

ACTIV-8 SAFEGUARDING POLICY

The Department for Education's Working Together to Safeguard Children (2013) defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- and undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering significant harm.

This document applies to children and young people below the age of eighteen.

ACTiv-8 is fully committed to safeguarding the welfare of all children and young people, by taking all reasonable steps to protect them from physical, sexual, or emotional abuse or neglect.

This document outlines child protection policy and procedures. It is not a comprehensive 'how to' guide in child protection practice but relates specifically to the role of all those involved in working directly or indirectly with children in child protection practice, i.e. activity undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

As a Workshop Company, ACTiv-8 has a responsibility to work with others to safeguard and promote children's welfare. It is essential that staff in contact with children, young people and their families have the requisite knowledge and skills to carry out their jobs safely and effectively. All staff have a responsibility to ensure the safety of children with whom they work.

This document outlines our commitment to the protection of children and aims to:

- Raise awareness of the need to protect children and young people and reduce risks to them;
- Ensure that when abuse is suspected or disclosed, it is clear what action must be taken.

We ensure that all freelance workshop leaders are aware of the requirements within this policy. We work within the UN Convention on the Rights of the Child and believe that:

- All children have the right to be protected;
- All children should be listened to and their views taken seriously;
- Children's needs should be looked at holistically and should not be defined solely in terms of their abuse;
- All interventions must be child-centred;
- To effectively protect children, professionals must identify and work with safe and protective adults within children's families and communities;
- Professionals need to be aware of how issues of race, gender, disability, culture, sexuality and age impact on an individual's life experiences;
- Professionals need to be aware of how issues of race, gender, disability, culture, sexuality and age impact on their understanding of and response to keeping children safe;
- We support collaborative partnership working with the schools we visit for the protection of the children we teach.

Our Workshop leaders are required to read this policy prior to undertaking any work relating to ACTiv-8 that involves young people.

Definitions of abuse

Abuse and neglect are forms of maltreatment of a child. An individual may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Neglect or abuse, physically, emotionally or sexually, can have major long-term effects on all aspects of a child's health, development and wellbeing. Sustained abuse is likely to have a deep impact on the child's self-image and self-esteem, and on his or her future life.

Harm may occur intentionally or unintentionally. The definitions of harm outlined in Working Together 2010 are used to determine whether a child needs a child protection plan.

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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Parents/caregivers of children with multiple needs may find it difficult to ensure that the full range of their needs, including their emotional needs, is met. It may be hard to include such children in everyday activities alongside other family members, but not to include them may be harmful.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person into sexual activities, including prostitution, whether or not the child is aware of what is happening. They may include non-contact activities, such as involving children in looking at, or in the production of sexual online or printed images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 caregiver failing to:

- provide adequate food, clothing or 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.

Abuse and Children with a Disability

Evidence available in the UK on the extent of abuse among children with a disability suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

Disability may be defined as:

Children with a disability may be especially vulnerable to abuse for a number of reasons. Some may:

Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with these procedures in the same way as with any other child. The same thresholds for action and the same timescales apply. It would be unacceptable if poor standards of care were tolerated for disabled children that would not be tolerated for non disabled children.

Confidentiality

It is important to be clear about confidentiality. If a child asks you to 'keep a secret' explain that you will not be able to guarantee confidentiality and that other key people will need to be told in order to support the young person. Do not make promises. The only people you should tell are the designated staff members and any other persons related to the case e.g. Social Worker/Police.

What to do if you are worried a child is being abused

If, in the process of your work, a child discloses to you that they are being abused you will need to tell them that you must report it.

It is important to remember that an allegation of child abuse or neglect may lead to a criminal investigation, so any concerns must be properly recorded and shared with the Lead Teacher for Safeguarding within the school, academy or college where you are based. Workshop Leaders must report any concerns **on the day the concern is raised** with the appropriate member of on-site staff. This should be done in person not by email or phone message.

Additionally, in the event of a situation in which you consider a child is at risk, you should contact ACTiv-8 Director, Suzanne Parrott on 07896958665. Again, this should be done through direct contact rather than leaving a message.

If you think a child is in immediate danger, call the police on 999.

Appropriate Conduct with Young People /Avoiding Allegations

All workshop leaders are requested to:

- Dress professionally and avoid any provocative clothes
- Use professional language and avoid inappropriate references or familiarities.
- Ensure that all materials used are age-appropriate
- Avoid personal references which discuss your private life or enquire after the personal life of students.
- Ensure that language and materials used are not racist, sexist or in any other way likely to cause offence.
- Avoid making contact physically with young people.
- Avoid being in a one to one situation with students and if such a situation accidentally arises e.g. a student comes back into the room after all the class has left, ensure that this is reported to the contact member of staff on the day it occurs.
- Report any concerns that a student may have developed an unprofessional attachment e.g. report any gifts offered.

- Treat all students fairly and ensure that you do not raise your voice or otherwise intimidate students when involved in positive behaviour strategies.
- Ensure the safety of students in the space by checking on stacked chairs; dangerous objects e.g. scissors; tripping hazards e.g. bags; slipping hazards e.g. spillages. Ensure that 'rough' play is avoided in warm up games and that all exercises are controlled.
- Protect the emotional wellbeing of all participants by ensuring a positive response to performances from the class and reporting any concerns.
- Record any incidence of Bullying and report to the contact teacher so that it can be logged and acted upon.
- Never share contact details e.g. Facebook, Mobile phone numbers, addresses etc. Never accept students as friends on Facebook. Report any such request from a student to the school contact teacher.
- Photographs and videos of student performances must only be taken by host school staff using school equipment and following in house policies. ACTiv-8 workshop leaders must not use their own camera's, phones or video equipment to record young people and neither should they use personal laptops in workplace environments.

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said.

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;

- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person

What information do you need to obtain?

- Settings have no investigative role in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail. They will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of who, what, where and when;
- If you feel that the matter might be a Child Protection matter or if you're not sure, record and pass on immediately to the Designated Senior Person.

Safeguarding Concerns with members of Staff

- If you have concerns regarding the conduct of members of staff or procedures within the setting you are working in you should raise these immediately with the Director of ACTiv-8 who will take them up at an appropriate level within the school.

Training

- The Director of ACTiv -8 has regular training in Child Protection; has delivered training on Child Protection and has achieved Ofsted 'Outstanding' previously for Child Protection. ACTiv-8 consider the safety of children as paramount.
- ACTiv-8 workshop leaders are given Child Protection guidance when they are recruited and know to contact the Director with any concerns.
- Workshop Leaders are directed to the Safeguarding Policy which is displayed on the website and sent by email.

Safer Recruitment

- New workshop leaders have a face to face interview
- DBS is a requirement to work with ACTiv-8
- Two references are sought and at least one must be from a recent employer.

This Policy has been reviewed in	September 2014
Policy due to reviewed again in	September 2015