spent" convictions in line with the Rehabilitation of Offenders Act 1974.

Prior to a person being employed by Take-a-Break they must complete an application form giving the names of two referees and undergo an Enhanced Disclosure and Barring Service check. Any gaps in employment are explored.

### Take-a-Break Training

Employees who are new to care must complete Take-a-Break's core induction training and the Care Certificate.

### Probationary Period

New staff are required to complete a three month probationary period where they are under constant review and assessment before they are confirmed in post.

- Full time permanent staff receive Support and Supervision on a monthly basis, which provides an opportunity to monitor their development of skills and competencies
- Casual part-time staff receives Support and Supervision on a six weekly basis.
- Team meetings take place every six weeks.



### **Volunteer Training and Development**

Volunteers often progress to paid work within the organisation. This means that Take-a-Break can develop a highly focussed, well trained workforce.

### 3.4 Statement on the recruitment of ex-offenders

This is Take-a-Break's written policy on the recruitment of ex-offenders, a copy of which is given to DBS applicants at the outset of the recruitment process.

- It is a requirement of the DBS Code of Practice that Take-a-Break must treat applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed.
- As an organisation using the Disclosure and Barring service to assess applicants' suitability for positions of trust, Take-a-Break complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a DBS check on the basis of a conviction or other information revealed.
- Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within Take-a-Break and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Take-a-Break to ask questions about your entire criminal record, we only ask about 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Take-a-Break who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.

## **3.5 Staff Development Policy**

The aim of the Staff Development Policy is to provide support to members of staff and also to provide them with opportunities for work and career development. This will be done via:

### **Induction**

Each member of staff will undertake Take-a-Break's induction training prior to accessing any further training.

### **Training Policy**

An annual budget will be set aside for training needs. Individual training needs for staff and volunteers will be identified through supervision and appraisals.

### **Appraisal**

Annual appraisals will take place between members of staff and their line managers. Records will be kept and the appraisal will cover the following areas:

- Changes since the last appraisal
- The job
- The rest of the organisation
- Policies and procedures
- Relations with other people
- Relations with the organisation
- Long term plans
- Possible progression and new opportunities

### **Support and Supervision**

Supervision sessions between the member of staff and line manager will take place every 4 to 6 weeks and last no longer than an hour. The purpose of the supervision sessions should be to:

- Monitor work and performance
- Evaluate work and performance
- Help improve practice
- Clarify priorities
- Share information
- Discuss feelings about work or situations
- Recognise and deal with problems

## 3.6 Mileage and Expenses

### Mileage

Mileage is payable when transporting a child/ young person or adult at a rate of 40 pence per mile.

Take-a-Break does not pay worker's mileage to and from a person's house or site base.

Mileage is payable when transporting a customer to and from a site base.

A journey outline must be provided on your timesheet for any mileage claimed.

Restrictions on mileage are necessary because of limited funding. Travel will be kept to a minimum and must be agreed with your Co-ordinator when planning the person's activities.

### Travel time in between sessions

From 01/04/2016 staff will be paid for any time spent travelling from one session directly to another session (including training, supervisions and team meetings) and any associated mileage.

Travel time and mileage is not payable for your commuting time, so for example from your home to a session or from a session to your home. Please note that if you have an out of area travel agreement for a particular session then this will still remain.

Travel time and mileage must be claimed on a separate timesheet with 'Travel time' written for the service users name and any associated mileage must be claimed on the reverse. The sessions the travel time is from and to must be written for each claim in the comments box on the front of the timesheet, and again on the reverse of the timesheet for the journey detail of any mileage claimed.

Working time and mileage for individual and group sessions should continue to be claimed on separate timesheets. Any mileage claimed for an individual or group session must start and end with the service users initials if they are collected or returned from their home; or the site base if they are collected or returned to group.

Please contact the Finance Team if you have any further queries on 02476 644909

### Expenses

Activity budgets vary and must be confirmed with your line manager.

Without a receipt activity costs will not be reimbursed. There are certain activities where it is not possible to obtain a receipt, if this applies please sign against the claim.

Take-a-Break does not pay for customer's or employee's food, including snacks and drinks.

**Customers have individual expense and mileage agreements. You will be made aware of their agreement by your line manager**

## 3.7 Timesheet Guidance

Please ensure the following paperwork is correct before submitting for processing:

- Timesheets must be received on the designated Monday.
- Timesheets must be handed in every month to allow us to invoice accurately on a monthly basis.
- A separate timesheet should be used for each customer or group.
- Your name, the customer's full name or the group name should be clearly stated on each time sheet.
- Parent/carers must sign your timesheet at the end of every session. Do not ask parent/carers to pre-sign or sign timesheets at the end of the month.
- The employee declaration must be signed on all timesheets.
- Detail journeys in full for all mileage claims.
- Do not claim for food and drink. This will not be paid unless stated in the individuals care plan.
- Ensure diary sheets are completed and attached.
- Receipts need to be attached with a staple. If receipts are missing expenses will not be reimbursed.
- Please ensure that you use the correct postage when posting timesheets.

### 3.8 Safe keeping of keys and secure entry codes

The purpose of this policy is to ensure that all members of staff are aware of their duties and responsibilities for the security of customer's homes and property where they are in possession of keys to their homes.

Where key(s) are issued by a customer to staff, the manager/supervisor will record the following details:

1. Name and address of the customer.
2. Each key to be coded and entered in the record book detailing the individual member of staff to whom each key has been issued and the date on which the key was issued.

The record book will be held at the Office.

The keys and secure entry codes **MUST NOT** be marked in such a manner that identifies the client or their address.

The keys **MUST NOT** be given to any other person for any reason whatsoever.

In the event of the key(s) being lost or stolen it is the responsibility of each staff member to notify (a) the customer and (b) their manager at the earliest possible moment. The manager will take appropriate action depending upon the individual circumstances.

**Support staff are not responsible for key holding and will only enter or exit a house if a responsible person is there. Any other arrangements will be stated on care plan.**

## 3.9 Whistle blowing Policy

Employees are often the first to realise that there may be something seriously wrong within the organisation. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to Take-a-Break. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice, but this can have serious consequences if wrongdoing goes undetected.

Take-a-Break is committed to the highest possible standards of openness, probity, accountability and honesty. In line with that commitment we expect employees and others that we deal with who have serious concerns about any aspect of any service Take-a-Break provide to come forward and voice those concerns.

If you feel you need to take advice before doing so, you may contact the independent charity, Public Concern at Work on 020 7404 6609. They provide free, confidential legal advice on whistle blowing matters. But remember that there is no “gateway” to allow you to disclose any confidential information to them.

### HOW TO RAISE A CONCERN

As a first step, you should normally raise concerns with your line Manager or Director. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that management is involved, you should approach the Chair of Take-a-Break Trustees.

Concerns may be raised verbally or in writing. Staff who wish to make a written report are invited to use the following format:

- The background and history of the concern (giving relevant dates);
- The reason why you are particularly concerned about the situation.

The earlier you express the concern the easier it is to take action.

Although you are not expected to prove beyond doubt the truth of an allegation, you will need to demonstrate to the person contacted that there are reasonable grounds for your concern.

If you have disclosed your concern internally and you are concerned either by the response or lack of response, or if you feel unable to talk to anyone internally for whatever reason, you can contact the Chair of Take-a-Break Trustees.

### 3.10 Grievance Procedure

The company recognises that from time to time employees may wish to raise issues relating to their employment, or matters, which are causing personal concern. It is the Company's Policy to encourage free communication between employees and their Managers to ensure that any question or problem arising during the course of employment can be resolved quickly.

In order to achieve a speedy resolution of any problems or issues that you may have, the first step is for you to have an informal discussion with the Assistant Director. Having an informal discussion can quite often solve the problem; however if you are not satisfied with the outcome of the informal discussion, inform the Assistant Director that you wish to take the matter further and submit a formal written grievance within 14 days to the Director.

The formal written grievance should explain fully the nature of your complaint. Every effort will be made to hear your grievance within 7 working days. At the hearing, you have the right to be accompanied by either a work colleague or, where appropriate, a Trade Union Official. All grievance proceedings and records will be kept confidential.

If, following this procedure, you are still not entirely satisfied and you consider you have not been fairly treated, you may appeal against any decision made to the Director. Every effort will be made to resolve your grievance amicably; however, the decision of the Director is final.

#### **Care Quality Commission – West Midlands Region,**

Citygate  
Gallowgate  
Newcastle upon Tyne  
NE 1 4PA  
[www.cqc.org.uk](http://www.cqc.org.uk)

#### **Office for Standards in Education (OFSTED),**

National Business Unit  
2<sup>nd</sup> Floor  
Royal Exchange Buildings  
St. Ann's Square  
Manchester M2 7LA  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## 3.11 Mobile Phones

### Aims

The aim of this policy is to give clear guidelines regarding the use of mobile phones.

### Objectives

Take-a-Break Warwickshire Ltd is committed to making the organisation a safer place for customers. Every effort should be made to discourage the inappropriate use of images.

- For this reason we ask everyone not to use mobile phones in the group settings.
- If anyone is seen to be using a mobile phone, He or she will be approached by a member of staff who will remind them of this policy. If the call or text is urgent they may be offered the use of the office area.
- Signs are displayed around the setting informing everyone that mobile phones should not be used.

### Use of mobile telephones whilst driving

Drivers are reminded it is a criminal offence to drive whilst using a mobile telephone, which is not on hands free. Driving includes being in control of the vehicle, which includes being stationary with the engine running. Hand held mobile telephones should only be used when parked up with the engine off.

Take-a-Break takes this matter very seriously and using a mobile telephone whilst driving will be regarded as gross misconduct.

The use of a hands free telephone distracts the driver's attention and should only be used for receiving calls of an urgent nature. In these cases, inform the caller that you will ring them back and safely park the vehicle before doing so.

Never make calls whilst driving.

You are advised not to inform customers of your personal telephone number.

## 3.12 Social Networking Policy

Take-a-Break recognises that our use of social networking sites has implications for our duty to safeguard children, young people and vulnerable adults.

You must **not** under any circumstances allow customers or their families to become “friends” on your social network sites.

You must not discuss or make indirect reference to the Organisation, your work, your colleagues, children, young people or adults using Take-a-Break on social networking sites. This is essential so as to preserve the confidentiality and security of all concerned.

Entering into discussions about your activities at work when you are outside of work may be misinterpreted and, therefore you are required not to make any comments if they could be related to the Organisation or your work in any way. Even making general comments about your time at work could be misconstrued.

In accordance with Safeguarding Children best practice guidelines and Data Protection, you are not permitted to publish photographs of children, young people or adults who you may come into contact in the course of your work activities on your social network application. **Failure to adhere to these guidelines will be classed as gross misconduct and may result in your dismissal.**

Publishing photographs of children (your own and those of other people who use our services) may not be safe from access by paedophiles or undesirables. Under no circumstances must you publish photographs of other people’s children who you have come into contact within the course of your work.

If you are unsure about your obligations under this policy, or wish to discuss this in more detail, please speak to your Manager.

## 3.13 Working Time Directive

### Rest Periods

#### **Daily Rest**

Adult Workers are entitled to 11 consecutive hours of rest in each 24-hour period.

Workers under the age of 18 are entitled to 12 consecutive hours of rest in each 24-hour period.

#### **Weekly Rest**

Adult workers are entitled to an uninterrupted rest period of not less than 24 hours in each 7 day period. This must be in addition to their Daily rest period entitlement and statutory paid annual leave.

Workers under the age of 18 are entitled to a rest period of not less than 48 hours in each 7 day period

The weekly rest entitlement can be averaged over 14 days

#### **Rest Breaks**

Adult workers whose working day exceeds 6 hours are entitled to a minimum of 20 minutes rest break.

Workers under the age of 18 are entitled to a 30 minute rest break if their working day exceeds 4.5 hours.

Breaks should not be at the beginning or the end of the day, nor overlap with Daily or Weekly rest breaks

#### **Night Work**

Night workers are those who, on the majority of days, work at least 2 hours of their working time during the night time hours

Employers and workers are free to reach agreement on what 'night time' means, provided it is a 7 hour period, which includes midnight to 5am. If no agreement is made then the period of 11pm-6am counts as night time.

Workers under 18 shall not work during periods of 10pm and 6am or, if their contract provides for them to work after 10pm, 11pm and 7am.

## 3.14 Flexible Working

### Introduction

- 1 All Take A Break employees with a minimum of 26 weeks' continuous service have the right to request flexible working and to have their request considered seriously by the Company.

### Aims of the Policy

- To ensure that staff are made aware of the right to apply for flexible working, in order that eligible staff are able to maintain a better work – life balance; and
- To ensure that Take A Break complies with all of its obligations imposed by law, and that all applications to work flexibly are dealt with fairly and consistently.

### Provision

- 3.1 All employees are eligible to apply to work flexibly if they meet the following criteria. They must:
  - 3.1.1 be an employee who has worked for the Company continuously for at least 26 weeks; and
  - 3.1.2 not have made a successful application to work flexibly in the preceding 12 months.
- 3.2 Eligible employees will be able to apply to either change the hours that they work or their working pattern.
- 3.3 Employees who would like more information on any of the options above should speak to the Director

## 4. Procedure

- 4.1 An employee who wishes to apply to work flexibly must do so in writing to the Director including the following information:
  - 4.1.1 a statement that it is being made under the employee's statutory right to apply for flexible working;
  - 4.1.2 the employee's reason for making the application;
  - 4.1.3 the employee's proposed flexible working plan, and an explanation of what effect the employee thinks it will have on the Company's business and how it can be dealt with;
  - 4.1.4 a start date for the proposed change which allows reasonable time for the Company to consider and implement the proposal;
  - 4.1.5 the date on which the application is made and the dates and results of any previous applications to work flexibly.

### 3.14 Flexible Working continued

- 4.2 All flexible working requests will be dealt with within a period of three months from first receipt to notification of decision on appeal.
- 4.3 The Director will arrange a meeting with the employee to discuss the request within 28 days. The employee may bring a colleague to the meeting if they wish.
- 4.4 The employee will be notified of the decision within 14 days of the date of the meeting. This notification will either:
  - 4.4.1 Accept the request and confirm the start date as well as any other action; or
  - 4.4.2 Confirm a compromise agreed at the meeting; or
  - 4.4.3 Reject the request and give clear business reasons for doing so together with details of the appeals process.
- 4.5 The Company will only refuse a valid request to work flexibly on one or more of the following grounds:
  - 4.5.1 The burden of additional costs;
  - 4.5.2 Detrimental effect on ability to meet customer demand;
  - 4.5.3 Inability to reorganise work among existing staff;
  - 4.5.4 Inability to recruit additional staff;
  - 4.5.5 Detrimental impact on quality;
  - 4.5.6 Detrimental impact on performance;
  - 4.5.7 Insufficiency of work during the periods the employee proposes to work; or
  - 4.5.8 Planned structural changes.
- 4.6 Where a request to work flexibly is granted there is no automatic right for the employee to return to their previous pattern of work

### 5. Appeals

- 5.1 Employees have the right to appeal against a refusal of a request to work flexibly.
- 5.2 An employee who wishes to appeal should do so in writing to the Director of Operations within 14 days of being notified of the refusal.
- 5.3 The employee will be notified of the appeal date which must be within 14 days of the Company receiving the employee's appeal. The employee is entitled to be accompanied by a friend or colleague if they wish.
- 5.4 The employee will be notified of the appeal decision within 14 days of the appeal meeting. The notification will either:
  - 5.4.1 uphold the appeal, specify the agreed variation and start date; or
  - 5.4.2 dismiss the appeal, state the grounds for the decision and contain a sufficient explanation of the refusal.
- 5.5 The appeal decision is final.



## 3.15 Access to Personnel Records Policy

### 1. Introduction

- 1.1 All Take A Break employees and former employees may view certain contents of their personnel file giving three days advance notice to either the Director or Director of Operations.

### 2. Aims of the Policy

- To ensure that staff are made aware of the right to access their personnel file and the form that access can take; and
- To ensure that Take A Break complies with all of its obligations imposed by law, and that all requests for access to personal data are relevant and secure, protecting the confidential nature of the records.

### 3. Provision

- 3.1 Any member of staff, accompanied if s/he wishes by a colleague or trade union representative, shall be free to request an appointment for the purpose of identifying the nature, but not necessarily the contents of items on his/her file.
- 3.2 Such a request shall be granted within three working days of the request being made, except when required on a disciplinary matter when it shall be made available immediately.
- 3.3 Documents that relate to the employee's qualifications for hire such as the application, promotion, disciplinary action, and transfer **may be viewed**. Additionally, the employee may review policy sign off forms and training records.
- 3.4 Documents that the employee **may not review** include: references or reference checks, records of any investigation undertaken by management, medical records, documents related to a judicial proceeding, any document that would violate the confidentiality of another employee, and documents used for employee planning.
- 3.5 It must be understood that all documentation included in a personnel file remains the property of the Company and not of the individual employee.

## 3.15 Access to Personnel Records continued

### 4. Procedure

- 4.1 An employee who wants to review the allowable contents of their personnel file should contact the Director/ Director of Operations giving 3 days' notice.
- 4.2 Former employees, or people unknown to the Directors, must present identification and / or proof of permission to access the personnel file.
- 4.3 Personnel files must be reviewed in the presence of an appointed person. No part of the personnel file may be altered or removed from the office, by the employee.
- 4.4 Photocopies of the file, or portions of the file, may be requested by the employee. Within reason, copies will be provided at a charge of 10p per A4 sheet.
- 4.5 If the employee is unhappy with a document in his or her personnel file they may write an explanation or clarification and attach it to the disputed document, this must be done at the same time as the viewing is taking place.
- 4.6 The employee may also ask to have a document removed from the personnel file. If the Director/ Director of Operations agrees, the document may be removed.
- 4.7 If the Director/ Director of Operations disagrees, the matter may be appealed following the same procedure as described in the Company's disciplinary and grievance procedure.



## 3.16 Volunteer Policy

### 1. Organisation

Take-a-Break Warwickshire is a local service provider to disabled people. Services include Short breaks for young people who are disabled or have a life threatening illness, Short Break for adults with learning disabilities, befriending service, and groups.

Volunteers provide support in many different capacities:

- **Administrative Assistant** – assisting staff within the office with a range tasks including answering the telephone, dealing with enquiries, filing or creating documents
- **Befriender** – developing a friendship with a young person or adult. A befriender can either sit with the young person at home to provide a short break for parents/carers or they can enable adults to access leisure facilities such as going swimming, to the cinema or local park
- **Volunteer Play Assistant** – assisting support staff to provide group activities, for example playing sports, arts and crafts or drama. Volunteers may have the opportunity to lead sessions if they have a particular skill
- **Group Activities Volunteer** – assisting support staff to provide a range of group activities to adults with learning disabilities

Volunteers play an extremely important role within Take-a-Break. Without the support and commitment from volunteers we would not be able to provide the befriending service and the valued friendship that provides for some of our customers.

### 2. Recruitment

At Take-a-Break we advertise for volunteers via our website and local Volunteer Centres.

People interested in volunteering with us must be 16 years of age. You will be given a welcome letter and an application form to complete. Volunteers will need to provide us with two references along with an enhanced DBS check. You will be invited for an informal chat discussing the type of volunteering you wish to undertake and what your skills and interests are.

As a volunteer you will be dealing with vulnerable young people and we have procedures in place to protect you and the person you will be supporting. These policies and procedures will be given to you upon request.

### 3. Diversity

Take-a-Break is firmly committed to diversity in all areas of its work. As a charity we believe that we have much to learn and benefit from diverse cultures and perspectives, and that diversity will make our organisation more effective in meeting the needs of the people we support. We are committed to developing and maintaining an organisation in which differing ideas, abilities, backgrounds and needs are fostered and valued, and where those with diverse backgrounds and experiences are able to participate and contribute. We will regularly evaluate and monitor our progress towards diversity.

### 4. Induction and Training

Volunteers are welcomed into our organisation via an informal chat and a short induction. During this time we will discuss the type of activities the volunteer will undertake and any expectations they may have. You will also be introduced to the members of staff you will be working alongside and a general overview of the charity.

Volunteers will be made aware of our policies and procedures; specific information such as health and safety and discrimination are available on request. However, members of staff are always on hand to help with any issues or problems the volunteer may experience.

A trial period for both volunteer and Take-a-Break is on offer in order to discover whether the volunteer feels comfortable in their role and wishes to continue or try something new.

Volunteers may be able to access training depending on the voluntary role they undertake; hence all training will be relevant to the role. Training could include Safeguarding, Disability Equality, Protection of Vulnerable Adults, Epilepsy and Communication.

### **5. Mileage Expenses**

Take-a-Break will reimburse any out-of-pocket mileage expenses incurred by the volunteer. We wish to ensure that volunteering with us is accessible to all, regardless of income. A mileage expenses form will be given to the volunteer in order to claim back these expenses.

### **6. Timesheets**

Befrienders, Play Assistants and Group Activity volunteers will need to complete a timesheet which is to be handed to their named supervisor. Timesheets are used in order to keep a record of the number of volunteering hours volunteers contribute to Take-a-Break.

### **7. Supervision and Support**

Volunteers will have a named supervisor in which they can contact in the event of any issues or problems they may encounter.

Volunteers who provide administrative support will be helped by members of staff within the office who will be more than happy to help and offer encouragement.

Those who befriend a young person or adult will have a Team Leader to contact and will initially be introduced to the client. Support and advice will always be available when attending leisure facilities. Volunteers who assist with the play scheme and group activities will always be with other members of staff. Volunteers may wish to lead some sessions, for example if they have arts and crafts expertise then they will be encouraged to develop their team leader skills with the support of their supervisor.

## **Volunteer Policy continued...**

## **8. Insurance**

Every person who comes into contact with Take-a-Break is covered under our insurance policy.

## **9. Equal Opportunities and Diversity**

Take-a-Break is an organisation committed to the provision of equal opportunities, regardless of age, gender, geographical location, health or employment status, race, culture, language, religion and ability and any other group that could suffer discrimination.

Take-a-Break is committed to offering equal opportunities to volunteers from different backgrounds within our volunteer policy. We are aware of the many benefits of having a diverse volunteer 'workforce'; involving people from differing backgrounds, ages, gender and cultures allows Take-a-Break to develop new ideas and approaches. We aim to increase the diversity of our volunteers.

## **10. Health and Safety**

Take-a-Break is committed to ensuring health, safety and welfare at all times. Volunteers will be made aware of the policy and any practical safety issues during their induction. The health and safety policy is available on request.

## **11. Grievance and Disciplinary Procedures**

Take-a-Break has a grievance and disciplinary procedure in place in the unlikely event of any problems arising. Clear procedures are in place to deal with any complaints by, or about, volunteers. The grievance and disciplinary procedure is available on request.

## **12. Confidentiality and Data Protection Policy**

Volunteers are bound by the same requirements for confidentiality as paid members of staff and therefore all volunteers will be professional in keeping sensitive information confidential.

Personal data regarding, staff, volunteers and clients is held on computer or on a secure manual filing system and shall be processed fairly and lawfully; it will not be shared routinely with other agencies

## 4 Safeguarding

### 4.1 Protection of Vulnerable Adults

The term “Vulnerable Adults” refers to any person aged 18 years or over, who is or may be:

- In need of community care services because of a physical, sensory or learning disability, their mental health, age or illness, and
- Unable to take care of him/ herself
- or unable to protect him/ herself against significant harm or serious exploitation.

The no secrets policy document outlined by the Department of Health lists type of abuse as:

- **Physical abuse**
- **Sexual abuse**
- **Financial or material abuse**
- **Emotional or psychological abuse**
- **Neglect**
- **Institutional abuse**

If a vulnerable adult spontaneously talks of experiences which give rise to concern, you should:

- A. Explain to the person that if they are about to disclose information which leads you to believe he/she is being abused, you will be unable to keep it confidential.
- B. Listen to the person. Do not question him or her. Be aware that your reactions (particularly those of disapproval) may stop the person from continuing with their disclosure.
- C. Do not stop them freely recalling events
- D. Make a note of what is said recording the setting, timing and people present.
- E. Inform the manager immediately
- F. The manager will inform the Duty Social Worker in the area where the person lives, as soon as possible.

### Hate / Mate Crime

#### **Definition:**

Disability Hate Crime is “*Any criminal offence that is motivated by hostility or prejudice based upon a person’s disability*”

Mate crime is a form of Hate Crime that is carried out by someone the person knows.

Mate crimes often happen in private and are not seen by others.

#### **Examples:**

The following examples might be classed as a Disability Hate / Mate Crime.

- Someone borrowing the person’s mobile and using up all of their credit
- A “friend” taking the person out in the car and charging them for petrol each time
- People sending the person abusive text messages
- Family members taking money without asking

#### **How can you spot Mate Crime?**

Take-a-Break staff are in a prime position to recognise Hate / Mate Crime.

These are some signs that you need to look out for:

- Changes in routine, behaviour, appearances, finances or household (e.g. new people visiting or staying over, lots of new “friends”, lots more noise or rubbish than there normally is).
- Unexplained injuries
- Being involved in sexual acts which they have not agreed to
- Losing weight
- Not taking care of themselves and looking dirty or scruffy
- Bills not being paid
- A “friend” who does not respect, bullies or undermines the person
- Suddenly short of money, losing possessions or changing their will
- The person “doing what they are told to” by a “friend”
- Not being with usual networks of friends /family or missing weekly activities

### **Reporting a Disability Hate / Mate Crime.**

If you suspect the person you are supporting may be the victim of a Hate / Mate Crime, you must report it immediately to your Line Manager. If the office is closed you must ring the Emergency Out of Hours telephone number : **07774914061** and report it to the Manager on call.

The TAB Manager will report it to the relevant Safeguarding Team, ensuring that the term “**Disability Hate Crime**” is used.

The Manager that reported the incident must check with the Safeguarding Team that the report has been followed up.

**Contact telephone numbers:**

**Warwickshire Adult Social Care: 01926 412080**

. **Remember:** If you suspect someone’s life may be in danger, or a serious crime is taking place, you should always call the Police using the emergency (**999**) number

## 4.2 Safeguarding / Child Protection Policy and Procedures

### 1. POLICY STATEMENT

Take-a-Break Warwickshire Ltd (TAB) recognises the vulnerability of children and wholly supports the principle that the welfare of the child is paramount.

"Children" are persons under the age of 18 years.

TAB further recognises that children with a disability are at increased risk of abuse. All necessary steps will be taken to ensure that the rights of children are respected and that opportunities for abuse to occur are minimised.

TAB will endeavour to protect children from abuse by:

- Ensuring all staff and volunteers has an Enhanced DBS that is renewed every three years.
- Ensuring that all staff and volunteers read and understand this Policy.
- Providing regular child protection training to staff and volunteers.
- Adopting safe staff recruitment and vetting procedures.
- Sharing information about child protection and good practice with staff, volunteers, parents, carers and relevant agencies.
- Requiring all staff and volunteers to follow the reporting and recording procedures in every case of suspected or disclosed abuse.
- Providing an effective management and support system for all staff and volunteers.
- Working within the relevant LSCB (Local Safeguarding Children Board) guidelines, WCSB or the inter agency child protection guidelines

The designated officer – Simon Russell – Children's services, will assume the responsibilities of the designated person for all services

The Policy will be reviewed annually, to ensure its continued effectiveness and compliance with national guidance and legislation.

This Policy has accompanying Guidelines, which must be followed.

## 4.2 Safeguarding / Child Protection Policy and Procedures/ continued

This Policy operates in conjunction with:

Nationally Required Standards

Care Standards Act 2008

Criminal Justice and Court Services 2000

Human Right Act 1998

United Nation Convention on the Right of the Child (Ratified by UK Government in 1991)

Police Act 1997

Rehabilitation of Offenders Act 1974

Working Together to Safeguard Children 2013

The Children Act 1989, 2004

### 2. POLICY AIMS

- To demonstrate TAB's commitment to the protection of children from abuse.
- To provide staff and volunteers with clear information about child abuse.
- To enable staff to meet their responsibilities.
- To provide an effective safeguarding framework for all children.
- To set down the procedures for reporting and recording suspicions, disclosures, and allegations of abuse.
- To provide references to relevant legislation and guidance

### 3. GENERAL PRINCIPLES

Children and parents / carer's must be treated sensitively at all stages. The prime concern however must be the interests and safety of the child. Where there is a conflict of interest, between the child and parent, or child and staff, the interests of the child are paramount.

**Child abuse occurs in all cultures, all religions and all social classes. All children have a right to be protected. Evidence also shows that disabled children are at increased risk of abuse.**

Children who have been abused deserve care, respect and sensitivity regardless of whether they have been abused by a parent, a carer, a professional, a stranger or another young person.

Where children are of black or ethnic minority origin, staff must provide a service compatible with the race and cultural background of the child and their family, and be sensitive to the many differing factors which may need to be addressed.

The responsibility to report instances where a child is thought to be at risk rests with the individual who identifies the concern, regardless of their place within the organisation.

Take-a-Break has a Designated Person for all services and have the responsibility to ensure that child protection concerns are dealt with appropriately and in line with the relevant Local Safeguarding Children Board (LSCB) or the local authority's Inter-agency Child Protection Guidelines.

All information received in the context of a child protection enquiry must be treated as confidential and must only be shared with statutory agencies and TAB staff as detailed in this policy. It must not be disclosed for any other purposes.

TAB provides a community based short break and /or support within the child / young person's own home.



**Staff must not take a child / young person to their home.**

**4. CODE OF CONDUCT**

In support of the principle that the welfare of the child is paramount, staff should:

- Place the safety and welfare of children above all other considerations.
- Treat all children with respect.
- Be aware their actions, however well intentioned, could be misinterpreted by a child or another person.
- Recognise that special caution is required when discussing sensitive issues with, or in the hearing of, children.
- Ensure that any contact with children and young people is within the staff/volunteer role and responsibilities in working for TAB.
- In a one-to-one situation with a child or young person, where privacy and confidentiality are important, try to make sure that another adult knows the contact is taking place, why and the timescales. If possible ensure another adult is in sight or shouting distance and that the child knows another adult is around.
- Ensure any personal or intimate care is detailed and carried out as specified in the child's individual care plan, service agreement or contract and TAB's Personal Care Policy is adhered to.
- Challenge all inappropriate behaviour by staff or children such as bullying, offensive language, sexual innuendo, discriminatory or oppressive statements or acts.
- Report and record all suspicions or disclosures of abuse.
- Strive to learn and understand the communication methods of all children.
- Ensure their relationships with children are appropriate and professional.
- Take joint responsibility with TAB for their professional development.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **Staff should not:**

- Engage in inappropriate physical contact with children.
- Either exaggerate, or trivialise, possible child abuse issues.
- Take a chance, when common sense, policy or practice suggests a more prudent approach.
- Collude with colleagues, parents, carers or others in unacceptable behaviour towards children.
- Agree with a child to keep a secret which has implications for their safety or the safety of other young people.
- Use physical interventions, except in an emergency, which are not part of the individual child's behaviour support plan.
- Take a child to their (the staff member) own home

Failure by staff and volunteers to follow this Code of Conduct may result in action being taken by TAB and / or an external statutory body.

### **4. STAFF TRAINING**

All staff and volunteers working with children are required to attend Safeguarding of Disabled Children Training.

Training will take place during induction and at agreed intervals thereafter.

The training course will include:

- Definitions of abuse.
- Prevalence of abuse.
- The increased vulnerability of disabled children.
- Recognising the indicators of abuse.
- Myths and stereotypes about perpetrators and victims.
- The impact of abuse on children and young people.
- Responding to disclosures by children.
- Reporting, recording and referral procedures.
- Inter-agency working.
- Legislation and guidance
- Staff responsibilities.
- Staff support systems.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **6. CHILD PROTECTION PROCEDURES**

These procedures are mandatory and all staff and volunteers are required to follow them in all cases of suspicion, allegation or disclosure of abuse.

All staff and volunteers must read the sections of this Policy on types of abuse and recognising abuse. TAB staff and volunteers should report child protection concerns about any child they come into contact with through the course of their duties. The child may not be in direct receipt of a service but may be a family member of someone who is.

Some children using TAB Services may have complex and challenging needs, learning disabilities or idiosyncratic methods of communication and impaired or scattered social skills. Their disability places them at increased risk of abuse and all suspicions, allegations or disclosures must be acted upon.

**Definitions and ways to recognise abuse are in Appendix 1 and Appendix 2.**

**The responsibility of individual staff is to report and record concerns, not to make decisions as to whether abuse has, or has not, occurred.**

An investigation into child abuse can only be undertaken by the Police, Children's Social Care or Local Authority Designated Officer (LADO)

### **A) SUSPICION OF ABUSE**

You might become suspicious or concerned that a child is at risk of harm, has been or likely to be abused because:

- **You see or observe an injury or behaviour.**
- **The child tells you.**
- **Someone else tells you**

If you suspect that a child is, has been, or is at risk of being abused, you must:

1. Ensure the safety of the child, if there is an immediate threat.
2. Report your concern to the Designated Officer. If there is a delay in being able to contact the Designated officer contact the Directors or contact the statutory agencies (Children's Social Care Office, Police )
3. Record your concerns
4. Maintain confidentiality
5. Stay calm
6. Clarify your ongoing involvement and responsibility with the Designated person.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **B) RECEIVING A DISCLOSURE**

If a child discloses to you that they have been abused, or are at risk of being abused, you should:

- Listen carefully
- Give them your full attention and allow them time to communicate their concerns.
- Ask questions for clarification only, and avoid asking “leading” questions which suggest a particular answer.
- Ensure that your conversation does not become an investigation.
- Let the child know that you will have to tell some other people to make sure action is taken for them to be kept safe.
- Re-assure the child that they have done the right thing, that not everyone is going to know and that as part of your job you have to take action to protect them.

### **C) SUSPICION/ALLEGATION AGAINST ANOTHER PROFESSIONAL OR WORKER FROM ANOTHER AGENCY**

If the situation arises it may put you in a difficult position and you may feel compromised about what you do. However, it is essential that any concerns about other people who work with children are treated very seriously. You must follow these procedures and report the concern to the Designated person, LADO and Senior Management Team.

### **D) SUSPICION/ALLEGATION AGAINST A MEMBER OF STAFF OR VOLUNTEER**

If you suspect, or receive a disclosure, that a member of staff or volunteer may be abusing a child. You may find the suspicion or allegation impossible to believe, but you must remember that your responsibility is to report the concern, not to make decisions about whether the concern has any foundation. Contact the Senior Managers who must contact the LADO

### **E) SUSPICION/ALLEGATION AGAINST THE DESIGNATED PERSON**

If an allegation is made against the Designated person you must contact the Duty Social Worker in the relevant Local Authority.

### **F) INVOLVEMENT IN PROSTITUTION**

The Director must notify the Police and the relevant Local Authority of any evidence of a child becoming involved in prostitution.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **G) SUSPICION/ALLEGATION AGAINST ANOTHER CHILD/YOUNG PERSON**

In these circumstances the child protection procedures must be followed for both the alleged perpetrator and the victim.

#### **CONTACT WITH OTHER AGENCIES**

If a child is in immediate danger or in need of medical attention and a Manager cannot be contacted quickly enough, the staff member should contact the police and the Emergency Duty Team

**Coventry – 02476 836087**

**Warwickshire – 01926 410410**

#### **The role of the Designated Person is;**

- To receive reports of concern from members of staff.
- To refer as quickly as possible to Children's Social Care and / or the Police.
- To disseminate knowledge and understanding of procedures throughout the organisation.
- In the case of concern about a member of TAB staff, to take the following steps:
  - i) to refer the young person as appropriate to Children's Social Care and / or the Police
  - ii) to pursue any necessary disciplinary procedures in line with TAB's Disciplinary Policy.
  
- To liaise with staff when pastoral support and guidance is required.
- To liaise with other agencies and ensure own knowledge and understanding is up to date and comprehensive.
- To ensure the young person is receiving appropriate support.
- To collect and collate statistical information re: reported concerns (excluding personal details)
- To review and monitor procedures and any practice implications that might be identified in light of statistical information collated.

## 4.2 Safeguarding / Child Protection Policy and Procedures/ continued

### **POLICY MONITORING AND REVIEW**

The responsibility for monitoring the effectiveness of the policy rests with the Designated person, Directors and Trustees.

Staff and volunteers should be encouraged to comment on the effectiveness of the policy.

Children's views should be sought and acted upon.

Advice and support should be sought from the relevant Local Safeguarding Children Board (LSCB).

Reports presented to Trustees should be anonymous.

The Designated person and Directors will be responsible for implementing any actions that are required in the light of such reports including amending the Child Protection Policy and / or procedures.

### **Appendix 1**

#### **TYPES OF ABUSE (Working Together to Safeguard Children 2013)**

##### **Abuse and Neglect**

***Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.***

##### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

##### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or develop mentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning,

preventing the child participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone

##### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-

contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is 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 occur during pregnancy as a result of maternal substance abuse.

Once a child is born, 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 care-givers)

ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **The Impact of Abuse and Neglect**

The sustained abuse or neglect of children physically, emotionally or sexually can have major long-term effects on all aspects of a child's health, development and well-being. Sustained abuse is likely to have a deep impact on the child's self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood: the experience of long-term abuse may lead to difficulties in forming or sustaining close relationships, establishing oneself in the workforce and to extra difficulties in developing the attitudes and skills needed to be an effective parent. It is not only the stressful events of abuse that have an impact, but also the context in which they take place. Any potentially abusive incident has to be seen in context to assess the extent of harm to a child and appropriate intervention. Often, it is the interaction between a number of factors, which serve to increase the likelihood or level of actual significant harm.

For every child and family, there may be factors that aggravate the harm caused to the child, and those that protect against harm. Relevant factors include the individual child's means of coping and adapting, support from a family and social network, and the impact of any interventions. The effects on a child are also influenced by the quality of the family environment at the time of abuse, and subsequent life events. An important point, sometimes overlooked, is that the way in which professionals respond has a significant bearing on subsequent outcomes.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **Physical Abuse**

Physical abuse can lead directly to neurological damage, physical injuries, and disability or - at the extreme - death. Harm may be caused to children both by the abuse itself, and by the abuse taking place in a wider family or institutional context of conflict and aggression. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems, and educational difficulties.

### **Emotional Abuse**

There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse. Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### **Sexual Abuse**

Disturbed behaviour including self-harm, inappropriate sexualised behaviour, sadness, depression and a loss of self-esteem, have all been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact on a child is believed to increase the longer abuse continues, the more extensive the abuse, and the older the child. A number of features of sexual abuse have also been linked with severity of impact, including the extent of premeditation, the degree of threat and coercion, sadism, and bizarre or unusual elements. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non- abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection.

A proportion of adults who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and discontinuity of care. However, it would be quite wrong to suggest that most children who are abused will inevitably go on to become abusers themselves.

### **Neglect**

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect can also result, in extreme cases, in death.



## **4.2 Safeguarding /Child Protection Policy and Procedures/ continued**

### **Reference**

**WORKING TOGETHER TO SAFEGUARD CHILDREN – 2013**

### **Appendix 2**

#### **RECOGNISING CHILD ABUSE**

Remember that it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern.

The indicators of abuse in disabled or learning disabled children, or those on the autistic continuum, may be confused, open to misinterpretation, or masked by the disability.

For example, self-harm, or some neurotic behaviours, would be strong indicators of abuse in most children, but they can be non-abuse related facets of behaviour in a child with autism.

It is important, however, that you do not use the child's disability to "explain away" possible indicators of abuse.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse.

#### **1. PHYSICAL ABUSE**

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins.

Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury, or when it appears on parts of the body where accidental injuries are unlikely, e.g. on the cheeks or thighs. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups. You should always consult child protection professionals.

#### **The physical signs of abuse may include:**

- unexplained bruising, marks or injuries on any part of the body
- bruises which reflect hand marks or fingertips (from slapping or pinching)
- cigarette burns
- bite marks
- broken bones
- scalds

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **Changes in behaviour, which can also indicate physical abuse:**

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outburst
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- depression
- withdrawn behaviour
- running away from home

### **2. EMOTIONAL ABUSE**

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

### **The physical signs of emotional abuse may include:**

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from their parents' care.
- Sudden speech disorders.
- Developmental delay, either in terms of physical or emotional progress.

### **Changes in behaviour, which can also indicate emotional abuse:**

- Neurotic behaviour, e.g. hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Self-harm.
- Fear of parent being approached regarding their behaviour.

### **3. SEXUAL ABUSE**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **The physical signs of sexual abuse may include:**

- Pain or itching in the genital/anal areas.
- Bruising or bleeding near genital/anal areas.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

### **Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempt.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

## **4. NEGLECT**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

### **The physical signs of neglect may include:**

- Constant hunger, sometimes stealing food from other children.
- Constantly dirty or 'smelly'.
- Loss of weight, or being constantly underweight.
- Inappropriate dress for the conditions.

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **Changes in behaviour which can also indicate neglect may include:**

- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.
- Having few friends.
- Mentioning being left alone or unsupervised.

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family, relationship problems between their parents/carers, etc.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

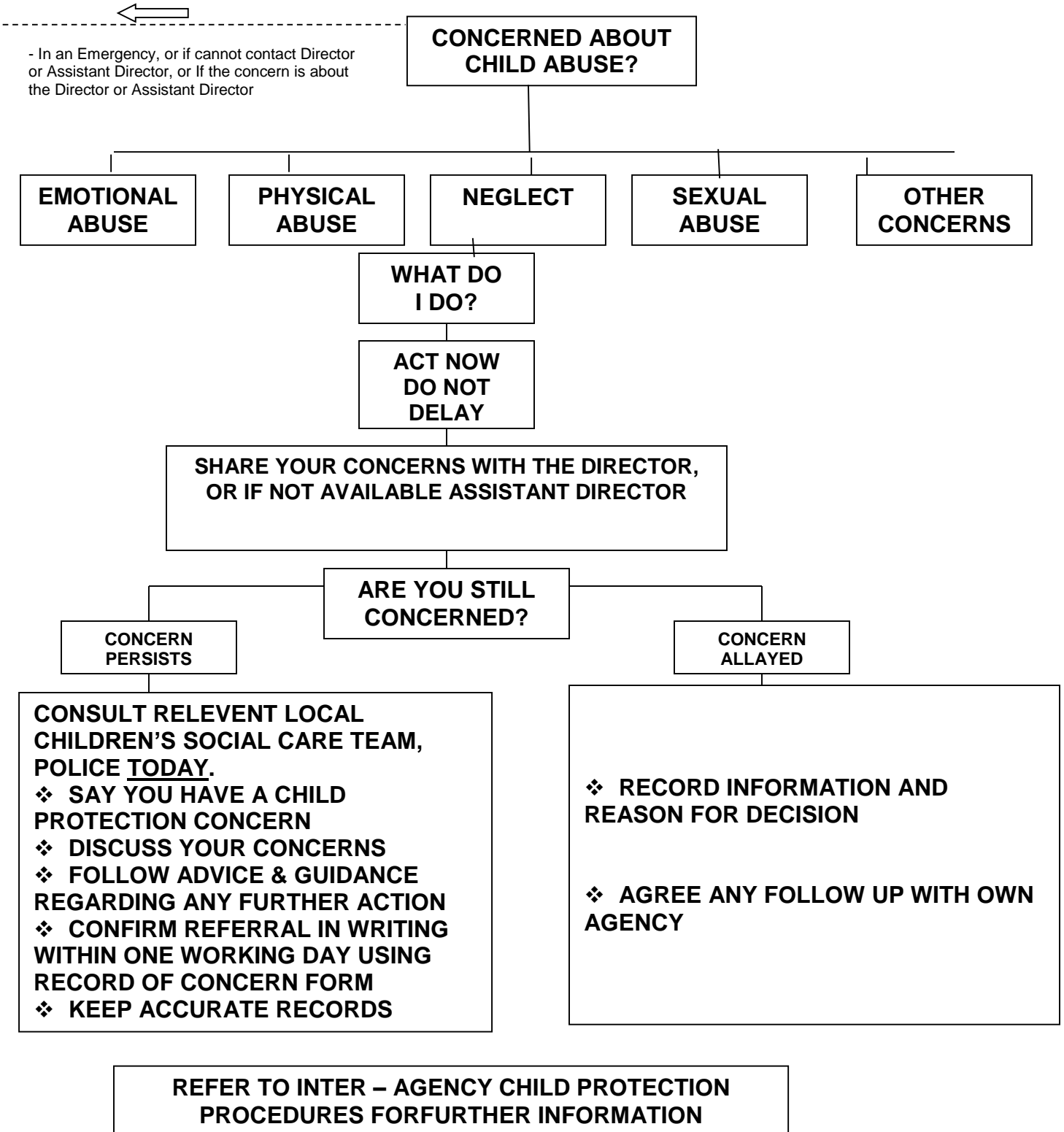
Children or young people may be tricked into believing they are in a loving, consensual relationship. They may be invited to parties, given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to people in gangs.

## 4.2 Child Protection Policy and Procedures/ continued

### Appendix 3.

If an allegation is made the following procedure will be followed:



## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **Appendix 4.**

#### **CONTACT NUMBERS**

##### **Coventry Children's Disability Team**

Tel: 024 7678 6087

##### **Willenhall Social Care Office (South Coventry)**

Tel: 024 7678 5572

##### **Coundon Social Care Office (North West Coventry)**

Tel: 024 7678 5570

##### **Wood End & Foleshill Social Care Office (North East Coventry)**

Tel: 024 7678 5568

##### **Coventry Social worker out of office hours:**

Tel: 024 7683 2222

##### **Coventry Police Operational Command Unit**

Tel: 0845 113 5000

##### **Warwickshire County Council**

Tel: 01926 410410

# RECORD OF CONCERN FORM

Your Name.....

Your position and contact telephone number.....

Child's Name.....

Child's address .....

Child's date of birth.....

Child's Contact telephone number.....

Parents/guardians/carers names and address  
.....

If reporting concerns on behalf of someone else:

Name.....

Position.....

Contact telephone number.....

Date this person advised you of their concerns/incident.....

Date of incident/concern arose.....

Time.....

Place.....

Your observations .....

.....

Was the child/vulnerable adult asked about the incident?: Yes  No

If so record exactly what the child said and what you said. Remember, do not lead the child - record actual details. Continue on separate sheet if necessary).....

.....

.....

.....

Action taken so far and when.....

.....

.....

.....

.....

.....

Have any external agencies been contacted (date & time).....

## **4.2 Safeguarding / Child Protection Policy and Procedures/ continued**

### **REFERENCES AND RECOMMENDED READING**

**Warwickshire.gov.uk – Making a child protection referral**

**‘What to do if you’re worried a child is being abused’ Department of Health 2003**

**[www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)**

**Working Together to Safeguard Children. HM Government, 2009**

**[www.tsoshop.co.uk](http://www.tsoshop.co.uk) First check. A step by step guide for organisations to safeguard children, 2002**

**Email: [consultancy@nspcc.org.uk](mailto:consultancy@nspcc.org.uk)**

**The Children Act 1989, 2004 (England and Wales)**

**[www.hms0.gov.uk](http://www.hms0.gov.uk)**

**The Human Rights Act, 1998**

**[www.homeoffice.gov.uk/hract/hramenu.htm](http://www.homeoffice.gov.uk/hract/hramenu.htm)**

**The United Nations Convention on the Rights of the Child**

**[www.un.org](http://www.un.org)**

**The Protection of Children Act. 1999.**

**[www.doh.gov.uk/scg/childprotect](http://www.doh.gov.uk/scg/childprotect)**

**Safe from Harm. Home Office, 1993. The code of practice for safeguarding the welfare of children in voluntary organisations in England and Wales**

**[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)**



### **4.3 Person Centred Planning**

The Human Rights Act 1998 states that “you have the right to speak your mind and be kept safe from harm, as well as the right to respect, dignity and equality”. Take-a-Break will make sure an individual’s rights are respected, and everyone will be supported to make choices about their support. They will be given information in a way they can understand so they can make informed choices.

Promoting an individual’s independence means we will empower people to do as much for themselves as possible.

Take-a-Break will work in partnership with the individual and their family to ensure the care and support they receive meets their unique needs.

### **4.3.1 Participation and Recognition Policy**

Children's participation is at the heart of everything that Take-a-Break does which creates an environment where the voices of children and young people are listened to.

The organisation encourages children and young people to participate in the development of the service through regular consultation, and enables them to contribute on an equal basis regardless of their disability.

Take-a-Break has created clubs and play-schemes where everyone's needs are met so that all children and young people can take part, difference is celebrated and everyone is valued and given a voice.

The children and young people have nominated Children's Champions who ensure that they have made their own decisions around which issues are most important to them, and enable them to develop ongoing action plans which are used to tailor services to meet the needs of the group.

To show that we value participation, young people receive recognition for their efforts through achievement awards for their clubs and play-schemes.

Young people who feel valued have the confidence to advocate for themselves and on behalf of their peers as they move towards adulthood. Adult customers are involved in the planning and implementation of their service, and a nominated representative attends Board meetings to ensure the views of all people using Take-a-Break's services are fairly represented.

## **4.4 Customer's Personal Finance Policy.**

The purpose of this policy is to outline the broad principles in supporting people who are unable to undertake their own financial transactions.

The nature of the individualised service we offer precludes a global set of instructions covering all clients.

Staff will record all financial transactions and all travel expenses on a log sheet and receipts must be attached to the log. Parents/Carers signatures must be obtained for any money received on behalf of the customer.

This log sheet must be returned to the Finance Officer for re-imbusement of any out of pocket expenses.

Receipts must be obtained for all finance transactions in order for reimbursement to take place. In cases where staff have difficulty obtaining a receipt they must notify the Finance Officer.

If customers live independently a separate Financial Risk Assessment must be completed.

If a discrepancy in cash management occurs or you believe cash is being mishandled you must report your concerns immediately to a member of the management team.

## 4.5 Positive Behaviour Policy

Take-a-Break has a Duty of Care towards all staff and volunteers and must take action to reduce foreseeable risk.

If a child, young person or adult with a learning disability presents challenging behaviour, Take-a-Break will undertake a full behaviour assessment, and take reasonable steps to control the risk.

The organisation will make reasonable adjustments to the environment and routines to ensure the person can continue to access the service irrespective of their disability.

All staff receive Positive Behaviours training.

The training provides a framework to equip staff with the knowledge, attitude and skills to facilitate an environment that enables the person to continue to access the service.

The core themes of the training are:

- Values
- Behaviours that challenge
- Personal Space and Body Language
- De-escalation skills and Positive Handling Planning
- Positive Listening and De-brief
- Personal Safety
- Issues following training

Take-a-Break is committed to providing a work setting where staff will feel confident and competent to intervene safely when an individual endangers themselves, other people or property.

## 4.6 Missing Person

- Make sure the person is actually missing by checking the likely areas
- Search immediate area, buildings and grounds
- Inform Management of the building
- Inform the Police and provide a description of the young person.
- Inform the Management of Take a Break
- The Take-a-Break Managers will contact the parents/carers.
- If any of the Managers cannot be contacted then staff must contact parents/carers directly.

## 4.7 Site Based Activity Collection Policy

- Children/young person are expected to be collected from site at the allocated time.
- Parents are required to notify a Take-a-Break co-ordinator at the earliest convenience where they are unable to collect their child/young person at the allocated collection time.
- All parents and carers are supplied with the Take-a-Break office telephone number and an emergency mobile number.

In the failure of a child/young person being collected from site the following procedure will apply:

1. Take-a-Break staff are paid to remain on site fifteen minutes after the allocated collection time. If child/young person has not been collected fifteen minutes after the allocated collection time, a Take-a-Break co-ordinator will attempt to contact parents/carers by the telephone.
2. Where parents and carers cannot be contacted, a Take-a-Break co-ordinator will telephone the emergency contacts as supplied by parents / carers.
3. If telephone contact with parents / carers and emergency contacts is unsuccessful and/ or no arrangements for collection have been made a Take-a-Break co-ordinator will contact Social Care.

If a child/young person is transported home by a Take-a-Break worker and parents/carers are not at home to receive their child/young person at the agreed time, the worker will remain with the child/young person and contact a Take-a-Break Co-ordinator.

The Co-ordinator will follow the above procedure.

## 4.8 Play

- Children have a right to a safe child centred environment. They must be given the opportunity to increase their independence within safe boundaries.
- Children with additional needs must be seen as a child first and foremost. All children must be treated with dignity and respect, regardless of race, disability, culture, language, gender or religion.
- All children have a right to be kept safe from harm.
- Take-a-Break is striving to be an equal opportunities organisation
- All toys and equipment should reflect the multi- cultural society we live in.
- Children will be encouraged to take part in anti-sexist and anti-racist play.
- Outings must be carefully planned so that they are accessible and enjoyable and meet the needs of the children.
- All children have a right to have a say in anything that affects them.
- All toys and equipment should be age appropriate.
- The welfare of the child is always paramount.

## **4.9 Autonomy and Independence**

Each person will have targets identified within their personal care plan that enable them to maximise their abilities for a fulfilling adult life.

Individuals must feel valued and be enabled to achieve their ambitions to the limit of their potential.

Take-a-Break will enable customers to access independent advocates where necessary.



## 4.10 The Mental Capacity Act 2005

### Introduction

- (a) The Mental Capacity Act 2005 provides the legal framework for acting and making decisions on behalf of individuals who lack the mental capacity to make particular decisions for themselves. Everyone working with and/or caring for an adult (aged over 16), who may lack capacity to make specific decisions for themselves needs to be aware of and behave in accordance with the Act.
- (b) The Act covers a wide range of decisions made and actions taken on behalf of people who may lack capacity to make specific decisions for themselves. These can be decisions about day to day matters – like what to wear, or life changing events such as whether the person should move into a care home or undergo a major surgical operation.

### Code of Practice

This guidance is based on the Mental Capacity Act 2005 Code of Practice but is not intended to replace it. References to the relevant paragraphs of the code are made in brackets. There is also a separate Code that focuses specifically on the Deprivation of Liberty Safeguards (DOLS) which has been added to the Act since its original publication in 2007.

Both the main Code and supplementary DOLS have statutory force.

### Definitions

**Mental Capacity** broadly refers to the ability of an individual to make a decision about specific elements of their life. It is also sometimes referred to as **competence**. It is not an absolute concept – different degrees of capacity are needed for different decisions, and the level of competence required rises with the complexity of the decision to be made. Neither does it matter whether the condition is temporary or permanent – but, in the case of a temporary condition, the judgement would have to be made as to whether the decision could be delayed until capacity returned. It is clear from both the Act and the Code of Practice that this refers specifically to a person's capacity to make a particular decision **at the time it needs to be made**.

**Consent** is the voluntary and continuing permission of the person to the intervention or decision in question. It is based on an adequate knowledge and understanding of the purpose, nature, likely effects and risks of that intervention or decision, including the likelihood of success of that intervention and any alternatives to it. Permission given under any unfair or undue pressure is not consent.

The Act defines a lack of capacity as:

*“a person lacks capacity in relation to a matter if at **the material time** he/she is unable to make a decision for themselves **in relation to the matter** because of an **impairment of, or a disturbance in the functioning of, the mind or brain.**”*

**Decision Maker** is anyone who is making a health and welfare decision on behalf of another person. This can be a carer or relative who makes a decision about everyday events such as food ordering or dressing. More serious decisions should be made by people in more senior roles.

**Best Interests** is not defined in the Act but is about ensuring that everything done for (or on behalf of) a person who lacks capacity is in their best interests. The Act provides a checklist of factors that assessors must work through and decisions must be documented in care plans.

**Restraint** is defined in the Act as the use of threat of force where an incapacitated person resists, and any restriction of liberty or movement, whether or not the person resists. Restraint is only permitted if the person using it reasonably believes it is necessary to prevent harm to the

incapacitated person and if the restraint used is proportionate to the likelihood and seriousness of the harm.

## **PRINCIPLES**

The Act establishes five “statutory principles” which underpin the legislation and which must be applied in all circumstances. These are:

1. A person must be assumed to have capacity unless it is established that they lack capacity
2. A person is not to be treated as unable to make a decision unless all practicable steps to help him/her to do so have been taken without success.
3. A person is not to be treated as unable to make a decision merely because he makes an unwise decision.
4. An act done on a decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made in his/her best interest.
5. Before the act is done, or the decision made, regard must be had to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person’s rights and freedom of action.

## **MAKING DECISIONS ABOUT CAPACITY**

The Act sets out a two stage test to determine whether a person lacks the capacity to make a particular decision

### **Stage 1 –Establish whether a person has an impairment of, or disturbance in the functioning of, their mind or brain.**

This needs to be established as without this the person will not lack capacity under the terms of the Act. The Code of Practice gives the following examples:

- Conditions associated with some mental illnesses
- Dementia
- Significant learning disabilities
- Long term effects of brain damage
- Physical or mental conditions leading to confusion, drowsiness or loss of consciousness
- Delirium
- Concussion
- Symptoms of alcohol or drug use

It should be stressed, though, that the issue is not a person’s diagnosis, but their capacity to make a decision about a specific issue.

### **Stage 2 – Establish whether the impairment or disturbance means that the person cannot make a specific decision at that time.**

The following points need to be addressed. Every possible assistance and support must be given to the person to help him/her make a decision.

- Can the person understand information about the decision to be made?
- Can the person retain the information in their mind?
- Can the person use or weigh the information as part of the decision-making process?
- Can the person communicate their decision?

If the person cannot do any of these, then there may be an issue with their own capacity which could require the principles of the Act to be followed. **Remember capacity can fluctuate.**

## **REFERRAL TO THE INDEPENDENT MENTAL CAPACITY ACT SERVICE (IMCA)**

The IMCA service has been established by the Mental Capacity Act to provide support and representation for people who lack capacity to make specific decisions in certain defined circumstances. The IMCA is not the same as an ordinary advocacy service. There are certain circumstances when a referral to an IMCA **must** be made, see below:

- (a) **Healthcare** – If a doctor or healthcare professional is proposing serious medical treatment for somebody who lacks the capacity to consent and there is nobody other than paid staff whom it is appropriate to consult, the NHS body responsible for the individual's treatment has a **statutory duty** to refer to an IMCA
- (b) **Accommodation** – If an NHS body or Local Authority is proposing to arrange a change in accommodation, and there is no family member or non-professional carer to support them through the assessment process, then an IMCA must be instructed.
- (c) **Deprivation of Liberty Safeguards (DOLS)** – If a managing authority makes an application under MCA DOLS to authorise deprivation and there is no family member or non-professional carer to support the individual involved through the assessment process, then the supervisory body must appoint an IMCA.
- (d) **Discretionary Referrals** – In addition to a,b and c above that require the mandatory involvement of an IMCA, the Act also outlines two circumstances in which NHS bodies and Local Authorities have additional discretion to instruct an IMCA.

### **Review of accommodation**

#### **Adult Safeguarding –**

- Where it is alleged or there is evidence that a person lacking capacity is or has been abused or neglected or that he/she is abusing or has abused another person and
- Measures have been taken or are proposed by an NHS body or local authority in accordance with any adult safeguarding procedures set up in response to statutory guidance, outlined in “No Secrets”
- The NHS body or local authority may instruct an IMCA if it is satisfied that it would be of particular benefit to the individual to be so represented, even if he or she has family or friends who can be consulted and
- Before making any decision or further decision about protective measures, any information given or submissions made by the IMCA must be taken into account.

### **A Guide to Assessing Capacity**

The Health or Social Care professional / or other responsible for the care /treatment has to make the assessment as to the person's capacity to make a decision.

The Act sets out a test which is central to the principles underpinning the legislation.

The assessment of capacity must be:

**Time specific** – has the person the capacity to make a decision at the specific time (recognising that capacity can fluctuate over time)?

**Decision specific** – the assessment must relate to a specific decision at the specific time (recognising that people may be able to make some decisions but not others)

The test focuses on the process of making a decision rather than the decision itself.

There are four parts to the test and a failure at any stage indicates a lack of capacity.

**To have the capacity to make a decision someone must be able to:**

1. Understand the information relevant to the decision (this must be presented in a way that is appropriate to the individual –signs, visual aids –given by someone they know)
2. Retain the information long enough to make the decision
3. Use the information to make a choice (weigh up the options, understand the consequences etc)
4. Communicate the decision (by any method that is understood by the assessor, using a specialist worker to support this if necessary)

**To make a “best interests” decision, the decision maker must**

1. Consider all relevant circumstances
2. Consider if the person is likely to recover capacity at some point in the future and if so can the decision be delayed?
3. Involve the person in the decision as much as possible using whatever means may be most effective e.g signs/pictures etc.
4. Consider the person’s past and present wishes and feelings even if not expressed verbally
5. Consider any written statement made when the person had capacity
6. Consider the beliefs and values likely to influence the person’s decision e.g. religious / cultural choices
7. Take other factors, such as emotional bonds into consideration when deciding e.g. where someone should live.
8. Consult and take into account the views of key people such as carers / family/ friends as to what would be in the person’s best interest
9. Not be motivated by the desire to bring about the person’s death when the decision relates to Life Sustaining Treatment
10. Ensure that the decision reflects the fact that the Act deems the least restrictive option as being in the person’s best interest.
11. Ensure that the person who lacks capacity is not treated in a discriminatory manner or less favourably than others.

## 5.1 Domiciliary Care

Any Domiciliary Care provided must be recorded after each session.

A diary sheet must be completed and left for the next person providing support to ensure consistency of care.

The diary must include details of:

- Any financial transactions undertaken on behalf of the customer.
- Details of the customer's general wellbeing.
- Any accident/ incident (support staff must inform a member of the management team immediately). Please refer to accident/ incident policy.

The diary sheet must be signed and dated.

**All written records will be agreed with the customer or their parent, guardian, representative.**

## **5.2 Access Customer Records**

Take-a-Break is aware of its obligation with regards to the storing and sharing of information under the Data Protection Act 1998 and has a Data Protection policy and Subject Access Form.

Take-a-Break is committed to a policy of openness with parents/carers with regards to its policies and procedures and the information we hold on their child, young person or adult. Records and information will be made available to parents/carers on written request unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing.

Information and records held on customers will be kept in a locked file, access to which will be restricted.

Managers have overall responsibility for the maintenance and updating of customer records and ensuring they are accurate.

## 5.3 Safe and Intimate Touch Policy

### Background

In recent years a wide variety of issues have influenced the approach to touch and intimate personal care, not least child protection concerns and the experience/fear of allegations. As a result organisations have adopted a variety of approaches from openly hands on to completely hands off. Therefore it is essential that our staff are given, and follow, guidance on appropriate touch and intimate personal care.

### **Why is touch an important part of our work?**

We believe that touch is a very important part of our work, the importance of touch should not be underestimated as it can:

1. Offer an alternative to spoken communication
2. Provide reassurance
3. Emphasise the spoken word
4. Show Acceptance
5. Demonstrate affection

However staff should feel confident and children / young people should feel secure with all forms of appropriate safe touch. Staff must always be particularly sensitive to children / young people who are demonstrating that they are not comfortable with touch even if it appears to be appropriate to the member of staff. This will be a major factor in avoiding any misunderstandings about experiences of touch. E.g. a child who moves away, when being comforted after a fall must be allowed his space.

### What we need to consider

Given that touch is not the same for everyone and that we all have different experiences of positive and negative touch, we need to consider three main issues to ensure that any use of touch or experience of intimate personal care is appropriate and safe:

● **WHO** – It is vital for a member of staff to think about what they represent to a particular child / young person. Personal likes and dislikes will play a part in any relationship but we must ensure that all such contacts are based on what is appropriate.

Staff should also consider the power influences involved in relationships such as gender, race, disability, age, sexual identity and role status. E.g. older children are less likely to need close supervision for personal care, or gender difference may make individuals feel uncomfortable. A child's history may also influence who represents a 'safe' adult to them. Additionally some children may be used to experiencing different levels or types of touch as part of their cultural upbringing.

● **WHERE** – The intended message behind touch can be hindered by where it takes place. The same action in a lounge full of people could have a different message in a car or a child's bedroom. Staff should always ensure that any form of touch is an open act and that other staff are aware of the circumstances, such as where you are and who you are with. Staff must always consider very carefully what constitutes intimate parts of the body for children. A child may still be developing a sense of what is intimate and less intimate. Generally touching an arm, shoulder or hand is more appropriate and feels less intimate than a child's legs or torso.

Staff should always encourage children to say when they feel uncomfortable in any area of life, this is especially important in the area of touch and personal care.

- **WHEN** – The context or environment, in which touch takes place between members of staff and children, is the decisive factor determining the emotional and physical safety of both parties. Staff should always be aware of where they are and who they are with, where possible touch should be avoided in an isolated one to one situation with a child. The best way to protect both yourself and the child is to ensure that all forms of touch are open to the scrutiny and observation of others.

It is also important for staff to recognise the different messages which can be given in physical intervention situations. Always ensure that other staff is present to observe/assist. Staff need to be aware that in extreme circumstances, some children may even provoke a restraint situation as a way of gaining physical contact from adults.

**Points to remember:**

Staff should always consider and abide by the following points when carrying out their duties:

- Touch should not be in response to or be intended to arouse sexual expectations or feelings (Department of Health Circular LAC (1993) (13))
- Where a child / young person requires intimate personal care, staff should ensure that the pupil is comfortable with the staff member attending to their needs, where possible a member of staff of the same sex should be used. Other staff should always be around to monitor events and the child's privacy and dignity should always be preserved.
- Privacy issues are always to be considered. A safe environment which respects privacy and shows regard for personal boundaries should be encouraged. Thought also needs to be given to how staff present themselves, (e.g. how they dress), and how they show professional respect when relating to each other and to children (e.g. knocking on doors before entering.)
- Where a member of staff feels that it would be inappropriate to respond to a child seeking physical comfort, outward rejection should always be avoided in favour of diversion or some other such tactic and the reason, where appropriate, for avoiding physical contact should be given to the child.
- Unwelcome touch, where a child indicates that touch from an adult is not welcome, perhaps by moving away or flinching to avoid, the staff member should consider apologising to demonstrate a respect for personal boundaries.
- Where a child presents a danger to themselves or to others it will at times be necessary for staff to use means of physical intervention as described in TAB policy. At such times staff should always take care to explain what they are doing and that the actions taken are for safety reasons. As the situation deescalates, touch can be appropriately used to move from a situation of control to one of care, using the Team Teach methods such as the friendly hold.
- Clarity should always be our aim. A child should never be left in any doubt about the member of staff's intention behind any physical contact. Clumsy or un-considered use of touch may be experienced by a child as being confusing, uncomfortable or distressing. A decisive, firm and planned form of open touch within an appropriate context and a safe relationship is less likely to lead to unease and confusion.



All staff have a responsibility to ensure that all practice at TAB is safe and appropriate. We should all expect to be observed by others and be prepared to discuss any concerns we have in a professional manner.

Any member of staff who is concerned about another member of staff's practice should discuss their concerns with their line manager, or senior TAB management.

## 5.4 Invasive Procedures Policy

### **GASTROSTOMY FEEDING**

A Gastrostomy is a direct opening through the abdominal wall into the stomach. A Gastrostomy tube allows a liquid feed to be delivered directly into the stomach.

Many disabled children and adults have feeding problems as a result of central nervous system damage, and a Gastrostomy tube ensures that the child/young person/adult receives an adequate nutritional intake.

Gastrostomy Feeds can be given as a bolus feed (i.e., a specified amount of liquid feed) over a set amount of time; or as a continuous feed via a pump, or as a combination of both. The method chosen will be the one that best meets the need of the child/young person/adult.

**Support workers are not permitted to assist with Gastrostomy Feeding unless they have been fully trained to do so by a Homeward Nurse or Doctor and it has been specified in the individual's care plan.**

**Each customer will have an appropriate protocol for such a procedure, usually written by the Dietician or Community Nurse involved in the support package.**

**A protocol, step by step procedure and log will also be kept in the customer's home.**

Support Workers must record all information specified in the customer's care/support plan.

As part of the customers care/support plan the following evidence must be gathered and kept on file (as stated by TAB Insurance Company):

- 1. A letter from the customers General Practitioner or consultant stating:**
  - The customer's condition and the health support procedures required
  - What training of personnel is required
  - What medical experience is required
  - Any other relevant information
- 2. A letter from the customer, their parent/guardian providing specific consent for TAB staff to administer/provide the health support procedures required.**
- 3. TAB must ensure that any person administering/providing the required health support procedures has the medical experience and training specified by the customer's G.P or consultant and, if required, provide proof of such training.**
- 4. TAB must familiarise themselves and comply with all relevant requirements of their statutory registering authority concerning the administration/provision of the health support procedures.**

## 5.5 DIABETES

There are three main types of diabetes. **Type 1 diabetes**, usually diagnosed in children and adolescents, occurs when the pancreas is unable to produce insulin. Insulin is a hormone that ensures body energy needs are met. Approximately 10 per cent of people with diabetes have type 1 diabetes.

The remaining 90 per cent have **type 2 diabetes**, which occurs when the pancreas does not produce enough insulin or when the body does not effectively use the insulin that is produced. Type 2 diabetes usually develops in adulthood, although increasing numbers of children in high-risk populations are being diagnosed.

A third type of diabetes, **gestational diabetes**, is a temporary condition that occurs during pregnancy. It affects approximately 3.5 per cent of all pregnancies and involves an increased risk of developing diabetes for both mother and child.

Diabetes may be treated by diet, tablets and/or insulin injections. The aim is to normalise blood glucose levels and prevent complications caused by persistently raised blood glucose levels.

**Support workers are not permitted to assist with the needs of a person with diabetes unless they have been fully trained to do so by a community nurse or doctor and it has been specified in the individual's care plan.**

## **5.6 Entering and Leaving a Customer's Home**

Prior to entering a customer's home, support staff should clearly identify themselves with their Take-a-Break identification badge. Staff should knock the door or ring the bell and then speak loudly and clearly and display their badge before proceeding into the house.

When exiting the building with the customer, the support worker should ensure all doors and windows are secure.

If the customer is remaining in the home unattended, the support worker should ensure the home is secure and the person has the ability to summon assistance if required.

## 5.7 Illness and Infectiousness Policy

Take-a-Break will not take responsibility for sick customers.

If your son /daughter is ill or infectious, sessions must be cancelled with Take-a-Break as soon as possible:

Take-a-Break office: 02476 644909  
Emergency contact: 07774914061

If a child becomes sick whilst in the care of Take-a-Break arrangements will be made for his/ her collection.

1. A Take-a-Break co-ordinator will attempt to contact parents/carers by telephone.
2. Where parents and carers cannot be contacted a Take-a-Break co-ordinator will telephone the emergency contacts as supplied by parents/carers.
3. If telephone contact with parents / carers and emergency contacts is unsuccessful and/or no arrangements for collection have been made, a Take-a-Break Co-ordinator will contact Social Care.

Guidelines on incubation times for various illnesses are taken from Public Health England.