

Jugglez Safeguarding Children Policy

Introduction

This project aims to create an atmosphere where children and young people feel valued, safe and in a place where their welfare is promoted and safeguarded.

Any concerns will be taken seriously, acted upon appropriately and will pay attention as far as possible to what children and young people say and feel.

We will be rigorous and vigilant in safeguarding the children and young people using the project from abuse, bullying and intimidation. We will do this through a careful recruitment and selection process, a whistle blowing policy, ongoing supervision and monitoring arrangements and guidance on appropriate behaviour.

Everyone involved in the project is obliged to make sure that children and young people using the project are safe.

They must report concerns without delay.

All those involved in the project will be made aware of this policy and of what to do if they have any concerns. There is guidance for those responsible for responding to concerns so that they are properly dealt with.

What is child abuse?

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from Working Together to Safeguard Children (HM Government, 2006)

1. Physical Abuse

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

Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

2. Emotional Abuse

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

overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

Legislation and Guidance

There is a considerable body of legislation, government guidance and standards, which are designed to ensure that children are protected from harm.

The Children Act 1989 and the Children Act 2004

These two acts of parliament form the basis of all the law relating to safeguarding children in England & Wales.

The intention of the Children Act 1989 is to ensure that the welfare and developmental needs of children are met, including their need to be protected from harm. It includes

legal definitions of child in need and child at risk and sets out the duties of the local authority when they become aware that a child might have or be at risk of suffering harm.

The Children Act 2004 provides a legal framework for the way in which agencies and services set up to safeguard children in England and Wales should work together. It provides a legal basis for the structure of children's services, the establishment of local Safeguarding Children Boards, the appointment of a National Children's Commissioner and a national information system to facilitate the safeguarding of all children.

Every Child Matters

In 2003, the Government published the *Every Child Matters* Green Paper alongside its formal response to the Victoria Climbié Inquiry Report. The Green Paper proposed changes in policy and legislation in England to maximise opportunities and minimise risks for all children and young people, focusing services more effectively around the needs of children, young people and families.

All organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

Thus Every Child Matters sets out the Government's vision for children's services. It proposed reshaping children's services to help achieve the outcomes children and young people say are the key to their well-being in childhood and later life. The 5 Every Child Matters aims are that all children should:

- Be healthy
- Stay safe
- Enjoy and achieve through learning
- Make a positive contribution to society
- Achieve economic well-being

Criminal Justice and Court Services Act 2000 (as amended by the Criminal Justice Act 2003)

Part II of this Act relates to 'public bodies' responsibilities within safeguarding and is integral to safeguarding systems in the UK designed to prevent unsuitable people from working with children.

It links to other laws including **Protection of Children Act 1999** and **The Police Act 1997** that together build a system that makes it a criminal offence if an employer does not take sufficient steps to check an employee working with children and/or knowingly gives someone a job who is inappropriate to work with children.

Protection of Children Act 1999 and The Police Act 1997

These Acts require the creation of systems by which employers can check whether a potential or actual employee has criminal offences against children or whether there has been any reason for that person to be considered inappropriate to work with children.

The Police Act 1997 provides for setting up the Criminal Records Bureau (CRB) for England and Wales to improve access to criminal record checks for employment-related purposes. It is aimed at providing protection for children and other vulnerable people against those who might wish to do them harm.

Education Act 2002

This act places a duty on local education authorities, maintained (state) schools and further education institutions, including sixth-form colleges, to exercise their functions with a view to safeguarding and promoting the welfare of children – children who are pupils, and students under 18 years of age in the case of schools and colleges. The same duty is put on independent schools, including academies, by Regulations made under s157 of that Act.

Rehabilitation of Offenders Act (NI Order) 1974 (UK wide)

People who are involved in situations where they have prolonged or sustained access to children are exempt from the Rehabilitation of Offenders legislation.

Sexual Offences Act 2003

This Act defines most sexual offences. It includes child sex offences, provisions regarding the age of consent, familial sexual offences and sexual exploitation. It also introduced offences related to abuse of positions of trust. It is an offence for a person aged 18 or over to engage in sexual intercourse or other sexual activity with someone under that age where they are in a 'position of trust' in relation to the younger person. The act also makes sexual grooming an offence (including over the internet and mobile phones) .

Criminal Records Bureau

This gives employers and voluntary organisations access to information about criminal records and other relevant information about people they intend to appoint in paid or unpaid posts working with children and young people under 18. It provides a 'one-stop-shop' service across England & Wales.

Safe Recruitment and Selection

Determined abusers have often managed to gain access to children and young people. Our policy and procedures are important safeguards to stop this happening. They will be understood by good applicants and will put ill intentioned people off.

All volunteers and staff, including temporary personnel and helpers should be subject to a careful and rigorous selection and vetting process with the following elements:

- Completion of an application form and checking the person's identity by their birth certificate or passport, preferably by something which has their photograph.
- Taking up references, which can be seen before the interview and verified by a follow up phone call.
- An interview (ESSENTIAL) preferably by two people.
- Identifying reasons for gaps in employment or inconsistencies (ESSENTIAL)
- Carrying out Criminal Records Bureau checks (ESSENTIAL), see procedure if not available.
- Allow no unsupervised access to children and young people until this has been completed e.g. no appointment subject to references.
- Advice is sought about recruiting someone with a criminal record (ESSENTIAL).
- A supervised probationary period for new people to the project and a comprehensive induction period that includes our safeguarding procedures.

Criminal records checks and vetting

Checks should be carried out on all people applying for work with children, including volunteers. This service is coordinated by the Criminal Records Bureau. The CRB provides checks of:

- Police criminal records via the Police National Computer
- PoCA list (The Protection of Children Act List) and List 99 – lists of people who are disqualified from working with children and young people.

We will need to check if your project workers or volunteers meet the criteria to be checked. Information on this along with general information on the CRB is available @ www.crb.gov.uk or you can telephone 0870 9090 811 for a pack.

CRB checks can only be completed by an 'umbrella' body. If you have no facility to arrange the checks through your national or county organisation, checks can be arranged with the Churches Safeguarding Advisory Service (www.ccpas.co.uk) or other similar organisations.

Note: The way in which Criminal Records Bureau checking is done will be changing during the next two year subsequent to the passing in December 2006 of the Safeguarding Vulnerable Groups Act. A process of Vetting and Barring will be established and there will better coordination between the current "lists" of people judged to be unsuitable for working with children.

To keep updated on the implementation of this legislation and the way the new system will work check regularly on the CRB website : www.crb.gov.uk

Safe arrangements in projects

There is no 100% guaranteed way of making sure people with the potential to abuse children or young people will not get involved projects. However there are ways of running the project that will help prevent abuse occurring or to identify inappropriate behaviour as early as possible.

The following elements will contribute to a safe, open and alert environment:

A nominated safeguarding representative in the project responsible for making sure the safeguarding policy is working (The Grants Manager in respect of Kent Community Foundation). All people involved in the project should know about this person. He/she will need to be trained to know how to respond when safeguarding concerns are raised to him/her (ESSENTIAL).

An open, well-publicised whistle blowing policy so that children and adults are encouraged to voice concerns about abuse or unethical behaviour without fear of recrimination.

Training for people working in projects. They will need to be aware of signs of abuse (see above). It can also include bullying, or putting people down because of their race, religion, culture, gender, sexuality, disability etc. They will also need to know about the behaviour of abusers, what their duty is if someone tells them about abuse. They will need to know about the whistle blowing policy.

Information is available to children, young people and their parents/carers. This could be through a leaflet, poster or notice board. They need to know who to speak to if they are concerned about what is happening to themselves or others. In discussions they should be encouraged to raise concerns and/or use the project's complaints procedures and whistle blowing policy.

A code of behaviour for everyone involved in the project. This should make clear what is appropriate and what is not, for example, all adults working in pairs, advice about physical contact and restraint, how to manage care tasks, etc.

Arrangements about who to speak to about concerns when the nominated person is away, or if they would prefer to speak to someone else, or feel they are not being listened to.

Clear supervision and monitoring arrangements, which are explained to everyone. Some examples are discussions and meetings with clients/staff/volunteers, questionnaires to clients/staff/volunteers/partner agencies, remaining vigilant and alert to people experiencing a problem.

Having outside contact for advice and guidance when safeguarding issues come up and we are not sure how to respond (for example Robin Young is available for advice through the Kent Community Foundation).

Guidelines for the Nominated Safeguarding Person

The person who has responsibility for making sure any safeguarding issues are responded to properly. They should:

- Know the signs and symptoms of abuse.
- Know about how abusers (perpetrators) behave
(Ask about training if they don't know these things)
- Know about the Local Area Safeguarding Children Board. Guidelines on dealing with concerns about abuse:

www.kent.gov.uk/SocialCare/children/child-protection

Ask the local council's principal officer for safeguarding children for a copy of the guidelines and about any training available from the Safeguarding Children Board

- Know who to contact in Social Services so that they can either
Ask for advice when not sure what to do
Refer a case without delay where there are safeguarding concerns

There are several ways you can contact the Social Services County Duty Service:

- You can telephone your local Social Services office between 8:30am and 5:00pm
- You can call Kent County Council's Contact Centre on 08458 247 100 24 hours a day 7 days a week.
- You can email: social.services@kent.gov.uk
- Make sure the children and young people using the project know about safeguarding policy and procedures.
Make sure that you are the person to speak to if they have any concerns.
Who to speak to if the nominated officer is not there.
Make sure the staff and volunteers know how to respond if a child or young person talks to them about abuse.
Make sure they have a copy of the project's code of behaviour and guidelines and have understood them.
- Provide information about helplines and other sources of help for children and young people.
- Make sure you are aware of other factors that cause children to be vulnerable to abuse. Research has demonstrated that disabled children are particularly vulnerable to abuse for several different reasons depending on their impairment. Reasons include:
 - A dependency on others for their primary needs such as feeding, clothing and intimate care
 - Different communication methods or lack of appropriate vocabulary might provide a barrier for a child wanting to communicate about their concerns
 - Isolation within a residential setting

A fear of retribution can also be a powerful 'silencer'. It is therefore very important that staff have the opportunity to raise their awareness of protection issues for this disabled child.

Recognise that racism has demonstrated that children and families from minority ethnic groups often fail to receive an appropriate service from the statutory authorities when concerns are raised about a child's welfare. Over-action and inaction have both been shown to be based on misunderstandings and misinterpretations of different cultural patterns, which have led to failing to meet children's needs. More overt racial attitudes and behaviours also play a part in this process.

Children from all cultures are subject to abuse and neglect. All children have the right to grow up safe from harm. In order to make sensitive and informed professional judgements about a child's needs, and a parent's capacity to respond to their child's needs, it is important that professionals are sensitive to differing family patterns and lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups. **At the same time they must be clear that child abuse cannot be condoned for religious or cultural reasons.**

Code of Behaviour

The project's code of behaviour should include all the following elements:

- Rules and arrangements for:
- Relationship with children and young people
- Relationship between personnel
- Appropriate conduct with children and young people
- Physical restraint
- Intimate care

Specific behaviour not allowed:

- Sexual conduct
- Lending or borrowing of money or property
- Giving or receiving gifts
- Exclusive or secretive relationships
- Taking project users to your home

Guidelines for Project Workers/Volunteers

Responding to a Report of Abuse from a Child or Young Person

DO -

- Do treat any allegations extremely seriously and act at all times towards the child as if you believe what they are saying.
- Do tell the child they did the right thing in telling you.
- Do reassure them that they are not to blame.
- Do be honest about your own position, who you have to tell and why.
- Do tell the child what you are doing and when, keep them up to date with what is happening.
- Do take further action – you may be the only person in a position to prevent future abuse – tell your nominated person immediately.
- Write down everything said and what was done (see notes on recording).

DON'T -

- Don't make promises you can't keep.
- Don't interrogate the child – it is not your job to carry out an investigation – this will be up to the police and social services, who have experience in this.
- Don't cast doubt on what the child has told you, don't interrupt or change the subject.
- Don't say anything that makes the child feel responsible for the abuse.
- Don't do nothing – make sure you tell your nominated safeguarding person immediately – they will know how to follow this up and where to go for further advice.

Fear puts a lot of people off telling about wrongdoing.

Remember, you have a duty to make sure concerns are reported, then appropriate action can be taken. Tell the nominated person in the project as he/she will be able to get further advice and/or refer the situation to social services or the police.

If for any reason you cannot tell the nominated person, then you should tell the project leader or manager.

Keeping a Record of Concerns

When a safeguarding concern arises, it is essential you record what is said or seen and what action was taken. This record or any other written record should be kept in a locked cabinet or drawer. Access should be limited to only:

1. The person who has completed the form
2. The nominated safeguarding representative

3. The project leader or manager
4. KCF nominated safeguarding representative (if different from 2 above)
 - Ensure that any notes you make are brief and factual. Only write down what you observe or hear.
 - Sign and date your notes.
 - Your notes may be shown to the police or social services and could possibly be used in court, although this is rare.
 - Talk to your nominated safeguarding person and / or social services before having any contact with a child's parents regarding safeguarding matters.

SAFEGUARDING CHILDREN PROCEDURES RECORD OF CONCERNS
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Name of Child:
Address:
Telephone No.
Parent/Carer Details: Name(s):
Telephone No(s):
What is said to have happened or what was seen?
When and where did it occur?
Have there been concerns noted about this child or a sibling in the past ?

Who else, if anyone, was involved and how?

What was said by those involved?

Where there any obvious signs e.g., bruising, bleeding, changed behaviour?

Was the child able to say what happened, if so how did they describe it?

Who has been told about it and when?

Do the parents know?

Signed.....

Date.....

SAFEGUARDING CHILDREN: SUMMARY OF REQUIREMENTS

Essential

- Written Safeguarding Children policy statement
- Guidance for project workers on what to do if they are concerned
- Nominated Safeguarding person and confirmation that he/she knows how to deal with safeguarding issues
- Information for the project users on what to do if they are concerned about safeguarding protection issues
- Application form for all applicants, including volunteers
- Two references for all project workers and volunteers
- Interviews for all applicants including volunteers
- Checking reasons for gaps in employment history
- CRB checks and vetting of all project workers and volunteers
- Training about recognising and responding to safeguarding issues for project workers and volunteers
- Confirmation from all project workers and volunteers that they understand about signs of different forms of abuse and agree to report any concerns to the nominated person
- Planned and appropriate activities for children and young people
- Code of behaviour, which includes adults working in pairs
- Supervision of workers and volunteers
- Feedback form from project workers
- Evidence of monitoring that safeguarding and safety issues are being addressed. This means keeping written records, such as minutes of meetings, code of behaviour, training and supervision sessions and monitoring arrangements, training and discussion in staff/management meetings, written codes of conduct, what was done and why
- A probationary period for new personnel

Recommended

- Verification of any qualifications
- Advice about recruiting someone with a criminal record
- A contact person in Social Services
- A whistle blowing policy