JHF Safeguarding Policy Statement, Process and Child Protection Policy	
Effective date: September 2025	Review Date: September 2026

"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 reflect the Trustees' commitment to safeguarding.

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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).

2. THE PURPOSE OF THIS POLICY:

- to protect children and young people who benefit from the Charity'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.

3. OUR COMMITMENT

The Jack Hazeldine Foundation is committed to safeguarding and promoting the welfare of all children and young people in its care. We recognise that diversity is a strength and that every child and young person has the right to be treated with respect and dignity, regardless of their age, disability, gender reassignment, race, ethnicity, religion or belief, sex, or sexual orientation.

We are committed to creating an inclusive environment where all children and young people feel safe, valued, and able to reach their full potential. We will not tolerate any form of discrimination, harassment, or bullying.

We will work in partnership with children, young people, their families, and other agencies to ensure that our services are accessible and responsive to the needs of all children and young people. We will regularly review our policies and practices to ensure that they are effective in promoting equality, diversity, and inclusion.

We believe that by embracing diversity and promoting inclusion, we can create a stronger and more resilient community where all children and young people can thrive.

4. 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
- The Equality Act 2010
- 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 safeguard children; a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2023
- Keeping Children Safe In Education Statutory Guidance for Schools and Colleges. HM Government 2025
- Domestic Abuse Act 2021
- “Victims in their own right? Babies, children and young people’s experiences of domestic abuse” Domestic Abuse Commissioner’s Office

5. 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.
- Partnerships with children, young people, their parents, carers, and other agencies are essential for promoting their welfare.

6. 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), Deputy Designated Safeguarding Lead (DDSL) for children and young people and a lead trustee for safeguarding.
- Adopting robust 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.
- Recruiting staff, contractors, and volunteers safely, ensuring all necessary checks are made, following a safer recruitment process and KCSIE 2025.
- 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.

7. SAFEGUARDING TEAM CONTACT DETAILS

Designated Safeguarding Lead
Pippa Gribben 07716080749 Pippa.gribben@thejhf.org

Deputy Designated Safeguarding Officer
Louisa Mafeld 07716 080749 Louisa.mafeld@thejhf.org

Trustee Designated Safeguarding Officer

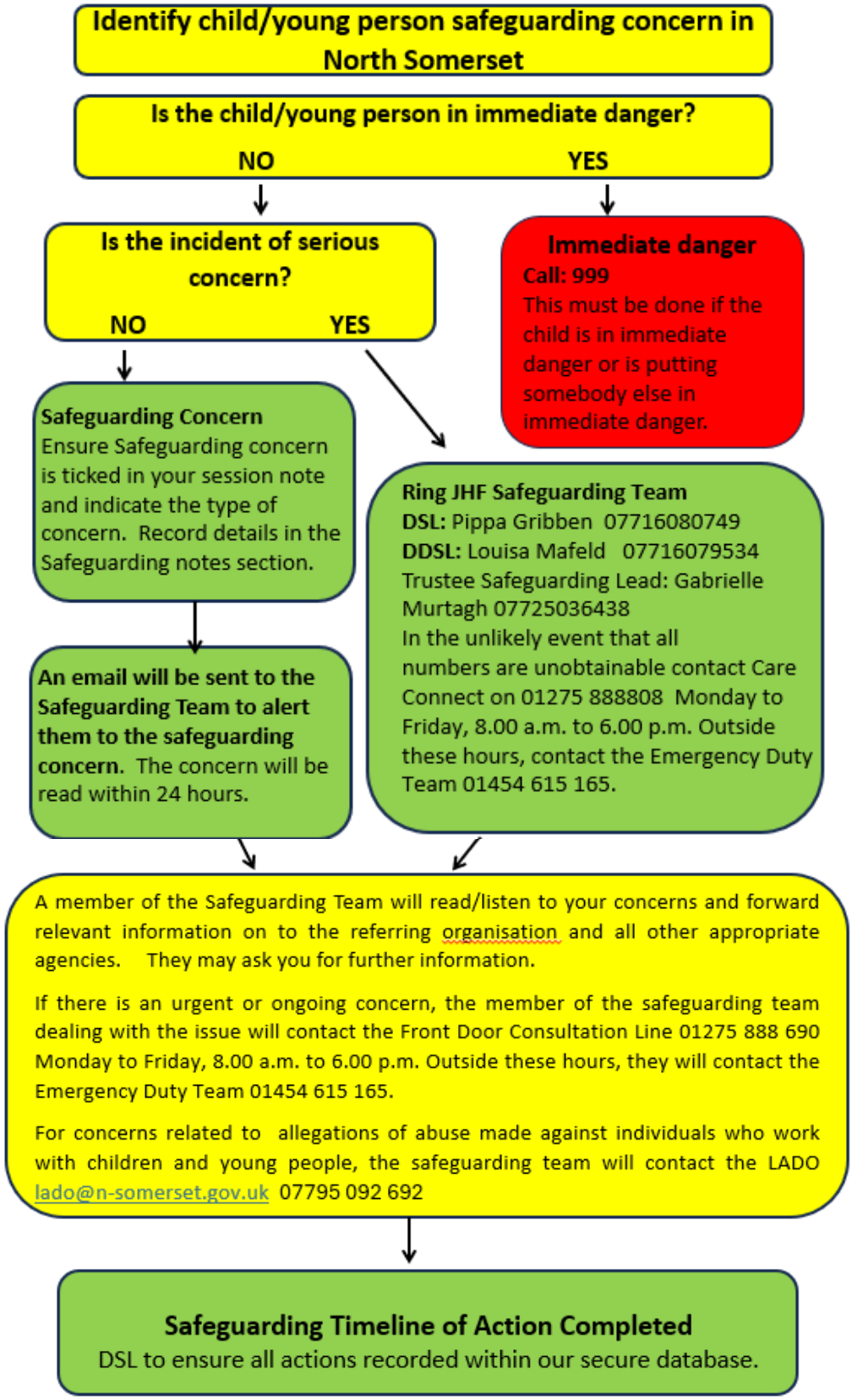
Gabrielle Murtagh 07725036438 Gabrielle.murtagh@thejhf.org

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

- Safeguarding Newsletters x 3 a year
- Safeguarding update x 3 a year
- Safeguarding as a standing agenda item on Team and Trustee meetings.
- Safeguarding termly committee meetings

We are committed to reviewing our policy and good practices at monthly safeguarding meetings and after every KCSIE update.

Safeguarding Reporting Process for Mentors and Tutors



8. THE CHILD PROTECTION POLICY

8.1. INTRODUCTION

This policy outlines the duty and responsibility of staff, mentor/ tutor contractors, volunteers, and trustees working on behalf of The Charity regarding child protection procedures.

The key objectives of this policy are:

- To explain the responsibilities 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.

8.2. 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, and physical and mental abuse, regardless of their age, gender, disability, culture, language, racial origin, religious beliefs, or sexual orientation.

8.3. 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.

8.4. FORMS OF 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)

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 being 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

Domestic abuse is a pervasive issue encompassing a broad spectrum of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence. It can manifest as a single, isolated incident or, more commonly, as a harmful pattern of incidents. Crucially, children are not merely witnesses to domestic abuse; they can be direct victims themselves.

Children may directly observe or overhear incidents of abuse within their home environment, and/or experience its detrimental effects, even if not physically present during the abuse itself. Furthermore, young people are vulnerable to experiencing domestic abuse within their own intimate relationships, often referred to as teenage relationship abuse.

Regardless of how it is experienced – whether directly or indirectly – domestic abuse can have profound, detrimental, and long-term consequences on a child's health, encompassing both physical and mental well-being. It can severely impede their healthy development across all domains, including emotional, social, and cognitive growth. Exposure to domestic abuse significantly impacts a child's ability to engage with and benefit from learning, potentially leading to academic difficulties and reduced educational attainment (KCSIE 2025).

This comprehensive understanding underscores the critical importance of identifying and addressing domestic abuse to safeguard children and support their holistic development.

f) Child on Child abuse

Children can abuse other children (previously 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 college. 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 you need additional support in managing these situations, please speak to one of the safeguarding team.

(Source: KCSIE)

8.5. 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' statutory guidance in England, and the 'Social Services and Well-being (Wales) Act 2014 Part 3 Code of Practice – assessing the needs of individuals'.

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.

8.6. DISCRIMINATORY ABUSE

Discriminatory abuse is any form of harassment, slurs, bullying, or unfair treatment directed towards a child because of their race, ethnicity, religion, disability, gender, sexual orientation, or any other protected characteristic. It can be verbal, physical, or emotional, and it can occur in any setting, including schools, homes, and online.

8.6.1. SIGNS AND INDICATORS

Children who are experiencing discriminatory abuse may exhibit a variety of signs, including:

- Emotional changes: Increased anxiety, depression, withdrawal, anger, or fear.
- Physical changes: Unexplained injuries, changes in sleep or eating habits, or complaints of physical pain.
- Behavioural changes: Difficulty concentrating, declining school performance, avoiding certain people or places, self-harm, or expressing suicidal thoughts.
- Verbal cues: Making derogatory remarks about themselves or others based on protected characteristics, using discriminatory language, or expressing negative beliefs about their own identity.

Remember, discriminatory abuse is a serious matter that can have lasting negative impacts on a child's well-being. It is essential to take all disclosures seriously and respond promptly and appropriately.

8.7. CHILD TRAFFICKING AND MODERN SLAVERY

Child trafficking and modern slavery are child abuse. Many children and young people are trafficked into the UK from other countries, but children are also trafficked around the UK.

Trafficking is where children and young people tricked, forced, or persuaded to leave their homes and are moved or transported and then exploited, forced to work, or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage.

- domestic slavery like cleaning, cooking, and childcare
- forced labour in factories or agriculture.
- committing crimes like begging, theft, working on cannabis farms or moving drugs

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual, and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

WHO'S AT RISK?

Any child is at risk of child trafficking. Human trafficking happens due to:

- inequalities between countries, such as different education or employment opportunities
- poverty
- the effects of war
- the demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity.
- low levels of education
- lack of equal opportunities, discrimination, or marginalisation.

TYPES OF CHILD TRAFFICKING

Traffickers often groom children, families, and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they'll have a better future elsewhere.

Trafficking is also an economic crime. Traffickers may ask families for money for providing documents or transport and they'll make a profit from money a child "earns" through exploitation, forced labour or crime. They'll often be told this money is to pay off a debt they or their family "owe" to the traffickers.

TRAFFICKERS MAY:

- work alone or in small groups, recruiting a small number of children, often from areas they know and live in
- be medium-sized groups who recruit, move and exploit children and young people on a small scale.
- be large criminal networks that operate internationally with high-level corruption, money laundering and a large number of victims.

SIGNS OF CHILD TRAFFICKING

Knowing the signs of trafficking can help give a voice to children. Sometimes, children won't understand that what's happening to them is wrong. Or they might be scared to speak out.

It may not be obvious that a child has been trafficked, but you might notice unusual or unexpected things. They might:

- spend a lot of time doing household chores.
- rarely leave their house or have no time for playing.
- be orphaned or living apart from their family.
- live in low-standard accommodation.
- be unsure which country, city, or town they're in
- can't or are reluctant to share personal information or where they live.
- not be registered with a school or a GP practice.
- have no access to their parents or guardians.
- be seen in inappropriate places like brothels or factories.
- have money or things you wouldn't expect them to
- have injuries from workplace accidents.
- give a prepared story which is very similar to stories given by other children.

EFFECTS OF CHILD TRAFFICKING

Trafficking can have both short- and long-term effects, and the impact can last a lifetime. Children and young people who've been trafficked might:

- not understand what's happened to them is abuse - especially if they've been groomed.
- believe they're in a relationship with their abuser and unaware they're being exploited.
- think they played a part in their abuse or have broken the law.
- feel very guilty or ashamed about the abuse they've suffered.

Being kept captive or living or working in poor conditions can have a serious impact on a `child's mental and physical health. They might also be suffering from the effects of abuse and neglect.

Children may feel distressed and alienated if they've been separated from their families, friends, communities, and cultures.

They'll often have had no access to education or opportunity for social and emotional development.

Children exploited for domestic servitude and forced labour can suffer physical injuries, develop problems with their emotional health and be denied access to an education.

Children trafficked for sexual exploitation are at high risk of prolonged periods of sexual violence, physical injuries.

8.8. 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 among 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, some behavioural traits could indicate that 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, and 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 with 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 you 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.

Prevent training should be updated every two years. Knowledge and skills should be updated "at regular intervals, and at least annually" and will be found on SLACK or in one of our regular bulletins.

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

8.9. 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 another 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, jewelry, 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

8.10. SERIOUS YOUTH VIOLENCE

Serious violence encompasses a range of harmful acts, including murder, attempted murder, robbery, wounding, grievous bodily harm, knife and gun crime, alcohol and drug-related violence, county lines activity, and modern slavery. It is crucial to recognise that children and young people can be both victims and perpetrators of serious violence.

The Home Office develops the notion of 'Serious Youth Violence' being associated with children who are involved or at the periphery of 'county lines' and negative peer groups and concerning children involved in 'county lines' and other related activities. The Home Office defines this as: ''County Lines 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''

The prevalence of Serious Youth Violence has increased across England and Wales since 2014, North Somerset is no exception to this, with increasing numbers of young people affected. The impact of being a victim of Serious Youth Violence can include death, life-changing injuries, trauma and poor mental health.

8.10.1. Recognising the Risks:

All contractors, volunteers, and staff must be vigilant in identifying signs that a child or young person may be at risk of, or involved in, serious violence. These signs can include:

- Changes in Behaviour:
  - Sudden changes in mood, behaviour, or personality.
  - Increased aggression, withdrawal, or anxiety.

  - Changes in school attendance or academic performance.
  - Changes in sleeping or eating patterns.

- Social Changes:
  - Changes in friendship groups, particularly association with older individuals or those known to be involved in criminal activity.
  - Increased secrecy or isolation.
  - Use of new slang or terminology related to gangs or criminal activity.

- Physical Indicators:
  - Unexplained injuries, bruising, or marks.
  - Signs of self-harm.
  - Possession of weapons or drugs.
  - Unexplained gifts, possessions, or money.

- Exploitation Indicators:
  - Being controlled or manipulated by others.
  - Carrying multiple mobile phones or SIM cards.
  - Travelling to unfamiliar locations.
  - Being forced to carry or store items.

8.10.2. **Risk Factors:**

Children and young people are more vulnerable to serious violence if they experience:

- Low self-esteem or confidence.
- School exclusion or poor attendance.
- Social isolation or association with negative peer groups.
- Chaotic or dysfunctional home environments (including parental substance misuse, mental health issues, or criminal activity).
- Experiences of domestic abuse, neglect, bereavement, or familial sexual abuse.
- Learning difficulties or disabilities.
- Homelessness or unstable housing.
- Uncertainty about sexual orientation or gender identity.
- Being a young carer.

8.11. 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)
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.

8.12. RESPONDING TO AN ALLEGATION

Any *suspicion, allegation or incident of ab*use must be reported to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead on the same day.

The DSL/DDSL 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.

8.13. RESPONDING APPROPRIATELY TO A CHILD MAKING A DISCLOSURE

The safeguarding team will ensure that all contractors are clear about these procedures which form part of their Code of Conduct.

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 organisation's 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.

8.14. 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 feelings considered.

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.

8.15. 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 conducted.

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 (Pippa Gribben) or their deputy (Louisa Mafeld) 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) must 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.

8.16. 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.

8.17. ROLE OF DESIGNATED SAFEGUARDING LEAD /DEPUTY DESIGNATED SAFEGUARDING LEAD

The role of the designated safeguarding leads 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 Pippa Gribben (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
Pippa Gribben 07716 080749 pippa.gribben@thejhf.org

Deputy Designated Safeguarding Lead
Louisa Mafeld 07716 079 534 louisa.mafeld@thejhf.org

Trustee Designated Safeguarding Officer
Gabrielle Murtagh 07725036438 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:

8.18. CONCERNED ABOUT A CHILD IN NORTH SOMERSET?

In the event of a member of the safeguarding team not being available, please contact North Somerset Care Connect on 01275 888801 Monday to Friday 8.00 a.m. to 6.00 p.m. Outside of these hours, contact the Emergency Duty Team 01454 615 165. For concerns related to allegations of abuse made against individuals who work with children and young people, the safeguarding team will contact the LADO Allyson Donovan, 07795092692 – lado@n-somerset.gov.uk. Contact details for Bristol and South Glos can be found at the end of this policy.

8.19. 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).

Our HR Manager has recently completed an OFQUAL-regulated Level 5 Associate Diploma in People Management with CIPD.

The recruitment of trustees and volunteers will be carried out with as much care as the recruitment of paid staff.

In line with guidance in KCSIE 2025, 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 the interview.

- DBS checks are carried out for all staff, mentor/ tutor contractors, volunteers and trustees and are updated every three years. This includes sight of original documentation – e.g., birth certificate, passport, driving license.
- All DBS information is recorded on the Single Central Record.
- The individual's right to work in the UK is verified, and documentation is securely retained.
- Any Positive Disclosure information revealed is referred to the CEO and Local Authority Designated Officer and made subject to a thorough risk assessment procedure before a recruitment decision is made.
- At least two professional references covering the previous five years of employment are sought before a work offer is made. References from colleagues (other than managers) or

friends are not accepted. References are checked for missed or ambiguous answers and the remaining issues escalated as appropriate.

- Any gaps in employment are investigated and verified where necessary.
- Where an individual left previous employment, the circumstances of departure are established, e.g. disciplinary procedures or compromise agreements. Any concerns are referred to the director/trustees for risk assessment.
- Where any doubts remain as to the safety of recruiting the individual, the principle of child safety first is followed.
- All staff, mentor/tutor contractors, volunteers and trustees undergo safeguarding level 1, Prevent and UK Data Protection training as well as internal training prior to starting work.
- All staff, mentor/ tutor contractors and volunteers attend annual information sharing and updates on KCSIE.
- All requests for references from staff, contractors, or volunteers must be directed to the HR Officer or CEO. No other members of staff at the Charity are permitted to provide references on behalf of the organisation.

8.20. TRAINING

The Designated Safeguarding Officers undergo Level 3 safeguarding training every two years.

All trustees, staff, contractors, and volunteers complete safeguarding refresher training once a year, with certification updated at least every three years. They complete annual GDPR and Prevent training.

All staff, contractors, and volunteers will be offered training on cultural competence and sensitivity, including awareness of different cultural practices, beliefs, and communication styles. This training will equip them to provide culturally appropriate support and services to adults at risk from diverse backgrounds.

We define cultural competence as the ability to understand, communicate, and effectively interact with people across cultures. It involves awareness of one's own cultural worldview, knowledge of different cultural practices and worldviews, and cross-cultural skills.

We define cultural sensitivity as the awareness and respect for the cultural differences and similarities of individuals and groups. It involves recognising and valuing the importance of cultural identity and avoiding stereotypes or assumptions based on cultural background.

8.21. MONITORING

Staff, contractors, and volunteers working directly with young people will have termly check-ins with the programme team. The programme team 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 team before embarking on any 1:1 meeting that are not in a public space, e.g. cooking in Copse Road Church, to inform them of their whereabouts.

8.22. GUIDELINES FOR ALL JHF STAFF, MENTOR/ TUTOR CONTRACTORS AND VOLUNTEERS

Staff, contractors, and volunteers must at all times show respect and understanding for individual 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:

- Always try to 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 team 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

Staff, contractors, and volunteers must always be aware of their use of language and that it is a powerful tool that can shape the way young people perceive themselves and the world around them. Therefore, it is important to use language that is empowering rather than creating stigmas and barriers when working with young people. Empowering language is:

- Fosters a positive and supportive environment where young people feel valued, respected, and heard.
- Language that respects, affirms, and supports young people's strengths, abilities, and potential.
- Language that avoids labelling, blaming, or judging young people based on their identity, background, or circumstances.
- Language that encourages young people to express their opinions, feelings, and needs and to participate in decision-making processes that affect them.
- Language that fosters a positive and trusting relationship between young people and the adults who work with them.

Please remember that:

- 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 team so that it can be addressed.

f. BANTER

Banter often constitutes elements of bullying; it can be intentional, hurtful, repetitive and involve a power balance.

It is often seen as a harmless way of joking and teasing among friends, but it can also have a negative impact on children's well-being and development. Banter can easily cross the line into bullying, especially when it targets someone's appearance, identity, abilities, or preferences. Children who are exposed to banter may feel hurt, humiliated, isolated, or excluded. They may also develop low self-esteem, anxiety, or depression. Banter can also affect children's learning and academic performance, as they may lose interest, motivation, or concentration in school. Therefore, it is important to educate children about the difference between banter and bullying, and to encourage them to respect each other's feelings and boundaries.

Please be aware that:

- Language and behaviour can have different meanings in different contexts. If you're unsure, ask what was meant by the comments.
- Just because someone uses certain language to refer to themselves, it doesn't necessarily mean 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 to avoid drawing attention to themselves.
- Third parties might be offended, even if they're not part of your conversation.

g. 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.

8.23. RELATIONSHIPS

Staff, contractors, and volunteers who are involved in relationships with other members of staff, contractors or volunteers should inform the Programme Lead/CEO 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 team before beginning a mentoring relationship.

8.24. 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

Staff, contractors & volunteers

As an organisation that offers support and guidance to children and young people, the Jack Hazeldine Foundation requires everyone working/ contracting /volunteering for or on behalf of the foundation to be aware of their responsibilities under the Child Protection legislation and have a working knowledge of the foundation's procedures.

Each staff member, 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 three years. Safeguarding officers receive training every two years. There are termly safeguarding refreshers through professional development sessions and bulletins.

Other Bodies

Any other appropriate body may request a copy of our Safeguarding and Child Protection Policy.

8.25. RECORD KEEPING

All records, information and confidential notes are stored securely on our Beacon database.

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 on the database portal 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, EHC Plans and other documentation relating to a young person is stored on the database. This is only accessible to staff directly employed by the Charity.

8.26. 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. Images will not be used for more than three years.

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.

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. In particular, please remember the following:

Images and photos

- Images will only be taken if the parental consent forms indicate that it is permitted to do so. I will avoid photos that clearly identify the young person.
- Contractors to ensure that if they take and/or publish images of others they will do so with their permission and only use them to share with parents/ carers and on the SLACK.
- Not use personal equipment to record these images, and will use the Charity's iPad/tablet or the Charity's camera.
- Where these images are published (e.g. on the website/ SLACK) it will not be possible to identify by name, or other personal data, those who are featured.

8.27. COMPLAINTS AND WHISTLEBLOWING PROCEDURE

The Charity has a Complaints Procedure and Whistle-blowing Policy available to all staff, contractors, volunteers, and trustees.

8.28. 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
www.ceop.gov.uk
www.childline.org.uk
www.thinkuknow.co.uk
www.ceop.gov.uk/reportabuse/index.asp

For Children and Young People
www.there4me.com
www.childline.org.uk/pages/yourplace.aspx
www.kooth.com

Contacts
Child Line 0800 1111
NSPCC 0808 800 5000

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

8.29. Local Authority safeguarding contact information

In the event of a member of the safeguarding team not being available, please contact the following:

North Somerset Care Connect
Telephone: 01275 888808 (Monday to Friday, 8am–6pm)
Emergency Duty Team: 01454 615165 (outside office hours)
LADO: lado@n-somerset.gov.uk Telephone: 07795 092 692
Bristol City Council First Response Team
Telephone: 0117 903 6444 (Monday to Friday, 8am–6pm)
Emergency Duty Team: 01454 615165 (outside office hours)
LADO: LADO@bristol.gov.uk Telephone: 0117 903 7795
South Gloucestershire Council Safeguarding Team
Telephone: 01454 866000 (Monday to Friday, 8am–6pm)
Emergency Duty Team: 01454 615165 (outside office hours)
LADO: lado@southglos.gov.uk Telephone: 01454 868508
For concerns related to allegations of abuse made against individuals who work with children, the person receiving the complaint must inform the DSL immediately.

The DSL will contact the LADO using the contact details above. The Trustee responsible for safeguarding must be notified of any allegations involving staff.

If the concern relates to the DSL, contact the LADO directly.