

OPS001B SAFEGUARDING POLICY HANDBOOK

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INTRODUCTION

This handbook is to be used with OPS001 Safeguarding Policy Statement.

This document goes into further detail regarding the key arrangements for safeguarding at Challengers. It refers to and explores where policy, procedure and guidance, for Challengers staff and volunteers; including instructions on what to do when a child, young adult or anyone associated with Challengers is at risk of harm or being harmed come from.

Safeguarding, everybody's business

As *Working Together to Safeguard Children* highlights:

- Safeguarding is everyone's responsibility.
- Everyone who works with children has a responsibility for keeping them safe.
- No single practitioner has a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The same approach would be equally important to adopt in relation to safeguarding adults at risk of harm or experiencing harm.

1. Our Services

Short Breaks respite for disabled children during weekends and school holidays:

- **Play (4-12)** – Guildford, Farnham, Kingston, Richmond, Winchester, Eastleigh
- **Youth (11-18)** - Guildford, Farnham, Kingston, Richmond, Eastleigh, Basingstoke, Chichester

555 Farnam (8-18yrs) and 555 Guildford (4-12yrs)

A service supporting disabled children and young people (usually in crisis) who are currently out of education, either due to exclusion or because they are waiting for a suitable school place – Farnham (supporting young people in both Surrey, London and Hampshire)

SAFEGUARDING AND DISABILITY

This section refers to and quotes from Safeguarding disabled children: practice guidance. (Section 1.16)

'Research and inspection indicate that disabled children face an increased risk of abuse or neglect yet they are underrepresented in safeguarding systems. Disabled children can be abused and neglected in ways that other children cannot and the early indicators suggestive of abuse or neglect can be more complicated than with non-disabled children.'

Professionals in all agencies who come into contact with children and young people with disabilities are in a position to identify indicators that the child may be suffering or may be at risk of significant harm. There may be differences, and a child/young person's disability should always be considered when questioning whether significant harm might be indicated.

- To keep disabled children safe from harm, Challengers staff must be alert to and understand the additional and increased vulnerability of disabled children to abuse and harm.
- Disabled children are more at risk from harm and abuse than non-disabled children.
- Disabled children rely and are dependent on Challengers staff to help and support them and to keep them safe from harm.
- Challengers staff should default to over report if in doubt.
- If the incident would be concerning for a non-disabled child it is concerning for a disabled child.
- Report every concern to a Challengers Leader immediately.

2. Why are they more at risk?

We will have a heightened alertness given that we are told that disabled children are significantly more at risk of harm than non-disabled children. The reasons why disabled children are more vulnerable to abuse are summarised below:

- Many disabled children have an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children
- Their dependency on parents/ carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose their abuse
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.
- Professionals from all agencies/disciplines must be aware that the belief that disabled children are not abused or beliefs that minimise the impact of abuse on disabled children can lead to the denial of, or failure to report abuse or neglect.
- Reporting safeguarding concerns needs to be encouraged at all levels of professional involvement, and prompt and detailed information sharing is vital.
- The impairment with which a child presents should not detract from early multi-agency assessments of need that consider possible underlying causes for concern.

3. Risk Factors

Because of the particular needs of disabled children and young people they may also be at risk of being abused in other ways including:

- Force feeding or inappropriate feeding
- Their personal care needs may not be met adequately
- Physical practices such as physical restraint carried out unnecessarily or not in accordance with available guidelines.
- Rough handling
- Extreme behaviour modification including deprivation of clothing, medication or food, limiting movement, restricting freedoms, locking doors etc.
- Misuse of medication, sedation, heavy tranquillisation
- Unnecessary invasive procedures carried out against the child/young person's will
- Being denied access to required medical treatment
- Misapplication of programmes or regimes
- Ill-fitting equipment e.g. Callipers, Ankle Foot Orthosis (AFOs), sleep boards which may cause injury or pain

- Inappropriate splinting
- They may be more susceptible to bullying
- They may be more vulnerable to abuse using Information Communication Technology.

4. Why could it be missed?

Professionals may find it more difficult to attribute indicators of abuse or be reluctant to act on concerns in relation to disabled children because of a number of factors which may include:

- Professionals over identifying with the child/young person's parents/carers and being reluctant to accept that abuse could have taken place, or seeing abuse as being attributable to the stress and difficulties of caring for a disabled child/young person
- A lack of knowledge about the impairment and its impact on the child/young person
- A lack of knowledge about the child/young person, e.g. not knowing the child/young person's usual behaviour or demeanour
- Not being able to understand the child/young person's communication
- Confusing behaviours that may indicate the child/young person is being abused with those associated with the child/young person's impairment
- Denial of the child/young person's sexuality
- Denial of young person's mental health needs
- The child/young person having a number of carers.
- Carers may have unrealistic expectations of the child
- Failure to follow treatment plans
- Thinking the signs seen are connected with the disability

5. What Challengers staff will do

WITH THIS GUIDANCE, CHALLENGERS STAFF WILL:

- Never use a child's disability to 'explain away' signs of abuse.
- Take time to understand children and how they may communicate and behave in different ways so that staff can facilitate choice for children, especially including children in choices about the personal care they receive.
- Support disabled children with relationships, especially their understanding of their own and other's bodies and sexuality, so that they may protect themselves and staff teams be alert to mistakes that children may make while at Challengers.
- Collect all relevant children's information and establish a relationship with the child and their family so that staff continue to understand the child, their disability and what Challengers must do to make their day safe and fun.
- Establish an open culture of management that acknowledges that the service Challengers delivers is complex and that children and staff alike are vulnerable to making mistakes. When a mistake is made it will be reported and investigated appropriately so that the mistake is understood and the service improved.
- Never exclude a child from the service – Challengers will be a healthy and positive part of the child's life.
- Continually challenge and refresh our attitude and understanding of the experience of disability and be ready to change our behaviour in general but specifically how disabled children are kept safe from harm.

LEGISLATION, POLICY AND GUIDANCE

6. Legislation

Legislation is a law or a set of laws that have been passed by Parliament. The word is also used to describe the act of making a new law.

Children Act 1989

Provides the legislative framework for child protection in England. Key principles established by the Act include:

- the paramount nature of the child's welfare
- the expectations and requirements around duties of care to children.
- Provision of service for children in need, their families and others (Section 17)
- Local authority's duty to investigate (Section 47)

Children Act 2004

Encourages partnerships between agencies and creates more accountability, by:

- placing a duty on local authorities to appoint children's services members who are ultimately accountable for the delivery of services
- placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people.

Children and Social Work Act 2017

Amends both the Children Act 1989 and the Children Act 2004. Key provisions include:

- the Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance (Sections 12 to 15).
- the previous model of Local Safeguarding Children's Boards (LSCBs) has been replaced by local safeguarding partners who will publish reports on local safeguarding practice reviews (Section 17).
- child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety and children locally (Section 24).
- local authorities must appoint personal advisers for care leavers up to the age of 25 (Section 3).
- Social Work England is created as a regulatory body for the social work profession in England (Section 36).
- relationships education will be provided to primary school children and relationships and sex education will be provided (instead of sex education) in secondary schools (Section 34).

Care Act 2014

Sets out how care and support in England should be provided to adults with care needs, including older people, and how it is paid for. It supports the personalisation of care services, putting the person at the centre of the process.

Equality Act 2010

Legally protects people from discrimination in the workplace and in wider society. It means discrimination or unfair treatment on the basis of certain personal characteristics, such as age, is not against the law in almost all cases. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

Safeguarding Vulnerable Groups Act 2006

This Safeguarding Vulnerable Groups Act (SVGA) 2006 was passed to help avoid harm, or risk of harm, by preventing people who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work.

Mental Capacity Act 2005

A law that protects vulnerable people over the age of 16 around decision making. It says that: Every adult, whatever their disability, has the right to make their own decisions wherever possible.

Counter-Terrorism and Security Act 2015

Sets out a duty on local authorities and partners to establish and cooperate with a local programme to provide tailored support for people, children and adults who are identified as vulnerable to being drawn into terrorism.

Data Protection Act 2018

Is the UK's implementation of the General Data Protection Regulation (GDPR). Everyone responsible for using personal data has to follow strict rules called 'Data Protection Principles'. They must make sure the information is: used fairly, lawfully and transparently.

Early Years Foundation Stage (EYFS) Statutory Framework 2024

Is mandatory for all early years settings. It sets the standards that all early years providers must meet to ensure that children learn and develop well, and are kept healthy and safe.

7. Policy and Guidance

Requirements and recommendations that help formalise and direct best practices. Usually working alongside other legislation.

Working Together to Safeguard Children 2023 (DfE)

The Department for Education (DfE) published a new edition of its statutory guidance Working together to safeguard children in December 2023.

This 2023 edition replaces Working together to safeguard children 2018, which underwent a limited factual update in 2020.

The guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England.

This briefing outlines the main changes in the 2023 edition, including updates around:

- multi-agency expectations for all practitioners
- working with parents and families
- clarifying the roles and responsibilities of safeguarding partners
- the role of education and childcare providers
- multi-agency practice standards
- support for disabled children
- tackling harm that occurs outside the home.

What to do if you're worried a child is being abused – Advice for practitioners (DfE)

Published by the Department for Education (DfE) This advice is non-statutory, and has been produced to help practitioners identify child abuse and neglect and take appropriate action in response.

Care and Support Statutory Guidance

This guidance sets out how local authorities should go about fulfilling their responsibilities, it is to be used alongside the Care Act 2014. It places a duty on councils to support and promote the wellbeing and independence of working age disabled adults and older people and gives them more control of their care and support.

Safeguarding Disabled Children: Practice Guidance 2009

This practice guidance should be read alongside Working Together, which sets out how all agencies and professionals should work together to safeguard and promote children's welfare. This practice guidance makes clear that disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the 'Every Child Matters' outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairments.

Regulated activity in relation to children: scope. Factual note by HM Government

Regulated activity is work that a barred person must not do. This note provides information on the scope of Regulated Activity in relation to children, defined in the Safeguarding Vulnerable Groups Act 2006

A Guide to Child Workforce Roles (v.9)

This will help you identify whether the position you are recruiting for falls into the child workforce and where you can legally request access to a check of the children's barred list. These are roles which relate specifically to working with children.

A Guide to Adult Workforce Roles (v.9)

This will help you identify whether the position you are recruiting for falls into the adult workforce when completing the "Position Applied For" field on a DBS application form and where access to an adults' barred list check is available. These are roles which relate specifically to working with adults.

Revised Prevent Duty Guidelines: England and Wales 2023

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

The objectives of Prevent are to:

tackle the ideological causes of terrorism

intervene early to support people susceptible to radicalisation

enable people who have already engaged in terrorism to disengage and rehabilitate

8. Local Authorities

Local Safeguarding Children's Partnership Procedures (LSCP)

All local authorities have a safeguarding children partnership (LSCP). They are responsible for:

- coordinating local work to safeguard and promote children's welfare
- ensuring the effectiveness of member organisations

By law all local authorities must have procedures to protect children and vulnerable adults.

All organisations working with children and adults must follow their LSCP online safeguarding policies and procedures.

Further information about the functions of the LSCP can be found in Chapter 3 of Working Together.

Our Local Safeguarding Partnerships Procedures can be found by going to their websites or using the following links on the online version of this handbook.

Surrey - <https://surreyscb.procedures.org.uk/>

Hampshire - <https://www.hampshirescp.org.uk/professionals/procedures/>

West Sussex – <https://westsussexcs.trixonline.co.uk/>

Kingston and Richmond – <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/>

DATA PROTECTION

- Challengers collect and store important personal detail about children and their family.
- Each time data/information is moved it will be secure so that only the intended recipients/users can see/use the data – using locks, secure email, encrypted backups and secure server networks (on sites and data providers in "the cloud").
- Consent to collect, store and share data will be collected from parents at first visit and refreshed as necessary – as wishes of child/family change and/or law/good practice changes.
- Details on data and how we keep and use it is included in our See FIN003 Data Policy

SAFE PEOPLE

9. Safer Recruitment

See HR008 Safer Recruitment Policy

Our recruitment and HR is guided by this policy. As well as this all Challengers staff receive the Challengers Staff Handbook when they are successfully recruited to work.

The outcome of all Challengers recruitment procedures and process is that the charity has the choice of the best staff to select, who are suitable and safe to work with a vulnerable group of children. Challengers will use these procedures for all Challengers applicants because of the risk and opportunities of access to detail and information about children in Challengers workplaces.

10. Application Procedure

A methodical approach to recruitment will select the best and safest staff. So all candidates will:

- Complete Challengers on-line Application Pack (CVs are not accepted)
- 2 references provided
- Explanations for any gaps in an applicant's work history;
- Reasons for leaving past positions
- Disclose any previous convictions, cautions, bind-overs (personal and/or professional life);
- Disclosure should be requested on the job application form. Any such details must be declared even if they would be considered 'spent' in other circumstances
- Complete an Enhanced Disclosure and Barring Service (DBS) Form and have no unsupervised contact with children until the clearance is seen and recorded by Challengers
- Complete an interview or a Challengers 'Recruitment Event' which will include a discussion or exercise of a 'real life' safeguarding scenario

11. Conditions/Qualifications for staff to be on rota

When staff are recruited and in post, all staff must be fit and safe to work with children and vulnerable young adults. Before staff are allowed on the rota they need to have been recruited in line with the above policy and:

- Successfully attend and complete New Recruit Training and commit to annual Safeguarding updates
- 'Clean' DBS with all observations reported to DSL/DDSL and, DBS updated every 3 years.
- Staff complete HR008I Challengers Disclosure and Fitness to Work Update every year.
- Have worked for Challengers in the last 12 months.

If any of these conditions are not met staff cannot work at Challengers schemes and will not be able to be booked onto the staff rota.

12. Disclosure and Barring Service (DBS)

Challengers works with and provides services to children and vulnerable adults. Because of this all staff (age 16 and over) must complete an enhanced level of disclosure with the DBS so that the background and criminal history of all candidates can be checked. Challengers is a registered body and submits DBS applications on behalf of the applicant.

Referrals to DBS

If an allegation is substantiated and the employee or volunteer is dismissed or the employer ceases to use the subject's services, or the person resigns or otherwise ceases to provide his/her services, the LADO should discuss with the Challengers DSL/DDSL whether a referral should be made to the Disclosure and Barring Service (DBS) and the information it should contain. If a referral is to be made to the DBS, it should

be submitted within 1 month. If the person is subject to registration or regulation by a professional body or regulator, for example by the Health and Care Professions Council, General Medical Council, Ofsted etc. LADO to advise on whether a referral to that body is appropriate and, if so, the referral must be made in a timely manner. The named DSL will make the report to the disclosure and barring service.

13. Risk by association

In some cases, an allegation of abuse against someone closely associated with a member of staff e.g. partner, member of the family, or other household member, may present a risk to child(ren) for whom the member of staff is responsible. In these circumstances, Challengers will refer to LADO and a Strategy Discussion will consider:

- The ability and/or willingness of the member of staff to adequately protect the child(ren);
- Whether measures need to be put in place to ensure their protection;
- Whether the role of the member of staff is compromised.

This will all be done with advice from the LADO. All staff have a duty to disclose immediately to their line manager of the Challengers DSL when they think that they may be at risk by association. All staff will complete HR008I Challengers Disclosure and Fitness to Work Update every year.

14. Induction, Supervision and Training

Induction

All new staff and agency/locum staff will complete a minimum induction and guidance on Challengers Safeguarding Procedure and 'what to do if you are worried that a child is being harmed or at risk of harm'. Induction training also includes equality and diversity Challengers use these key documents to guide and track induction:

- HR008B Challengers Leader and Deputy Induction
- HR008C Challengers Play and Youth Worker Induction
- HR008D Disability Challengers Office Based and Non-Operations Staff Induction Form

Supervision

Regular supervision with staff provides a time to reflect on and review all areas of practice and performance. Staff with operational responsibility for safeguarding should receive supervision from their line manager every month. Alongside general discussion about performance supervision should address all safeguarding concerns and include:

- Training that staff may need
- Direction to appropriate policies
- Direction to appropriate external agencies for support and advice
- Update on current safeguarding incidents
- Discussion, advice and support on the management of complex incidents and safeguarding
- Address allegations, complaints, grievances to work towards resolution through investigation
- Written notes with actions and decisions provided after the meeting

Training

Staff	Training	0-6 months	12-24 months	Other
All Staff	Challengers Safeguarding Policy Statement	Receive copy at New Recruit Training	Remind where to find policy	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Challengers Safeguarding handbook	Receive copy at New Recruit Training	Remind where to find policy	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Types of abuse and significant harm, signs and symptoms	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	What to do if you are worried about a child, who to tell, how to tell	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Referrals to SPA/MASH/IFD	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Allegations about staff, who to tell, how to tell	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Referrals to LADO	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Safeguarding procedures at Challengers	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Good Practice	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Vulnerabilities of disabled children	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Local and National Safeguarding Themes	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Photos, phones and social networking	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Bruising in Non Independently Moving Children	New Recruit Training/ Online Safeguarding Training	Safeguarding Refresher Training	Induction, Monthly Group Supervisions, Scheme Training Days, Debrief
All Staff	Research and latest good practice	Group supervision, scheme training days	Develop and review scenarios	Develop with further scenarios
DSL/DDSL	DSL Training	Online DSL Training	Further safeguarding trainings	Refresh every 2 years, Safeguarding committee
Leader, Deputy, Service Manager	Surrey Safeguarding Children Partnership (SSCP)	Modules 1 and 2		Additional modules, Leader Evenings, Further safeguarding training

15. Good Practices

- Everyday safeguarding means getting routine procedure right every time at Challengers schemes.
- Not following routine everyday procedure will put children & young people at risk.
- Not following procedure is a safeguarding concern and in turn reportable using this procedure.

Challengers practice should reflect a general approach to safeguarding through the *everyday* delivery of a high quality service. This approach will include:

- Daily team meetings before and after sessions
- Up-to-date children’s information filed at scheme and stored using Challengers online systems
- Quality, fun and engaging activities
- Staff teams who are supervised and supported and enough good quality staff for the task
- Up-to-date risk assessments for schemes that are shared with teams
- A shared understanding of key Challengers policy and procedure

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- An open management culture that has an understanding and supportive approach not a blame culture – so that mistakes are declared and there is an intention to understand and improve.

Things to remember:

- Treat everyone with respect, setting a positive example for others.
- Respect personal space and privacy.
- Ensure any actions cannot be misrepresented by someone else.
- Challenge unacceptable behaviour.
- Do not put anyone, including yourself, in a vulnerable or compromising situation.
- Do not have inappropriate physical or verbal contact with others.
- You must not keep allegations or suspected abuse secret.

ROLES AND RESPONSIBILITIES

16. Designated Safeguarding Lead (DSL)

- The Challengers DSL or Deputy DSL (DDSL) is available to help and support all staff with safeguarding procedure and concerns.
- All safeguarding incidents must be reported to the DSL or Deputy DSL – even if the investigation is led by senior staff other than the DSL.

The Designated Safeguarding Lead and Deputy Safeguarding Leads will:

- Co-ordinate Challengers work with local safeguarding teams and/or children's services
- Attend DSL safeguarding training and refresher training at a minimum of every 2 years
- Attend further safeguarding trainings to expand knowledge
- Co-ordinate and develop safeguarding training and updates for the whole organisation – every year for service and office staff
- Ensuring Challengers Safeguarding Policy, and internal procedures, are reviewed and updated
- Provision of child protection advice and support to staff;
- To refer concerns to local authority safeguarding teams, such as Children's Single Point of Access (C-SPA), Multi Agency Safeguarding Hub (MASH) following Challengers policy, Integrated Front Door (IFD)
- Ensuring all relevant information about a child is disseminated to appropriate Challengers staff
- Ensuring that children's records are maintained and kept securely regarding any safeguarding concerns/ investigations
- Co-ordinating allegations made against staff
- Receive and monitor all safeguarding incident/ CPOMS reports and referrals regarding staff and children
- Ensure all relevant authorities are informed, referred to or updated throughout any safeguarding process – Ofsted, LADO, HR, Charity Commission
- Check and close all safeguarding incidents on CPOMS

17. Leader and Deputy Roles

Leaders and Deputies will:

- Take a lead responsibility for safeguarding on-the-day at a Challengers 'setting', eg. A Challengers scheme
- Provide day-to-day support and advice to staff teams with what to do if they are worried that a child is being harmed
- Attend Challengers safeguarding refresher training every year
- Attend Local Safeguarding Children's Partnership training at least every three years and additional modules as necessary

18. Staff and Volunteers

Staff and volunteers will:

- Follow Challengers policy and procedure during day-to-day activities at Challengers
- Attend Challengers safeguarding refresher training every year

19. Trustees

See HR017 Trustee Handbook

SOCIAL CONTACT OUT OF WORK

- Challengers staff should not encourage or seek relationships and/or social contact with children and their families.
- Always use Challengers sites, events, work email, work phone whenever possible to contact Challengers families.
- Get help from DSL/DDSL or senior staff if you are unsure how to contact or manage a relationship with a family and/or a child.

This section guides Challengers staff with safe professional conduct that will protect children and staff. This section uses guidance from *Guidance for Safer Working Practice for Adults who Work with Children and Young People* Section 13.

‘Social contact’ is relationships and/or contact that is made outside the place and/or time of working or volunteering at Challengers (or another organisation), or times when staff are not under instruction or employed by Challengers.

- Adults who work with children and young people should not seek to have social contact them or their families.
- If a child or parent seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgment in making a response but should always discuss this with their manager or with the parent of the child or young person.
- Adults should be aware that social contact may be misconstrued as grooming.
- In exceptional circumstances there maybe unintentional social contact – for example through interests outside of work or through the adult’s own family or personal networks. In these cases care should be taken to maintain appropriate personal and professional boundaries.
- It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where a parent comes to depend upon the adult for support outside their professional role. This situation should be recorded and discussed with line manager and HR. Where necessary referrals made to appropriate support agency. Staff to complete HR0081 Challengers Disclosure and Fitness to Work updates annually or if required.
- Challengers staff should seek help and support from senior staff if they feel unsure or concerned about contact made outside work with children and/or families who use Challengers.

Communication with children (Including the use of technology)

- **SOCIAL NETWORKING** – Staff should not befriend or accept requests of friendship on any social network site from children or young people who use Challengers.
- **MOBILE DEVICES/PHONES** – Staff should not use personal mobile phones or connected devices to contact children or families.

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Communication with children/young people and their families should be solely motivated and because of duties required of staff in the course of their employment/deployment by Challengers and the work and service provided by Challengers.

Challengers staff should only use systems, methods and devices provided and managed by Challengers to communicate with children and young people. For example authorised Challengers email accounts, mobile phones provided by Challengers and internet sites managed and controlled by Challengers (e.g. Facebook, Twitter, Tumblr and Pinterest).

This section uses guidance from Guidance for Safer Working Practice for Adults who Work with Children and Young People section 13.

- Communication between children/young people and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes wider use of technology e.g. mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.
- Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role.
- Adults should ensure that all communications are transparent and open to scrutiny.
- Adults should also be careful in their communications with children and young people so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.
- They should not give personal contact details to children and young people unless the need to do so is agreed with senior management and parents/carers.
- E-mail/ text communications between an adult and a child/ young person outside agreed protocols may lead to disciplinary and/or criminal investigations; it may be interpreted as grooming behaviour. This also includes communications through internet sites.
- Internal e-mail systems should be used in accordance with HR001 Challengers Staff Handbook

PHONES, CAMERAS, PHOTOS, THE INTERNET

- **PHONES** – While working at Challengers personal phones must not be used.
- **CAMERAS** – All photos taken at Challengers are for the use of Challengers and not for personal use. Use cameras/phones that Challengers provide not personal devices.
- **INTERNET** – Supervise and monitor children and young people's use of the internet.

20. Phones

All Challengers scheme have the use of a phone (mobile) so that staff can communicate effectively with colleagues, families and other agencies. Phones are increasingly complicated devices and allow users to communicate and connect to networks in a number of ways. We should be aware of the risks that phones present to staff and children in our care.

- While working at Challengers personal phones must not be used. Use of phones will distract staff from their duty. Our focus should always be on the child – interruption by personal calls, texts /emails is highly unprofessional and an example of neglect of a vulnerable group
- Staff working at Challengers schemes should leave personal phones (and any 'connected' devices) in the staff room/area. This removes any misunderstanding of the unsafe or misuse of the device and protects staff property from damage.
- There may be exceptional circumstances when it is appropriate the Leader recommends the use personal phones while at work. An example of this is on trips out and a personal phone will allow the group to communicate if the group is separated.

Use of phones by children and young people

- Children and young people may bring their own phones and connected devices to Challengers schemes.
- Challengers staff teams must consider and agree the safest way to support the appropriate use of the devices with advice about how they can be used for fun but also in a safe way that protects them from harm, for example asking permission to take a photo of someone else.
- Challengers staff should find ways to supervise the use of devices.
- If the use of devices places any children/young people at risk of harm they will need to be asked to leave their device in a safe place ('phone box') away from their and others use. This will keep the device safe and reduce the risk of any misunderstanding.
- Staff teams to develop an understanding of disabled children's/young people's vulnerability to abuse and exploitation in general and via online networks.
- Provide devices managed by Challengers and that we can control content and connectivity.
- The Leader may ask children and young people not to bring/use connected devices

21. Using images, photos and film of children

The use of images (photos and film) of children and staff at Challengers is fun and enjoyed by children, families and provides wonderful images that the charity can use to promote the service and positive images of disabled children and play.

How to use photos and film of children at Challengers

- Ask the child and parent for permission.
- Record permission/consent using OPS015 Challengers Children and Young People's Information Sheet or a specific photo permission agreement – this will be recorded on the Challengers database.
- Permission will be collected for:
 - photographs
 - film
- Care must be taken when using/making images of children who are:
 - Looked after by the local authority
 - Looked after by a foster parent
 - Known to have been subject to a Child Protection Plan
- Do not use children's names within the image/titles/captions. If a child's name can be seen do not use the photograph.
- Allow families to withdraw consent to use images/film of their child/ young person.
- Store images securely on Challengers devices and/or accounts – images must not be stored on personal devices/accounts.

External and professional photographers/film

State written expectations of professional photographers or press who are invited to an event. These should make clear the organisation's expectations of them in relation to safeguarding.

Do not allow photographers unsupervised access to children.

22. The Internet

Challengers will offer children safe use of the internet and technology when it is appropriate in the course of play and youth schemes at Challengers.

Supervise and support children to understand safe and appropriate behaviour while using the internet and online device.

- Support children with safe use of technology that they own and bring to Challengers

- Put in place systems to limit and/or control access to technology and the internet to limit risk of harm, for example use technology to block certain websites, use software to stop viruses and use security permission to control the change of settings on network and remote devices.
- Report any concern about use of technology or online content, for example:
 - Exposure to inappropriate text or images, including child/adult pornography and extreme or obscene material.
 - Offensive or indecent images/film of children and young people.
 - Requests to make and transmit pornographic images of themselves or to perform sexual acts online.
 - Invitations to meet online contacts.

HEALTH AND SAFETY

23. Risk Assessment

It is expected that risk assessments will be undertaken for both regular, occasional or specific activities and events. This documentation will need to consider any safeguarding element. Particular attention should be paid to doors, entrances and exits of any room or buildings in use during a play session or activity remembering that:

- exit may be required in the event of an incident that requires emergency evacuation
- secure closure may be required in the event of an incident that requires 'lockdown'
- someone leaving a room, building or site without agreement or appropriate supervision may lead to a major safeguarding risk of harm.

All staff and volunteers have a duty to ensure that Challengers sessions, events and activities are safe. Safety in this context includes both the safety of the environment (primarily addressed through the health and safety policies and procedures that are in place e.g.: fire and evacuation etc.) but also in relation to the prevention of, or appropriate response to, situations that may pose a risk to the wellbeing and safety of anyone associated with Challengers.

24. Supervision of children, young people and adults

As above, particular attention should be paid to:

- Staffing in accordance with care needs
- Medication Administration in line with policy
- 1 to 1 work – staff remaining with their 1 to 1
- Arriving on time and in time for briefing
- Ensure all staff study relevant care plans
- Supporting extra ratio needs in emergency situations 2 to 1 or higher

25. Emergency Evacuation Procedures

It is critical that all staff are briefed appropriately and follow emergency procedures as and when necessary.

Things to be aware of:

- Fire evacuations
- Gas/Carbon Monoxide
- Personal Emergency Evacuation Plans (PEEPs)
- Behaviour Support Plans (BSPs)
- Medications/ Emergency Medical Situations

26. Emergency 'Stay Put'/Lockdown Procedures

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of everyone on the site of scheme or building being used for a Challengers activity. Procedures should aim to minimise disruption to the play environment whilst ensuring everyone's safety. Lockdown procedures may be activated in response to any number of situations, but some of the more typical situations might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to anyone involved in a Challengers activity or on a Challengers site).
- An intruder on the site or likely to be on the site with the potential to pose a risk to anyone involved in a Challengers activity or on a Challengers site. In exceptional circumstances this could be someone known to a child, young person, young adult or a Challengers' member of staff or a volunteer.
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc) or chemical, biological or radiological contaminants.
- A major fire in the vicinity of the site.
- The close proximity of a dangerous animal roaming loose.

Lockdown arrangements should be determined by each site on an individual basis, as they will be dependent on local circumstances such as premises design and layout, room arrangements, resources available, etc. Schemes should consider having two types of lockdown; 'partial' and 'full'.

27. Partial Lockdown

In a partial lockdown everyone should remain in the building and all doors leading outside should be locked. No one should be allowed to enter or leave the building; however activities can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to those on the site and in the building. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Immediate action:

- All outside activity to cease immediately, everyone return to building.
- All staff and young people remain in building and external doors and windows locked.
- Free movement may be permitted within the building dependent upon circumstances.
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.
- Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.
- Staff should await further instructions.

All situations are different. Once everyone is safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services. Inform your DSL or Deputy DSL. A 'partial lockdown' may also be a precautionary measure, but puts the scheme in a state of readiness (whilst retaining a degree of normality) should the situation escalate. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

28. Full Lockdown

This signifies an immediate threat to the site and those present, and may be an escalation of a partial lockdown. The aim of a full lockdown is for the site and its rooms to appear empty.

Immediate action:

- Everyone stay together in the agreed area for the scheme. Office staff should remain in their office.
- External doors locked. Room doors locked (where a member of staff with key is present).
- Windows locked, blinds drawn, internal windows covered (so intruder cannot see in).

- Everyone sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).
- Lights, smartboards and computer monitors turned off.
- All mobile phones turned off (or turned onto silent so they cannot give away your position).
- A register to be taken of everyone in each room/office.
- Communicate register to a pre-agreed central office.
- Staff should await further instructions.

Everyone to remain in lock down until it has been lifted by a senior member of staff/emergency services. During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown.

POSITIVE TOUCH AND BEHAVIOUR SUPPORT

Challengers promotes positive physical contact at schemes as an important component of good play and youth work. Alongside this policy, staff behaviour will be monitored by Leaders day to day.

Touch is normal and plays an important part in communication and development. We must pay attention to sliding scales in a relationships, children can sometimes misunderstand relationships and what the appropriate responses are. Staff are to support, direct and teach through different situation that may arise. Even with children with delayed development we will endeavour to conduct ourselves with age appropriate responses and support.

We use the idea of a 'Snapshot of touch' – can you justify it if a parent walks in and sees it? It is important to always have this in the back of your mind when at Challengers.

29. Helpful Tips

It is helpful to remember that physical contact is behaviour and, in turn, communication. A guide for Challengers staff good practice is to think why are you (staff) *doing the behaviour* and what is it *communicating* to the child? This behaviour should be appropriate to the play and youth activity and the outcome should be that children/young people feel safe and happy.

Challengers will support children/young people and staff to develop an understanding of behaviour and physical contact that is appropriate for 'public' and 'private' environments, times and parts of the body. Challengers staff behaviour assumes that Challengers is a 'public' place for children/young people and staff and that we do 'public behaviour' – behaviour appropriate and safe for public places.

Staff can also help where appropriate with explaining which bits of their/our bodies are 'private' – the NSPCC site has useful and accessible resources:

'Let's Talk Pants'

P: Privates are Private

A: Always remember your body belongs to you

N: No means no!

T: Talk about secrets that upset you

S: Speak up, someone can help

30. Positive physical contact indicators

Some indicators that the physical contact can be promoted and is positive may be that it:

- Is helpful to the child's development and enjoyment.
- Makes sense to the child/young person and staff team and is relevant to the activity – e.g. 'rough and tumble' on the soft play, a cuddle when a child has fallen over or is missing their parent.
- Demonstrates an understanding of the child/young person's vulnerability in terms of their understanding of what the physical contact communicates.
- Is in a public/open environment – not done in secret – an open environment where staff behaviour can be challenged professionally.
- Providing necessary personal care.
- Moving and handling children to and from an activity.
- Keeping a child/ young person safe to protect them from harming them self and/or others.

31. Concerning/unsafe physical indicators

At Challengers we see 1000s of children who will display a range of behaviour. Some of this behaviour will be concerning and may put them and/or others at risk of harm and is unsafe. Some indicators of concerning/unsafe physical behaviour are:

- A child being physically aggressive, e.g. Harming themselves and/or others.
- A child 'acting out' explicit sexualised and/or aggressive behaviour.
- A child seeking and/or coercing other children or staff for the purpose of sexual arousal.
- A child inviting or asking for inappropriate physical contact, e.g.: Asking for 'private' areas of their body to be touched over or underneath their clothing - especially their genitals and/or breasts.
- Staff inappropriately seeking to provide personal care for a particular child or children;
- Staff inappropriately seeking long periods of unsupervised time with a particular child or children.
- Repeated persistent problematic behaviour.
- Behaviour where one child exploits their power over the other, e.g.: Through their age/stage of development. This would suggest coercion and absence of consent.

Any one of these behaviours and types of physical contact may put children/ young people at risk of harm and may be a sign of abuse. If any of these indicators are seen at Challengers they must be reported to the Leader or a senior member of Challengers staff as a safeguarding incident immediately - Section 54 and 57 of this handbook.

32. Managing concerning/unsafe physical indicators

For children displaying behaviour Challengers staff teams will use OPS005B Challengers Behaviour Support Plans to support and guide the child/young person's behaviour and development. This will involve the family and may be helpful to contact other agencies such as school or their social worker.

Share the plan and discuss the behaviour as a team to understand the behaviour and establish a team approach. Service staff and leaders will promote an open culture of support and understanding so that Challengers staff feel confident to discuss and report what can be a complex and sensitive area of practice.

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There is a risk that prejudice, low expectations and perceptions of disabled children will lead to an approach that does not acknowledge or allow for the developing sexuality of disabled children & young people. Challengers teams will be supported by leaders and senior members of the Service Team to understand how children's sexuality and understanding of relationships develops and how this development may be affected by a child/ young person's impairment

Any behaviour that is concerning must be reported to the Leader and recorded using OPS004A Disability Challengers Incident Form/ CPOMS.

33. Healthy Sexual Development vs Sexual Behaviour

See section 49 of this handbook

PERSONAL CARE

Providing personal care requires staff to have 'intimate physical contact' with children. This includes:

- Changing nappies and pads.
- Washing and cleaning a child's body, including a child's genitalia.
- Feeding a child.
- Escorting a child to the toilet or changing area.
- Administering 'invasive' medical procedures, e.g. rectal diazepam and enteral feeding systems (gastrostomy).

34. Keeping children safe when providing personal care

To further ensure a child's safety during personal care, staff can use OPS014E Challengers Guide to Personal Care and attend training provided by Challengers.

Other support available:

- Practical on-the-ground support from Leaders/senior staff.
- Agreeing the right and appropriate level of support for a child/ young person's needs – taking in to account any Moving People tasks or known risks for the child/ young person.
- Actively providing choice to children/ young people about who, how and when they like to receive personal care, including explaining the importance of personal care to the child/ young person.
- Using OPS015 Challengers Children and Young People's Information Sheet to gather detail about a child's personal care.
- Following instructions and using training to manage any equipment required safely.

FOUR MAIN TYPES OF HARM

35. Physical

This is when someone hurts or harms a child deliberately.

Examples: Hitting, slapping, punching, hitting with an object, kicking, shaking (babies/infants), poisoning, scratching, biting, drowning, burning/scalding

Signs and Symptoms

Bruises, broken or fractured bones, burns, scalds, bite marks, scarring

36. Emotional

Any type of abuse that involves the continuous and deliberate emotional mistreatment of a child.

Examples: Humiliating, criticising, threatening, shouting, name calling, blaming, exposing them to upsetting events/situations, ignoring them, manipulating

Signs and Symptoms

May not be anything obvious, and the child may not say anything until it reaches 'crisis point', lack confidence, struggle to regulate emotions, find friendships difficult, act in an inappropriate way for their age

37. Sexual

When a child is forced or tricked into sexual activities. In person or online.

Examples: Contact abuse - When an abuser makes physical contact with a child: sexual touching of any part of a child's body clothed or not, using a body part or an object to penetrate a child, forcing a child to take part in sexual activity, making a child undress, making a child touch someone else

Examples: Non-Contact abuse - When a child is abused without being touched by the abuser. Can be in person & online: Exposing, flashing, showing pornography, making them masturbate, exposing a child to sexual acts, forcing a child to make/view/share child abuse images or videos, making/viewing/distributing child abuse images or videos, forcing a child to take part in sexual activity conversation

Signs and Symptoms

Avoiding or afraid of people/person they know, language or behaviour you wouldn't expect, nightmares, bedwetting, self-harm, substance misuse, pregnancy, STIs, changes in mood, being secretive, spending more/less time online

38. Neglect

The ongoing failure to meet a child's basic needs and the most common form of child abuse.

Examples: A child might be left hungry, dirty, without proper clothing, supervision, shelter or healthcare. 4 types of neglect - Physical, Educational, Emotional, Medical.

Signs and Symptoms

Poor appearance and hygiene, smelly or dirty, hungry, inappropriate clothing, low attendance record, falling behind at school, missed medical appointments, thin, poor language skills, repeated accidents/injuries, tired, being left for long periods of time, substance misuse. Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected.

CONTEXTUAL SAFEGUARDING - NATIONAL AND LOCAL SAFEGUARDING

As well as threats from circles of care, children are vulnerable to abuse or exploitation from elsewhere. These external threats might arise at school, from within peer groups, or more widely from within the community and/or online.

Children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups e.g. - county lines, trafficking, online abuse, sexual exploitation, extremism leading to radicalisation. This can be referred to as Contextual Safeguarding.

39. Child Sexual Exploitation (CSE)

This is when a child is sexually exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a child to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

Signs and Symptoms

- Being secretive
- Alcohol or drug misuse
- Pregnancy
- Being frightened of certain people, places or situations
- Having an older boyfriend or girlfriend
- Staying out late or overnight
- Missing from home or care, or stopping going to school or college
- Involved in criminal activity or involved in a gang

40. Child Criminal Exploitation (CCE)

Criminal exploitation is child abuse where children are manipulated and coerced into committing crimes. Once a child has committed crimes, this is usually used against them to scare them into continuing.

41. County Lines

County Lines is often talked about in relation to criminal exploitation of children. County Lines is the police term for urban gangs exploiting children into moving drugs from a hub, normally a large city, into other markets, such as suburban areas or and coastal towns using dedicated mobile phone lines or "deal lines".

Signs and Symptoms for CCE and County Lines:

- Frequently absent from or doing poorly in school
- Going missing from home, staying out late or travelling about with unexplained reasons
- In a relationship or hanging out with older people
- Having unexplained money and buying new things
- Taking secret calls or sending more texts, possibly on a new phone.

Some dangers include:

- Being subject to threats, blackmail, and violence
- Not being able to leave or cut off ties with the gang
- Being exploited and forced to commit crimes
- Friends and family safety being threatened
- Risk of severe injury or being killed

42. Radicalisation and The Prevent Duty

Radicalisation is the process in which a person comes to support terrorism and violent extremism, and in some cases participate.

The Prevent Duty is part of the governments' counter terrorism strategy. It is to stop people becoming or supporting terrorists or violent extremists.

There is no obvious profile or single indicator for a person who is likely to become involved in extremist views or violence.

Children and young people can be exposed to or drawn into violence and extremist messages by many means. This can include; family members, friends, and through direct contact with extremist groups often via the internet.

Child care provisions are asked to actively promote British values. The government has set out the need for 'British values' to help everyone live in safe and welcoming communities where they feel they belong.

The risk of radicalisation is the product of several factors, often combined with other vulnerabilities. These can include:

- Isolated and lonely or wanting to belong
- Unhappy about themselves and what others might think of them
- Embarrassed or judged about their culture, gender, religion or race
- Stressed or depressed
- Fed up of being bullied or treated badly by other people or by society
- Angry at other people or the government
- Confused about what they are doing
- Pressured to stand up for other people who are being oppressed

Signs and Symptoms

- A change in behaviour
- Changing their circle of friends
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Accessing extremist material online
- Using extremist or hate terms to exclude others or incite violence
- Writing or creating artwork promoting violent extremist messages

43. Fundamental British Values

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are:

Democracy

- Your opinion counts

The rule of law

- No one is above the law
- Laws protect everyone
- Innocent until proven guilty

Individual Liberty

- Freedom of speech

Respect and Tolerance

- All backgrounds and cultures
- All ages
- All genders and sexualities
- All religions and beliefs

44. Female Genital Mutilation (FGM)

This is when a female's genitals are intentionally altered or removed for non-medical reasons.

It is also known as 'female circumcision' or 'cutting' but has many other names.

It is often performed by someone with no medical training.

FGM goes back almost 2000 years and has been described as a mark of upper class and a female rite of passage. It has deep roots in cultural traditions and social norms. It is performed more often in patriarchal societies where women often have poor education and little decision-making power. The practice is meant to control women's sexual behaviour and improves chances a woman will maintain her virginity until marriage.

Signs and Symptoms

Signs it might happen:

- A special ceremony takes place where a girl 'becomes a woman'
- A long holiday overseas, or visiting a family abroad
- A girl may struggle to keep up in school
- A girl may run away or plan to run away from home

Signs it has happened:

- Difficulty in walking, standing or sitting
- Spending longer in the bathroom or toilet
- Acting differently after an absence from school or college
- Asking for help but not explicit about the issue as they are scared or embarrassed

45. Abuse linked to Faith or Belief/ Witchcraft

Where parents, families and the child themselves believe that an evil force has entered a child and is controlling them, the belief includes the child being able to use the evil force to harm others. This evil is variously known as black magic, or other names. Children are often called witches or sorcerers. (Witchcraft)

The forms the abuse can take include:

Physical: beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes

Emotional: in the form of isolation (e.g. not allowing a child to eat or share a room with family members or threatening to abandon them). The child may also be persuaded that they are possessed

Neglect: failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth

Sexual: within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

A belief in spirit possession is not confined to particular countries, cultures, religions or communities.

Common factors that put a child at risk of harm include:

- Belief in evil spirits
- Belief that the child could 'infect' others with such 'evil'.
- Disabilities - learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness
- Changes and/ or complexity in family structure or dynamics
- Change of family circumstances for the worse - a spiritual explanation is sought in order to rationalise misfortune
- Parental difficulties - a parent's mental ill health, post-traumatic stress disorder, depression and schizophrenia.

Signs and Symptoms

- A child's body showing signs or marks, such as bruises or burns, from physical abuse
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- A child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or food money or being unkempt with dirty clothes and even faeces smeared on to them;
- It may also be directly evident that the child's parent does not show concern for or a close bond with them;
- A child's attendance at school becoming irregular, or being taken out of school all together without another school place having been organised;
- A child reporting that they are or have been accused of being evil, and / or that they are having the devil beaten out of them.

46. Domestic Abuse

Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour
- Economic abuse

- Psychological, emotional or other abuse

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Children that live within households where domestic violence is happening are identified as 'at risk' of harm suffered by seeing or hearing ill treatment of others. This would include witnessing domestic abuse.

Signs and Symptoms

- Change in sleeping patterns
- Nightmares/ bed wetting
- Withdrawn or excessively clingy behaviour
- Eating disorders
- Self-harm
- Stress related illness
- Depression
- Aggressiveness
- Disruptive behaviour
- Lack of confidence
- Low self esteem
- Suicidal feelings
- Older children may show risk taking behaviours such as alcohol or drug misuse

47. Bully and Cyber Bullying

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

The effects of bullying can last into adulthood. At its worst, bullying has driven children to self-harm and even suicide.

Children who are bullied:

- may develop mental health problems like depression and anxiety
- have fewer friendships
- aren't accepted by their peers
- are wary and suspicious of others
- have problems adjusting to school, and don't do as well.

All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying.

Any child can be bullied for any reason. If a child is seen as different in some way, or seen as an easy target they can be more at risk.

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This might be because of their:

- race or ethnic background
- gender
- sexual orientation

Or it could be because they:

- appear anxious or have low self-esteem
- lack assertiveness
- are shy or introverted

Popular or successful children are also bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying them.

Disabled children can experience bullying because they seem an easy target and less able to defend themselves.

Signs and Symptoms

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

48. E-Safety and Online Safety

What are the risks for children online?

What they might see:

- Inappropriate content
- How this makes them feel

Who they might speak to:

- People they don't know
- Online friends & Offline friends

How they behave:

- Do they feel anxious
- Do they get angry

If you have concerns:

- Try to remain calm and balanced. It can be very easy to show shock, even anger about something you may have heard.
- Be positive but also open about anything you're worried about. You could say "I think this site's really good," or "I'm a little worried about things I've heard about this app."
- Ask if they're worried about anything and let them know they can come to you or another adult they trust.
- Listen for the reasons why they want to use apps or sites you don't think are suitable, so you can talk about these together.
- Ask the child what they think's okay for children of different ages, so they feel involved in the decision making.

49. Child Sexual Development, Behaviour and Abuse

Healthy Sexual Development vs Concerning Sexual Behaviour

- All children go through phases of sexual development (NSPCC)
- Typical sexual behaviours (NSPCC)
- Age groups - Under 5yrs, 5-9yrs, 9-13yrs, 13-17yrs (NSPCC)
- Individual differences to consider
- Changes or escalations in behaviour
- Signs & Symptoms of abuse
- Allegations from other children
- Harmful sexual behaviour (NSPCC)

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children which is harmful or abusive

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an obvious element of victimisation or abuse.

50. Adverse Childhood Experiences (ACE's)

Adverse childhood experiences are stressful and/or traumatic events which take place in childhood or adolescence. ACEs can be a single event or continued threats to a child safety, physicality, or trust.

Examples of ACEs include the following (although this list is not exhaustive):

- Experiencing emotional, physical, and/or sexual abuse.
- Living with someone who abused drugs or alcohol.
- Being exposed to domestic violence.
- Living with someone with serious mental illness.
- Living with someone who has been incarcerated.
- Losing a parent through divorce, abandonment, or death.

Long term problems:

- Alcoholism and alcohol misuse.
- Drug misuse and addiction.
- Heart disease.
- Mental health problems.
- Liver disease.
- Poor academic achievement and work performance.
- Financial problems and stress.

BRUISING

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

Where can I expect to see bruising from an accidental injury?

The shins and the knees are the most likely places where children who are walking, or starting to walk, get bruised.

Most accidental bruises are seen over bony parts of the body – such as the knees and elbows – and are often seen on the front of the body.

When should I be concerned?

There are some patterns of bruising that may mean physical abuse has taken place:

- Abusive bruises often occur on soft parts of the body – such as the abdomen, back and buttocks
- As a result of defending themselves, abused children may have bruising on the forearm, upper arm, back of the leg, hands or feet.
- Clusters of bruises are a common feature in abused children. These are often on the upper arm, outside of the thigh, or on the body.
- Severe bruising to the scalp, with swelling around the eyes, may occur if the child has been “scalped” – ie, had their hair pulled violently.
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face and neck
- Grasp marks on small children
- Bruising on the arms, buttocks, genital area and/or inner thighs may be an indicator of sexual abuse

Helpful Tips

- You can't age a bruise
- Detail the colour, area and shape
- Compare to coin sizes or other general items other will know and understand

Bruises on different skin tones

Bruises on dark skin develop in the same way as bruises on light or medium toned skin. The colours of a bruise can appear different, depending on the person's skin tone, and bruising may be less apparent on dark skin due to contrast.

Bruises can be harder to identify on skin that contains a lot of melanin, which is the pigment in cells that gives skin its colour. Although very dark pigmentation in the skin may make the visual signs of a bruise less obvious, other signs will still be there, such as pain or swelling.

Unexplained bruises or marks

All bruises or mark on a child's body that are unexplained must be recorded and reported. A bruise or mark on the body is unexplained when:

- A bruise/mark is found on a child and the mark has not been reported by the parent at the start of the session.
- A bruise/mark is found on a child and there is no incident at Challengers that is consistent with the bruise/mark.

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- An explanation is given by the child/parent/carer/staff and it is inconsistent with the bruise/mark seen.
- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Requires immediate referral:

- **Bruising on Non Independently Mobile children:** Any bruising on a disabled child is a concern particularly if the child is not independently mobile. An explanation should always be sought and the child's history taken into consideration but should always be referred. Any response needs to be appropriate to the level of concern and non-accidental injury should always be considered. A referral should be made to Children's Services if there are concerns for the child's safety or welfare.
- **Unexplained bruising:** No one knows when or how a child received the bruising
- **Bruising in concerning areas:** Head, face, ears, neck, chest, abdomen, back, inner thigh, genital area including anus, bottoms of feet, back of legs or any other area which is a concern, may suggest abuse.

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING HARMED OR AT RISK OF HARM

- The safety of the children is our first priority.
- Tell your Leader or a senior member of Challengers staff immediately.
- **ACT IMMEDIATELY** – Leader or senior member of Challengers staff make a referral to the local authority safeguarding team.
- If your line manager or Challengers does not respond in the right way you must make the referral to the local authority safeguarding team yourself.

51. Where might information come from?

- A declaration by the child – verbally or using signs or their behaviour
- Another child
- A member of staff – their observations or feelings
- The family of the child concerned – the family/carers may perceive their report as 'normal' but Challengers may still consider the information to be a safeguarding concern
- A member of the public
- Another professional

52. Managing disclosures from a child

If the child makes an allegation/discloses information which raises concern, we should:

- See and speak to the child
- Listen to what they say
- Collect accurate information
- Treat the child as competent and intelligent
- Take the child and their declaration seriously
- Record all conversations/ actions using a OPS004A Challengers Incident Form/ CPOMS
- Clarify the concerns
- Offer reassurance about how they will be kept safe
- Do not promise to keep the declaration a secret.
- Reassure the child (or the reporting person) that they have done the right thing to tell
- Explain that the information may be passed to Children's Services and/or the Police.

Children are clear about what they want from an effective safeguarding system. These asks from children should guide the behaviour of practitioners.

Children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family • **advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations.

Consideration must always be given to issues of diversity, so that the impact of cultural expectations and obligations are taken into consideration. It is vital that if there are any communication difficulties, appropriate support is sourced.

Whilst the child's view should be considered, it remains the responsibility of Challengers staff/the professional to take whatever action is required to ensure the safety and best interests of that child and any other children.

What if a child is the ‘perpetrator’ of the harm

If the concern is about a child causing harm to another child then both children must be considered as at risk of harm and the incident(s) reported appropriately for each child.

53. Making referrals to Local Authorities

If you are concerned about the safety or welfare of a child you must call the MASH, SPA or IFD team for advice/ referral.

- Discuss the concern/referral with DSL, DDSL, Service Manager but this should not delay or obstruct any referral.
- Do it quickly – do not delay.
- Report before you call any other agency. (LADO, Ofsted etc.)
- Record in writing discussions about a child's welfare. Make sure you reach a clear and explicit recorded agreement about who will be taking what action, or that no further action will be taken
- Within 24 hours follow up the referral with a copy of the Challengers incident form/CPOMS or the specific team’s own referral form.

- Each local authority will have a Safeguarding team who receive and manage all safeguarding concerns for that area – **select the county where the child lives**
- Receipt of a referral should be acknowledged to Challengers within 24 hours – If you complete an online referral form download and keep with all other incident documents/ upload to CPOMS.
- Record names, times, dates of who you spoke to, especially if transferred to other professionals
- Be aware of the information you are sharing, and record what has been shared, with who and why
- OPS023 Emergency Contact List should be available at all schemes and used for contact information

Child Concern Flowchart

See OPS001 Safeguarding Policy Statement

WHAT TO DO IF YOU ARE WORRIED ABOUT A STAFF MEMBER

If you are concerned a staff member who works with children has: Behaved in a way that has harmed a child, or may have harmed a child, you must call the LADO for advice/referral.

- Discuss the concern/referral with DSL, DDSL, Service Manager but this should not delay or obstruct any referral.
- Do it quickly – do not delay.
- Record in writing discussions about the incident. Make sure you reach a clear and explicit recorded agreement about who will be taking what action, or that no further action will be taken
- Within 24 hours follow up the referral with a copy of the Challengers incident form/CPOMS or the specific team's own referral form.

54. Local Authority Designated Officer (LADO)

The LADO is responsible for managing allegations against adults who work with children. This involves working with police, children's social care, employers and other involved professionals.

The LADO does not conduct investigations directly, but rather oversees and directs them to ensure thoroughness, timeliness and fairness.

Ordinarily, to ensure impartiality, the LADO will not have direct contact with the adult against who the allegation has been made, or the family of the child/children involved but will, as part of their role ensure that these have information regarding outcomes.

Challengers HR will conduct investigations with DSL, DDSL, service managers or other members of the senior team, following LADO's advice.

55. Managing allegations against staff

These procedures should be applied when there is an allegation or concern that any person who works with children, in connection with their employment (paid or voluntary), has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

In addition, these procedures should be applied when there is an allegation that any person who works with children:

- Has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon or indecent images of children. As a parent or carer, your own child becomes subject to child protection procedures and or you and your family become involved with social services for safeguarding reasons.
- Is closely associated with someone in their personal lives (e.g. partner, member of the immediate family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

This is a serious matter for the child, the organisation and the staff member/ volunteer concerned. Advice needs to be followed from the LADO and HR including possible suspension while an investigation takes

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place. However, at the same time all efforts must be made to support the staff/volunteer during the process. Further advice to be sought from HR and LADO.

Staff Concern Flowchart

See OPS001 Safeguarding Policy Statement

RECORDING, REPORTING AND CONTACTING

Record all actions, decisions and names of professionals using OPS004A Challengers Incident Form/CPOMS.

The person making the referral should provide as much of the information listed below as they can within the same working day and as soon as possible:

- Full name, date of birth and gender of child/ren
- Full family address and any known previous addresses
- Identity of those with parental responsibility
- Ethnicity, first language and religion of children and parents/carers
- Any need for an interpreter, signer or other communication aid
- Any impairments child/ren have
- Any significant/important recent or historical events/incidents in the child or family's life
- Cause for concern including details of any allegations, their sources, timing and location
- Identity and current whereabouts of the suspected/alleged perpetrator
- Child's current location and emotional and physical condition
- Whether the child is currently safe or is in need of immediate protection because of any approaching deadlines (e.g. child about to be collected by alleged abuser)
- Child's account and the parent's' response to the concerns if known
- Referrers relationship and knowledge of the child and parents/carers
- Known current or previous involvement of other agencies/professionals
- Information about parental knowledge of, and agreement to, the referral

If this is not all discussed on the phone, you will be directed to complete an online referral form which will have similar questions.

56. Informing Parents

Challengers will always inform and involve families when we contact children's services about their child – unless we are advised not to by Local Authority – this will be highly unusual.

Practically staff need to consider:

- Whether or not it is safe to speak to the family before contacting the Children's Services MASH, SPA or IFD
- If in doubt call Children's Services first and get advice about how/if Challengers should inform the family.
- When the family is informed record their reaction about the incident/referral.
- Inviting families to meetings about their child's care alongside advice Challengers have asked for and/or received from Children's Services. These meetings need to be recorded and notes and any documents generated shared with the family.
- Do not wait to tell the family if this delays a referral.
- Contact with Children's Services Teams should be a positive experience for the child, family and Challengers – the child's safety and happiness should be the outcome. Challengers should promote this aspect to families.
- Challengers staff do not need parental permission to contact the Children's Services about a concern but involving and describing the concern to parents may improve trust and the quality of relationship Challengers has with the child's family.

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- Reason/s for proceeding without parental agreement must be recorded.
- Children's Services must be told that the parent has withheld her/his permission.

57. Key contacts when you are worried about a child

The individual reporting the concern must be sure that the person they report to will take action to keep the child safe from harm. The individual must not stop until this can be confirmed. This will usually be achieved by following Challengers procedure.

58. Whistleblowing

If you report wrongdoing including in relation to someone's behaviour or in relation to processes and arrangements at Challengers that may potentially harm someone or may actually have harmed someone associated with the organisation – especially, of course, those who use the services that Challengers provides - this is commonly called whistleblowing.

This will usually be about something you've seen at work - though not always. If the staff do not think that their line manager or Challengers as an organisation have acted to keep children safe the individual must use OPS023 Emergency Contact List to escalate their concerns. This might involve contacting the DSL, CEO, The Safeguarding Trustee and/or commissioning and regulatory bodies.

59. Notifying Ofsted

Challengers will report to Ofsted:

- All allegations or concerns about staff who work at schemes registered with Ofsted that are referred to the LADO
- All significant harm to a child that happens at a Ofsted Registered Challengers play scheme– even if the harm is caused through legitimate play/leisure and not caused by staff behaviour
- Anyone at any time can notify Ofsted about a concern at Challengers – to do with the safety of children or actions of staff.

HOW TO CONTACT OFSTED:

- **Phone:** 0300 123 1231
- **Email:** enquiries@ofsted.gov.uk
- **Website:** www.gov.uk/government/organisations/ofsted or <https://contact.ofsted.gov.uk/contact-form>
- **Address:** Piccadilly Gate, Store Street, Manchester, M1 2WD

60. Notifying Charity Commission

Challengers will report to the Charity Commission when:

- Harm to people who come into contact with the charity through its work
- loss of your charity's money or assets
- damage to your charity's property
- harm to your charity's work or reputation

The main categories of reportable incident are:

- protecting people and safeguarding incidents – incidents that have resulted in or risk significant harm to beneficiaries and other people who come into contact with the charity through its work
- financial crimes – fraud, theft, cyber-crime and money laundering
- large donations from unknown or unverifiable source, suspicious financial activity using charity's funds
- other significant financial loss
- links to terrorism or extremism, including 'proscribed' (or banned) organisations, individuals subject to an asset freeze, or kidnapping of staff

- other significant incidents e.g. Insolvency, forced withdrawal of banking services without an alternative, significant data breaches/losses or incidents involving partners that materially affect charity

HOW TO CONTACT CHARITY COMMISSION:

- Email: RSI@charitycommission.gsi.gov.uk

61. Emergency Contact List

This document contains all emergency contact details for Challengers, it also includes information on contacting local children's services and LADO.

FURTHER READING, RESOURCES, REFERENCES, INFORMATION

Legislation

Children Act 1989 - <https://www.legislation.gov.uk/ukpga/1989/41/contents>

Children Act 2004 - <https://www.legislation.gov.uk/ukpga/2004/31/contents>

Children and Social Work Act 2017 - <https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Care Act 2014 - <https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

Equality Act 2010 - <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Safeguarding Vulnerable Groups Act 2006 - <https://www.legislation.gov.uk/ukpga/2006/47/contents>

Mental Capacity Act 2005 - <https://www.legislation.gov.uk/ukpga/2005/9/contents>

Counter-Terrorism and Security Act 2015 - <https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Data Protection Act 2018 - <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

Early Years Foundation Stage (EYFS) Statutory Framework 2024 - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Policy & Guidance

Working Together to Safeguard Children 2023 (DfE) -

https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

What to do if you're worried a child is being abused – Advice for practitioners (DfE) -

https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Care and Support Statutory Guidance - <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

Safeguarding Disabled Children: Practice Guidance 2009 - <https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

Regulated activity in relation to children: scope. Factual note by HM Government -

https://assets.publishing.service.gov.uk/media/5a80bdfbed915d74e33fc265/Regulated_activity_in_relation_to_children.pdf

A Guide to Child Workforce Roles (v.9) - https://arcengland.org.uk/wp-content/uploads/2019/05/DBS_Child_workforce_guidance_v9.0_091216.pdf

A Guide to Adult Workforce Roles (v.9) - https://arcengland.org.uk/wp-content/uploads/2019/05/DBS_Adult_workforce_guidance_v9.0_111216.pdf

Revised Prevent Duty Guidelines: England and Wales 2023 - <https://www.gov.uk/government/publications/prevent-duty-guidance>

Local Safeguarding Children's Partnerships (LCSP)

Surrey - <https://surreyscb.procedures.org.uk/>

Hampshire - <https://www.hampshirescp.org.uk/professionals/procedures/>

West Sussex - <https://westsussexcs.trixonline.co.uk/>

Kingston and Richmond – <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/>

Further Reading

NSPCC Website - <https://www.nspcc.org.uk/>

DOCUMENT CHANGE HISTORY

DOCUMENT CHANGE HISTORY			
Plan Version No.	Release Date	Summary of Changes	Changes Made By
1.	May 2019	Overall Update	CEO – Laura Sercombe
2.	Dec 2019	Overall Update	CEO – Laura Sercombe
3.	July 2020	Contacts Update	Operations Manager Kat Link
4.	Jan 2021	– Updated section 17.1 emergency contact	Head of Operations – Paul Wilson
5.	Feb 2022	General Update throughout document	Head of Operations – Paul Wilson
6.	Sept 2022	Review to check in line with Surrey's procedures	Charlotte Bagchi
7.	March 2023	Added appendix on Domestic Abuse	Head of Service -Paul Wilson
8.	March 2024	Overall Update – Created separate Safeguarding Policy Statement OPS001A and updated & renamed this document to Safeguarding Policy Handbook OPS001B	Head of Service – Paul Wilson DSL, and Ash Morgan DDSL
9.	March 2025	Section 1 – G555 service update, Section 8 – West Sussex LSCP link/name, Section 61 – Link updates	Head of Service – Paul Wilson DSL, and Ash Morgan DDSL
10.	February 2026	Pre-school sections removed	Madeline Church – Impact and Evaluation Officer

Paul Wilson – Head of Service – Designated Safeguarding Lead

