

JHF Safeguarding Policy Statement, Process and Child Protection Policy	
Effective date: January 2022	Review Date: January 2023

**“Safeguarding should be a governance priority for all charities.”**

**“Trustees should ensure their charity provides a safe environment and protects staff, mentor/tutor contractors, volunteers, and anyone who comes into contact with it from abuse or maltreatment of any kind”. Charities Commission 2018**

The **JHF Safeguarding Policy Statement, Process & Child Protection Policy** is one of our many policies which reflects the Trustees commitment to safeguarding.

## **1. Safeguarding Policy Statement**

This policy applies to everyone, including senior managers and the Board of Trustees, staff, contractors and volunteers working on behalf of The Jack Hazeldine Foundation (the Charity).

The purpose of this policy:

- to protect children and young people who receive The Jack Hazeldine Foundation’s services
- to provide staff, contractors and volunteers with the overarching principles that guide our approach to safeguarding and child protection

The Charity believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practices in a way that safeguards all aspects of the child’s health and well-being.

## **Legal framework**

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

- Children Act 1989
- United Convention of the Rights of the Child 1991
- General Data Protection Regulation
- Human Rights Act 1998
- Sexual Offences Act 2003
- Children Act 1984
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2014
- Children and Families Act 2014

- Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015.
- Working together to safeguarding children; a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2015.
- Keeping Children Safe In Education statutory guidance for schools and colleges. HM Government 2021.

### **We recognise that:**

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children have the right to be safe and receive equal treatment, regardless of age, disability, gender reassignment, race, ethnicity, religion or belief, sex, or sexual orientation
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting their welfare

### **We will seek to keep children and young people safe by:**

- valuing them, listening to and respecting them
- our appointment of a Designated Safeguarding Lead (DSL), Designated Safeguarding Officers (DSO) for children and young people and a lead trustee for safeguarding.
- adopting child protection and safeguarding practices through policy and procedures and including a Code of Conduct for staff, contractors and volunteers
- strict adherence to an effective e-safety policy and related procedures
- providing effective management for staff, contractors and volunteers through supervision, support, training and quality assurance measures
- recruiting staff, contractors and volunteers safely, ensuring all necessary checks are made, following a safer recruitment process and KCSIE 2021.
- recording and storing information professionally and securely

- sharing information about safeguarding and good practice with children, their families, staff, contractors and volunteers
- using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff, mentor/ tutor contractors and volunteers appropriately, taking advice from the LADO as needed
- creating and maintaining an anti-bullying environment, utilising the Anti-Bullying Policy and Whistle-Blowing Policy to help us deal effectively with any bullying that does arise
- publicising and regularly referring to the Charity's complaints and whistleblowing measures
- ensuring that we provide a safe physical environment for our children, young people, staff, mentors and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance

### Safeguarding Team Contact Details

Designated Safeguarding Lead

Nicki Winstone 07472018307

[nicki.winstone@thejhf.org](mailto:nicki.winstone@thejhf.org)

Designated Safeguarding Officer

Jess Grant 07368474865

[jess.grant@thejhf.org](mailto:jess.grant@thejhf.org)

Designated Safeguarding Officer

Bex Richards 07716 080647

[bex.richards@thejhf.org](mailto:bex.richards@thejhf.org)

Trustee Designated Safeguarding Officer

Gabrielle Murtagh 07725036438

[gabrielle.murtagh@thejhf.org](mailto:gabrielle.murtagh@thejhf.org)

Safeguarding is an integral part of the Charity's work and we seek to share good practice via:

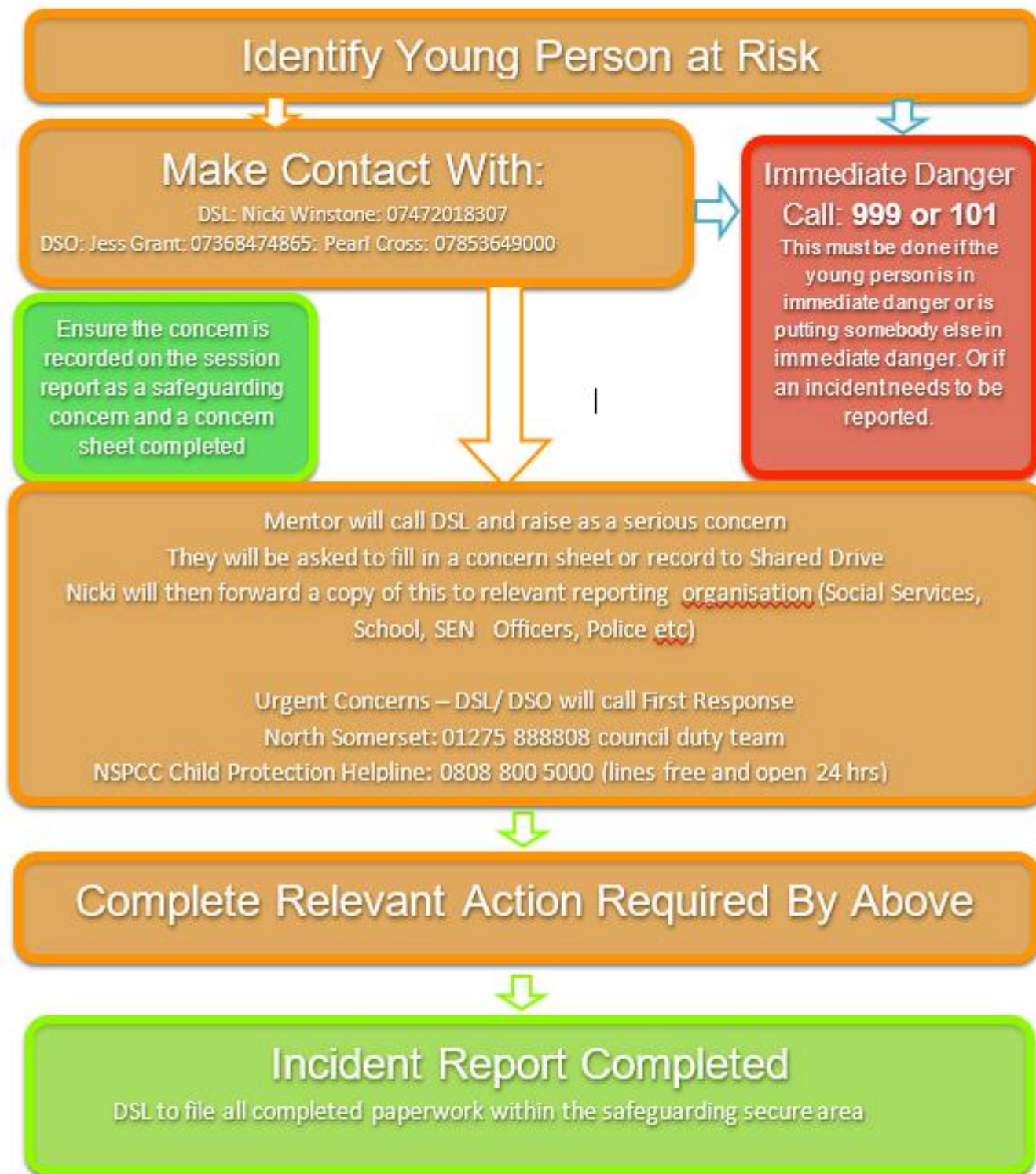
- Safeguarding Newsletters x 3 a year
- Safeguarding Training x 3 a year
- Safeguarding is a standing agenda item on Team and Trustee meetings

We are committed to reviewing our policy and good practice at monthly safeguarding meetings and at an annual review.



## JHF Safeguarding Policy Statement, Process & Child Protection Policy

## Safeguarding – Process for Mentors



- 1. Introduction**
- 2. Context**
- 3. The role of Staff, Contractors, Volunteers and Trustees**
- 4. Forms of Abuse (including child on child abuse)**
- 5. Child Sexual Exploitation**
- 6. Female Genital Mutilation**
- 7. PREVENT, Extremism and Radicalisation**
- 8. County Lines**
- 9. Procedure in the event of a disclosure**
- 10. Responding to an allegation**
- 11. Responding appropriately to a child making a disclosure**
- 12. Confidentiality**
- 13. Allegations Involving Staff**
- 14. The Role of Key Individual Agencies**
- 15. Role of designated Safeguarding/child protection officer**
- 16. Recruitment**
- 17. Training**
- 18. Monitoring**
- 19. Guidelines for all JHF staff and volunteers**
- 20. Relationships**
- 21. Sharing Information**
- 22. Record Keeping**
- 23. Use of photographic/video equipment**
- 24. Complaint and whistleblowing Procedure**
- 25. References, internet links and further sources of information**

## **1. Introduction**

The purpose of this policy is to outline the duty and responsibility of staff, mentor/ tutor contractors volunteers and trustees working on behalf of The Charity in relation to child protection procedures.

The key objectives of this policy are:

To explain the responsibilities of The Charity and its staff, contractors volunteers and trustees have in respect of child protection.

To provide an overview of child protection.

To provide a clear procedure that will be implemented where child protection issues arise.

## **2. Context**

For the purpose of this document a child is defined as a person under the age of 18 (The Children's Act 1989)

All children have the right to protection from all forms of abuse including exploitation, neglect, physical and mental abuse regardless of their age, gender, disability, culture, language, racial origin, religious beliefs or sexual orientation.

### **3. The Role of Staff, Contractors, Volunteers and Trustees**

All staff, contractors, volunteers and trustees working on behalf of The Charity have a duty to promote the welfare and safety of children.

Staff, contractors, volunteers and trustees may receive disclosures of child abuse and observe children who are at risk. This policy will enable staff, contractors, volunteers and trustees to make informed and confident responses to specific child protection issues.

We require all staff, contractors, volunteers, and trustees to read and follow the 'JHF Code of Conduct for Adults Working with Children & Young People' and 'Guidance to safer working practice for adults working with children and young people'. This Guide has the status of practice guidance and it provides clear advice to employed and volunteer staff on appropriate and safe behaviours when working with children in all settings and in all contexts.

### **4. Forms of Abuse (Including Child on Child Abuse)**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children (Working Together to Safeguard Children 2006)

The 'Working Together to Safeguard Children' guidance published by the Government defines six categories of abuse as follows.

#### **a) Physical Abuse**

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

#### **b) Emotional Abuse**

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, unloved or inadequate. It may involve bullying, causing children to feel frightened or in danger.

#### **c) Sexual Abuse**

This type of abuse involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. Examples of physical contact include penetrative acts (rape, buggery or oral sex) or non-penetrative acts kissing, fondling, masturbation. It may include non-contact activities involving children in looking at or be involved in sexual online images and or encouraging children to behave in sexually inappropriate ways.

d) Neglect

This is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in serious impairment to the child's health and development. It can include failing to provide adequate food, clothing and shelter, adequate supervision or failing to provide medical help when needed.

e) Domestic Abuse

Up until now, KCSIE has simply listed "domestic abuse" as a potential red flag without extrapolating any further. More detail now appears outlining what impact domestic violence might have upon a young person, stating:

"Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn"

f) Child on Child / Peer on Peer abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of educational settings and online. It is important that all staff, contractors and volunteers recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting
- initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocent) is an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future. Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. Staff, contractors and volunteers should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff, contractors and volunteers should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them and must not be permitted. If additional support in managing these situations is required, please speak to one of the safeguarding team.

(Source: KCSIE 2021)

## **5. Child Sexual Exploitation**

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging

children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

## **6. Female Genital Mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The following principles should be adopted by all agencies in relation to identifying and responding to those at risk of, or who have undergone FGM, and their parent(s) or guardians:

- the safety and welfare of the child is paramount;
- all agencies should act in the interests of the rights of the child, as stated in the United Nations Convention on the Rights of the Child (1989);
- FGM is illegal in the UK (see Chapter 3);
- FGM is an extremely harmful practice - responding to it cannot be left to personal choice;
- accessible, high quality and sensitive health, education, police, social care and voluntary sector services must underpin all interventions;
- as FGM is often an embedded social norm, engagement with families and communities plays an important role in contributing to ending it; and
- all decisions or plans should be based on high quality assessments (in accordance with 'Working Together to Safeguard Children' (2018)<sup>6</sup> statutory guidance in England, and the 'Social Services and Well-being (Wales) Act Part 3 Code of Practice – assessing the needs of individuals' (2015)<sup>7</sup>.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

## **7. Prevent, Extremism and Radicalisation**

The government's official definition of PREVENT DUTY is the legal obligation to provide "due regard to the need to prevent people from being drawn into terrorism". Prevent training is meant to alert those working with young people to the possibilities of "non-violent extremism". Warning signs such as withdrawal from social circles, abnormal behaviour or changes in vocabulary are common amongst young people.

In order for organisations working with young people to fulfil the Prevent duty, it is essential that staff, contractors and volunteers are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or outside influences.

## Radicalisation and extremism

Radicalisation is when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts. It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs and prejudices against particular groups of people. People may be radicalised in many different ways, and over different time frames from as little as a few days or hours, or it may take several years.

**There is no single route to radicalisation. However, there are some behavioural traits that could indicate a child has been exposed to radicalising influences.**

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

### Who is at risk?

Anyone can be radicalised, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. They may feel:

- 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

People can be radicalised by family members or friends, through direct contact with extremist groups, or through the internet. Extremist messages or membership of an extremist group can offer a sense of purpose, community and identity which may be appealing, especially if someone is experiencing challenges in their life. Teenagers can be at greater risk because they are more independent, exploring new things and pushing boundaries as they grow and discover more about their identity, faith and sense of belonging.

Extremist groups often target young people via the internet and social media.

The process may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information

- the risk of physical harm or death through extremist acts

### **What are the signs?**

It can be hard to know when extreme views become something dangerous, and the signs of radicalisation aren't always obvious. There is no specific profile for a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

Radicalisation can be difficult to spot, but signs that could indicate a child is being radicalised include:

- a change in behaviour
- 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
- accessing extremist material online
- using extremist or hate terms to exclude others or incite violence
- writing or creating artwork promoting violent extremist messages
- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

### **Online behaviour**

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of your students may have been exposed to radicalising influences.

You know the young people you work with well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement, and get advice if something feels wrong. However, these signs don't necessarily mean a child is being radicalised – sometimes it may be normal teenage behaviour or a sign that something else is wrong. Session reports help to build a picture of changes over time.

**All staff, contractors, volunteers and trustees must undertake Prevent training at least once every two years.**

Reference:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

## **8. County Lines**

The 2018 Home Office Serious Crime Strategy states the definition of a County Line is “

a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement. In some cases the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing. People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

Children often don't see themselves as victims or realise they have been groomed to get involved in criminality.

Signs to look out for:

- An increase in visitors and cars to a house or flat
- New faces appearing at the house or flat
- New and regularly changing residents (e.g different accents compared to local accent)
- Change in young person's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional)
- Substance misuse and/or drug paraphernalia
- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc)
- Residents or young people you know going missing, maybe for long periods of time

- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

Reference:

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

## **9. Procedure in the event of a disclosure**

It is important that children are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

This procedure must be followed whenever an allegation is made that a child has been abused or when there is a suspicion that a child has been abused.

Promises of confidentiality must not be given as this may conflict with the need to ensure the safety and welfare of the child.

If the complainant is the child, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any court proceedings.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information including using Concern Form,

This should include information in relation to the date, the time, the place where the alleged incident or abuse happened, your name and the names of others present, the name of the complainant and, where different, the name of the victim who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation.

“Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful”. (KCSIE 2021)  
Staff, contractors and volunteers should not push young people into discussing their concerns or feelings, but simply listen and follow the steps below if a young person feels they wish to disclose.

## **10. Responding to an allegation**

Any *suspicion, allegation or incident of abuse* must be reported to the Designated Safeguarding Lead or a Designated Safeguarding Officer on the same day.

The Designated Safeguarding Officer will telephone and report the matter to the appropriate local social services department/duty social worker. A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported.

### **11. Responding appropriately to a child making a disclosure**

Let them know they have done the right thing in telling you and show take your them seriously. A child/young person could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.

Explain that you must pass the information on and need to talk to the other professionals who can help.

Use the TED method to avoid closed or probing questions.

Tell me what happened when ...

Explain what you mean by...

Describe where the incident took place

Record what is said accurately and not what you think. It must be fact and if it is opinion or interpretation, then make this clear on your Concern Form.

Reassure them- In the case of abuse tell them it's not their fault. Abuse is never the child's/YP's fault and they need to know this.

Use phrases like; 'I am going to try to help you', 'You did the right thing by telling me'.

Tell the child/YP what will happen next/ what you plan to do.

Report immediately to your DSO, as soon as you are able to, complete a Concern Form. Follow your organisations Safeguarding Policy and Procedure.

Don't ever show disgust or show you are shocked.

Don't ever make assumptions, do not fill in gaps or finish sentences for them.

**Don't try and investigate yourself. Your job is to report it and then the appropriate services will investigate.**

### **12. Confidentiality**

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff, contractors, volunteers and trustees have a professional responsibility to share relevant information about the protection of children/ young people with other professionals, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated to all. All personal information regarding a child will be kept confidential except when; it is suspected that a child under 18 years is the victim of abuse.

If a child confides to a trusted adult and requests that the information is kept secret, it is important that the member of staff, contractor or volunteer tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake.

Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent should be obtained from the child before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the child is the priority.

Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will have to take as a result.

Staff should assure the child that they will keep them informed of any action to be taken and why. The child's involvement in the process of sharing information should be fully considered and their wishes and feeling taken into account.

Child Protection issues are highly sensitive and staff who receive information about children or their families in the course of their work should share that information only within appropriate professional contexts. All child protection records are kept securely.

### **13. Allegations Involving Staff, Contractors or Volunteers**

If a child, parent or carer makes a complaint of abuse against a member of staff, contractor, or volunteer the person receiving the complaint must take it seriously and immediately inform the Designated Safeguarding Lead.

Any member of staff, contractor or volunteer who has reason to suspect that another member of staff, contractor or volunteer may have abused a child immediately informs the Designated Safeguarding Lead. A record of the concerns must be made, including a note of anyone else that witnessed the incident or allegation.

If a complaint is made against a member of staff, contractor or volunteer, that person will be immediately suspended. A full investigation will then be instigated.

If an allegation is made against a member of staff, contractor or volunteer, then the allegation must be passed to your designated person for child protection (Nicki Winstone) or their deputy (Jess Grant) or if the allegation concerns them both, direct to the Local Authority Designated Officer (LADO) 01275 888 211. The Trustee with responsibility for safeguarding (Gabrielle Murtagh) should be notified of any allegations involving staff.

The designated officer for child protection should contact the LADO that day. The designated officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

## **14. The Role of Key Individual Agencies**

### Social Services

The Children's Act 1989 gives Local Authority Social Services the primary responsibility for the care and protection of abused children and children at risk of abuse. It is their statutory duty to ensure that there is an investigation in cases of suspected abuse or significant harm. Social Services take action to protect the child and to promote the welfare of the child. Social Services also convene Child Protection conferences and manage the Child Protection Register.

### Police

The overriding concern of the Police in child protection is the welfare of the child. Their general duties are to investigate crimes as well as a duty to prevent offences being committed and to protect those at risk of harm. The Children's Act 1989 permits the Police to take a child into police protection; where there is reasonable cause to believe that he/she would otherwise be at risk of significant harm.

Police and Social Services will work jointly where it is likely that criminal proceedings will be brought against the perpetrator of the abuse.

### NSPCC

The NSPCC pursues its objective of identifying and preventing child abuse through consultation and cooperation with Social Services. They are identified as an 'authorised person' under the Children Act 1989. NSPCC runs national Child Protection Helplines.

Child Protection Officers of the NSPCC are required to initiate procedures that ensure their own appropriate response to any complaint or request for help on all matters concerning children.

## **15. Role of Designated Safeguarding Lead /Designated Safeguarding Officers**

The role of the designated safeguarding officers is to deal with all instances involving child protection that arise within. They will respond to all child protection concerns and enquiries.

The designated Child Protection Lead for The Jack Hazeldine Foundation is Nicki Winstone (to be reviewed annually)

- Enforce The Charity's safeguarding policy.
- Be the first point-of-call for all staff, contractors or volunteers who have safeguarding concerns.
- Be alert to and recognising welfare issues, being sure to challenge poor practice.
- Share appropriate information with relevant people.
- Know who is on CIN/CP Plan and providing feedback/ attending meetings as requested.
- Gather any other relevant information and evidence.
- Consult local safeguarding children board procedures for additional information and guidance if needed.
- Make referrals to social services and the LADO when appropriate.

- Continue to work with the family, share information and contribute to plans if the concern is investigated.
- Ensure that all staff, contractors and volunteers having contact with children, vulnerable adults and/or their families receive appropriate training on safeguarding issues.

Should you have any suspicions or concerns relating to Safeguarding / Child Protection:  
Contact the Designated Safeguarding Team:

Designated Safeguarding Lead (DSL)

Name: Nicki Winstone

Phone/email: 07472018307 [Nicki.winstone@thejhf.org](mailto:Nicki.winstone@thejhf.org)

Designated Safeguarding Officer

Name: Jess Grant

Phone/ email 07368474865 [jess.grant@thejhf.org](mailto:jess.grant@thejhf.org)

Designated Safeguarding Officer

Name: Bex Richards

Phone/email: 07716 080647 [bex.richards@thejhf.org](mailto:bex.richards@thejhf.org)

Board Lead for Safeguarding

Name: Gabrielle Murtagh

Phone/email: 07725036438/ [gabrielle.murtagh@thejhf.org](mailto:gabrielle.murtagh@thejhf.org)

In the unlikely event that none of the designated safeguarding team are available, you should follow the North Somerset Safeguarding Children's Board instructions below:

CONCERNED ABOUT A CHILD?										
01275	888	808 -	Monday	to Thursday	9am	-	5pm,	Friday	9am	- 4:30pm
01454	615	165 -	Out	of	hours			and	at	weekends
In an emergency please ring <u>999</u>										

## 16. Recruitment

The Charity operates in line with safer recruitment standards. During the recruitment process we ensure that a member of staff on interview panels has undertaken Safer Recruitment Training. We adhere to Safer Recruitment Guidelines regarding references, interviews, identity/DBS checks, right to work in the UK check and verification of professional qualifications (where relevant).

In line with guidance in KCSIE 2021 we will carry out an online search (including social media) as part of due diligence in order to help identify any incidents or issues that have happened, and are publicly available online, which may want to be explored at interview.

- DBS checks are carried out for all staff, mentor/ tutor contractors, volunteers and trustees and updated every 3 years. This includes sight of original documentation – Birth Certificate, Passport, Driving License
- At least two professional references, covering the previous 5 years employment are sought before a work offer is made.
- All staff, mentor/ tutor contractors and volunteers undergo safeguarding level 1, Prevent and GDPR training as well as internal training prior to starting work.
- All staff, mentor/ tutor contractors and volunteers attend annual safeguarding training and updates on KCSIE.

## **17. Training**

The designated safeguarding leads and officers receive level 3 training every 2 years in Child Protection.

All trustees, staff, contractors and volunteers complete safeguarding refresher training at least once a year, with certification updated at least every 3 years.

All staff, contractors and volunteers receive opportunities for further safeguarding and child protection training at least 3x a year.

## **18. Monitoring**

Staff, contractors and volunteers working directly with young people will have termly check-ins with the programme co-ordinator. The programme co-ordinator may also accompany them during mentoring sessions.

All staff, contractors and volunteers must complete a daily log for each mentee and send it to the programme manager outlining when and where they have been with their mentees that day.

All safeguarding concerns must be passed immediately to the Designated Safeguarding Lead or Officer and then written up at the earliest opportunity.

A message must be sent to the Programme Coordinator before embarking on any 1:1 meetings that are not in a public space eg. cooking in Copse Road Church, to inform them of their whereabouts.

## **19. Guidelines for all JHF staff, mentor/ tutor contractors and volunteers**

Staff, contractors and volunteers must at all times show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of the Charity.

### **a. RESPECT**

Staff, contractors and volunteers are committed to

- Treating children and young people with respect and dignity
- Always listening to what a child or young person is saying
- Valuing each child and young person
- Recognising the unique contribution each individual can make
- Encouraging and praising each child or young person
- Respecting the family of each child/ young person

### b. BY EXAMPLE

Staff, contractors and volunteers will

- Provide an example, which we would wish others to follow
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or an adult working with young people.
- Respect a young person's right to privacy

### c. ONE TO ONE CONTACT

Staff, contractors and volunteers will:

- try to always be visible to others in their contact with children.
- When meeting with an individual child or young person make every effort to keep this meeting as open as possible, and must inform the programme coordinator of the times/ location of the visit if they are away from public view.

### d. PHYSICAL CONTACT

Staff, contractors and volunteers should never:

- Engage in rough physical games, including horseplay or sexually provocative games.
- Do things of a personal nature for a child or a young person that they can do for themselves. If such an incident arises, for example, where a child or young person has limited mobility/ soils themselves/ is sick, parental permission and the child's permission should be sought before assisting. They should record the incident on their session report and inform the designated safeguarding lead that day.
- Allow, or engage in, inappropriate touching of any kind.

### e. USE OF LANGUAGE (specifically banter)

Staff, contractors and volunteers must always be aware of their language use and how things can be construed. Many of the young people we work with struggle with social communication and so it is imperative that staff, contractors and volunteers are always mindful of the language choices they make.

- Some young people may require visuals to assist with their understanding of events or to plan activities.

- Some young people may find it easier to process simple written instructions, as opposed to verbal.
- Swearing in front of a young person is not permitted
- Swearing by a young person should be addressed at an appropriate opportunity
- If a young person swears directly at a member of staff, contractor or volunteer, or uses abusive language directed at them, it should be reported to the Programme Co-ordinator so that it can be addressed.
- Avoid ambiguities and unclear language in conversations, including using language that might be construed as “banter”

**Banter**

Banter often constitutes elements of bullying, it can be intentional, hurtful, repetitive and involve a power balance. Just because ‘banter’ constitute all the elements of bullying doesn’t mean it’s acceptable.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable from any party. This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation (Anti-bullying Alliance)

Please **be aware that:**

- Language and behaviour can have different meanings, in different contexts. If you’re unsure, ask what was meant by comments said.
- Just because someone uses certain language to refer to themselves it doesn’t necessarily means it’s acceptable, nor does it make it ok for you to use it.
- Just because you think something is banter or a joke doesn’t mean other people will.
- People won’t always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves.
- Third parties might be offended, even if they’re not part of your conversation.

**f. GENERAL**

Staff, mentor/ tutor contractors and volunteers should:

- Be aware that someone might misinterpret our actions no matter how well intentioned
- Never draw any conclusions about others without checking the facts
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun

- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

## **20. Relationships**

Staff, contractors and volunteers who are involved in relationships with other members of staff, contractors or volunteers should inform the Programme Manager/Managing Director and ensure that their personal relationships do not affect their role within the Charity or the work of the Charity.

The Charity staff, contractors and volunteers are not permitted to communicate with or accept friend requests from young people in their care or family members of the child/ young person over social networking/social media sites or through online gaming.

Any previous knowledge of children/ young people and their families prior to starting work with them should be reported to the Programme Manager before beginning a mentoring relationship.

## **21. Sharing Information**

Good communication is essential in any organisation. The Charity will make every effort to assure that, should individuals have concerns, they will be listened to and taken seriously. It is the responsibility of the management to ensure that information is available to, and exchanged between all those involved in this organisation and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

### **Children & Young People**

Children and young people have a right to information, especially any information that could make life better and safer for them. The Charity will act to ensure they have information about how, and with whom, they can share their concerns, complaints and anxieties. When sharing information, The Charity staff, contractors and volunteers will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

### **Parents**

Parents /carers/ persons with parental responsibility are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a credible organisation. We achieve this by:

- Publicising information on our website and social media platforms
- Initial conversations and calls with the programme team.
- An open and transparent reporting policy sharing session reports live with referring organisations.
- Publishing a full copy of the Safeguarding/Child Protection Policy on [www.thejhf.org](http://www.thejhf.org)

### **Staff, contractors & volunteers**

As an organisation, which offers support and guidance to children and young people, it is imperative that everyone working/ contracting /volunteering for or on behalf of the Jack Hazeldine Foundation is aware of their responsibilities under the Child Protection legislation and has a working knowledge of Jack Hazeldine Foundation procedures.

Each member of staff, contractor and volunteer will receive both face to face and online training before working with a young person. All staff, contractors and volunteers will receive updated training in Safeguarding and Child Protection annually and reaccreditation at least every 3 years. There are termly safeguarding refreshers by way of professional development sessions and bulletins.

### Other Bodies

A copy of our Safeguarding and Child Protection Policy will be made available to any other appropriate body.

## 22. Record Keeping

All records, information and confidential notes are stored securely on either Google Drive or One Drive.

Staff, contractors and volunteers working with young people will all be given a designated jhf.org email address for communication purposes. Session reports will be recorded using google sheets that are only accessible to the mentor/ tutor, members of the safeguarding team and the referring body.

Session reports are checked weekly by a member of the safeguarding team to ensure clarity and in case of any missed concerns.

Referral forms, EHCPlans and other documentation relating to a young person is stored in their individual folder on the Charity secure One Drive. This is only accessible to staff directly employed by the Charity.

## 23. Use of photographic/video equipment

All parents /carers are asked to complete a consent form which clarifies the position of both the young person and themselves with regards to images being taken.

Written consent to take and use images of children must be obtained prior to the taking of photographs and or video footage for promotional purposes. Parents/carers must be made aware of when, where and how the images may be used to give their informed consent.

If staff, contractors or volunteers take photographic or video footage including a young person to promote an activity of event, it must be deleted from their devices within 48 hours.

Staff, contractors and volunteers are asked to refrain from taking footage that reveals a young person's identity.

Looked after Children must under no circumstance have any footage taken that includes them.

Please refer also to IT and Acceptable Use Policy

## **24. Complaints and whistleblowing procedure**

The Jack Hazeldine Foundation has a complaints procedure and whistle-blowing policy available to all staff, contractors, volunteers and trustees.

## **25. Internet links and further sources of information**

### **Internet Links**

<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/> Guide to safer working practice for adults working with children and young people  
[www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)  
[www.ceop.gov.uk](http://www.ceop.gov.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.ceop.gov.uk/reportabuse/index.asp](http://www.ceop.gov.uk/reportabuse/index.asp)

### **For Children and Young People**

[www.there4me.com](http://www.there4me.com)  
[www.childline.org.uk/pages/yourplace.aspx](http://www.childline.org.uk/pages/yourplace.aspx)  
[www.kooth.com](http://www.kooth.com)

### **Contacts**

Child Line 0800 1111  
NSPCC 0808 800 5000

We are committed to reviewing our policy and good practice **annually**.