



Charity No. 1120869

NEW HEIGHTS WARREN FARM COMMUNITY PROJECT SAFEGUARDING CHILDREN POLICY AND PROCEDURE

1. INTRODUCTION

1.1 Safeguarding children means working together to keep children safe in a nurturing environment. As a charity who regularly come into contact with children and families, we are committed to providing services based on the principle that children's safety and well-being are paramount. All staff have a duty to safeguard and promote the welfare of children who access our services. We recognise that the term child protection is a part of safeguarding. This refers specifically to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm through abuse and neglect. Effective child protection is essential as part of the wider work to safeguard and promote the welfare of children. Safeguarding and promoting welfare therefore includes:

- Protecting children from abuse and neglect (child protection)
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best life chances.

1.2 This document addresses two aspects of safeguarding:

- To provide clear and specific guidelines enabling staff to deal appropriately and effectively with child safeguarding issues including child protection concerns and
- To ensure, as far is possible, that all staff representing New Heights Warren Farm Community Project (NHWFCP) are fit to work with children.

1.3 The term 'staff' refers to all employees, volunteers and anyone involved in paid or unpaid work on behalf of NHWFCP. It also includes all board members, trustees or management committee members, whether voluntary or remunerated and facilitators of services using NHWFCP premises or funded through NHWFCP.

2. LEGISLATION/EXTERNAL POLICY AND RELATED GUIDANCE

Children Act 1989

Children Act 2004

Human Rights Act 1998

Data Protection Act 1998

HM Government (March 2013) Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children

[Working Together to Safeguard Children](#)

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Birmingham Safeguarding Children Board (BSCB) Interagency Child Protection Procedures

[Welcome](#)

Good Practice in Safeguarding – A Framework for Voluntary and Independent Child Care Organisations (October 2014)

http://www.lscbbirmingham.org.uk/images/P_and_P_2014/Framework_for_Safeguarding_Policy_Procedure.pdf

- 2.1 This document must be read in conjunction with the Birmingham Safeguarding Children Board (BSCB) Interagency Child Protection Procedures. These Procedures set out how staff should work together with partner agencies to safeguard and promote the welfare of children and explain the actions that must be taken when there are concerns about the welfare of a child.

3. THE SCOPE OF CHILD SAFEGUARDING ISSUES WITHIN NHWFCP

- 3.1 NHWFCP staff may come across child safeguarding issues in several ways including:
- Providing direct services to children and families.
 - Providing helpline services.
 - Where concerns are raised about the conduct or behaviour of people working with children within our premises.
 - Working within the wider community to raise the profile of domestic abuse.
 - Directly observing incidents of concern within the community, including our café.
 - Through our Recruitment and Selection processes.

- 3.2 NHWFCP recognises that it must consider safeguarding issues within all aspects of our work.

4. OVERALL AIMS AND PRINCIPLES

- 4.1 NHWFCP will contribute to safeguarding and promoting the welfare of children accessing our services by:

- Following the BSCB key principles in taking a child-centred approach to safeguarding, namely:
 1. Always see the child first.
 2. Never do nothing.
 3. Do with, and not to, others.
 4. Do the simple things better.
 5. Have conversations and build relationships.
 6. Focus on positive outcomes, offering services based on a clear understanding of the needs and views of children.
- Creating an atmosphere where all children can feel secure, valued and listened to and actively working with parents and other children in promoting a violence free environment within our premises. We will encourage alternative positive forms of discipline, for example, explanation, setting clear boundaries and praise and offering non abusive and effective means of teaching a child acceptable behaviour.
- Recognising that one of the best ways to support a child is to also provide support for the parents but being alert to any conflict that arises between the interests of the child and the interests of the parent.
- Being alert to the indicators of abuse and where a child is at risk of harm, addressing concerns at the earliest stage by discussing the issues with the Designated Safeguarding Lead Manager or Social Services.
- Ensuring that accountability for abuse rests solely with the abuser, the child is never to blame.
- Recognising that abuse occurs across all socio-economic class structures, race, cultures, ethnicities, religions and professions.
- Recognising the strong correlation between domestic abuse and child abuse.
- Working in partnership with other agencies and parents to access early help for children and protect children from harm through timely and lawful sharing of information.
- Recognising that the abuse of children is most commonly perpetrated by family members, friends, professionals or people in a position of trust as well as by children and young people themselves.
- Ensure that all staff having access to children have been checked as to their suitability through robust safer recruitment and selection processes.
- Recognising that Social Services and the Police have lead responsibility for investigating child protection issues and it is vital to build solid working relationships

with these statutory agencies, notifying them of concerns when a child is at risk of significant harm.

5. DEFINITIONS

- 5.1 A child is defined in accordance with Children's Acts 1989 and 2004 and within Article 1 of the 1989 United Nations Convention on the Rights of the Child, as someone up to his or her 18th birthday. The term child therefore is an encompassing term which includes young people. The fact that a child has reached 16 years of age does not change his/her status or entitlements to services or protection.
- 5.2 The following definitions and indicators of forms of abuse can be found at **Appendix A** of this document:
- Parent
 - Physical Abuse
 - Emotional Abuse
 - Sexual Abuse
 - Sexual Exploitation
 - Neglect
 - Domestic Abuse
 - Radicalisation and Extremism

6. KEY STAFF ROLES

- 6.1 **Designated Safeguarding Lead**
The Designated Safeguarding Lead (DSL) for NHWFCP is the Project Manager, Anna Freeman, she has responsibility to ensure that Safeguarding Children procedures are carried out. In her absence, the Chairman of the Board of Trustees, Mr. Sean Flynn, has accountability for ensuring compliance.
- 6.1.2 The DSL is responsible for supporting staff in dealing with all safeguarding issues including child protection. The DSL will act as the first point of contact within the project for case discussions relating to children at risk of harm. The DSL has a responsibility to meet regularly with staff to provide support and guidance until the safeguarding incident has been resolved. It is recognised that safeguarding is challenging and stressful work. The DSL will fully support staff by providing opportunities to talk through any anxieties they may have.
- 6.1.3 The DSL will ensure that they record any concerns about the welfare of children in a safeguarding log and that such records are kept confidentially and securely. They are responsible for reaching clear and explicit agreements about what action will be taken and who specifically will take what action. The DSL is responsible for ensuring that immediate action is taken where there is a specific child protection incident which poses a clear risk to a child's safety.
- 6.1.4 The DSL will seek guidance or arrange for guidance to be sought from the Birmingham Multi Agency Safeguarding Hub (MASH) in all cases where there are child protection concerns. Where the DSL is readily available, they will make the telephone call to MASH. The DSL will be responsible for ensuring that when a written referral is required this is completed and submitted.

6.1.5 The MASH can be contacted via initial triage from the Children's Information & Advice Service on **telephone number: 0121 303 1888** . Outside normal office hours any concerns about the welfare of a child should be referred to the **Emergency Duty Team on 0121 675 4806**.

E mail: MASH@birmingham.gov.uk or secure.MASH@birmingham.gcsx.gov.uk

6.1.6 If the DSL is unhappy about the response of MASH they will escalate concerns in line with the BSCB escalation policy.

http://www.lscbbirmingham.org.uk/images/Escalation_Policy_July_2014.docx

6.1.7 The DSL will ensure that MASH are contacted within three working days if a decision about a referral has not been communicated back.

6.1.8 The DSL will have specific responsibility for ensuring that the Safeguarding Policy is reviewed and where necessary updated every year.

6.1.9 The DSL is required to inform the Chairman of the Trustees Management Board, Mr Sean Flynn, of all child safeguarding issues arising within the service the same working day and immediately should an allegation or concern involve any member of staff.

6.1.10 The DSL will have the appropriate level of skill, knowledge and experience to fulfil their role.

6.2 All staff

6.2.1 Safeguarding concerns including child protection may come to the attention of staff in several ways including:

- A child or other person may make a direct allegation
- A child may make a comment that seems to suggest abuse
- A child may have bruises/injuries or marks indicative of abuse
- A child's behaviour may suggest the possibility of abuse
- Something about an adult's behaviour may suggest that they are not a suitable person to care for children.

6.2.2 All staff have responsibility to safeguard children and therefore need to be aware of how to respond to all situations. The priority will be to immediately safeguard the child and prevent further abuse occurring. Any action taken must remain focused on the welfare of the child.

6.2.2 Staff will adhere to the following basic principles in all cases:

- All concerns and allegations, whatever their origin, must be taken seriously
- Never delay action that is necessary for the immediate safety of a child
- Always record the reasons for their concerns in writing
- Always reach clear and explicit agreement with the DSL about who will take what action or agree that no action will be taken
- Whether or not further action is to be taken, always record in writing, any discussions held about a child's welfare and agreements about possible action
- Never investigate whether or not a child has been abused, this responsibility lies with Children's Social Care and/or the Police.
- Where necessary, work closely with the DSL in compiling a written referral to MASH.
- Where the allegation is against the DSL report directly and immediately to Mr. Sean Flynn

7. PROCEDURE FOR STAFF RESPONDING TO CHILD PROTECTION CONCERNS

7.1 **Injured children-** When a child has an injury, staff will assess whether urgent medical help is necessary, if so, staff will contact 999 and inform emergency services of any concerns. They will ask the parent/supervisor of the child how the injury occurred and record verbatim any response. If the injury is accidental this will be recorded in accordance with our Health and Safety Policy and Procedure. However if staff, using their professional judgement, consider the injury may be caused as a result of abuse they will immediately contact the DSL.

7.2 **Other circumstances** – In all other circumstances where there is concern that a child is suffering or likely to suffer significant harm or where the child gives information detailing abuse, staff will follow the steps identified in ***‘Responding to a Concern’ guidelines, attached at Appendix B.*** In summary this means;

Staff will:

- Find a suitable place in which the child can talk freely
- Reassure the child
- Make time to listen carefully to what the child is saying
- Let the child talk freely and recall events
- Communicate with the child in a manner appropriate to their age, understanding and ability

Staff will not

- Interrupt the child
- Ask leading questions
- Promise confidentiality
- Ask the child to write their own account
- Take photographs
- Tape record or video any conversation
- Ask children to remove clothing

7.3 **Recording**

Staff must keep a detailed and factual record of the disclosure made by the child or any other person on an incident recording form, attached at ***Appendix C.*** The record must distinguish between fact and opinion and be recorded as soon as possible whilst the details are still fresh. The importance of accurate record keeping cannot be overstated in reducing the risk of unfounded allegations of abuse against staff.

The record will include the following:

- Date and time it was written
- Name and signature of the staff member recording
- Actual words used by the child
- If marks or injuries are apparent, the record will describe them and include where on the child the marks/injuries were seen

- Details of any spontaneous statements made by parent/supervisor of the child (For example- explanation of an injury)
- Details of any other witnesses, including anyone else who heard what the child said, saw marks or injuries or noticed behaviour indicative of abuse

7.4 **Reporting Procedures**

Any member of staff who has concerns about the welfare of a child must discuss this with the DSL the same working day. Concerns may arise out of a series of relatively minor issues about inadequate standards of care (for example - lack of supervision) or as a result of one specific incident which poses a clear risk to a child's safety (for example - assault on a child).

7.4.1. Possible responses arising out of the discussion with a DSL will depend on the severity of the safeguarding concerns expressed. The DSL will direct responses which may include:

- Monitoring the situation carefully and keeping records of all concerns and the reasons why no contact or referral was made to MASH at this stage. A child may be safe now, but they, and other children, could be at risk in the future.
- Gathering more information before deciding whether to make contact with or a referral to MASH
- Making a telephone call to the MASH team for advice followed by a written referral
- Contacting the police in the event of a criminal offence being committed or suspected of being committed against a child

7.4.2 The incident recording form will be passed to the DSL together with any original notes made by the staff member.

8. **CHILDREN IN CIRCUMSTANCES WHERE DOMESTIC VIOLENCE IS AN ISSUE**

8.1 In circumstances where staff delivering Domestic Violence Services are aware that a client is having contact with an abusive perpetrator and they are aware that a client's child(ren) has been previously abused within a domestic violence context or has been seriously affected by witnessing violence, staff will discuss the risks this situation creates with the client and record this information on a risk assessment. Staff will discuss their concerns with the DSL in accordance with the procedure laid out above at Paragraph 7.

9. **DIRECT WORK WITH CHILDREN**

9.1 When direct work is being carried out with children at least two members of staff will be present (For example - within the playgroup provision).

9.2 Parents with children aged less than two years must remain with their children for the duration of any activities. This promotes their emotional, social and behavioural development.

9.3 Parents must take responsibility for their own childrens personal care (such as going to the toilet).

9.4 New Heights recognises that anyone who works with children, is under a legal duty of care, which case law has interpreted as a duty to act as a careful parent would. Staff members will

ensure that adequate records are kept of any accidents or injuries occurring to children on our premises. A written record will be made of the incident resulting in the injury, in the accident book. Staff will ensure that another staff member witnesses the record and that a DSL is informed. The parent of the child should be notified immediately.

10. PROCEDURE FOR ALLEGATIONS AGAINST A PERSON IN A POSITION OF TRUST

- 10.1 A person in a position of trust refers to anyone who carries out paid or unpaid work with children or who has access to children as part of their work, therefore this includes all staff.
- 10.2 Where staff have concerns about a Person in a Position of Trust, they will contact the DSL immediately. They will be directed by the DSL to complete an incident report outlining the precise reasons for their concerns. The DSL will in turn contact the Chairman of the Trustees, Mr Sean Flynn, on the same working day. Together, they will ensure that NHWFCP operate procedures for dealing with allegations and are responsible for;
- Decisions about whether the allegation requires referral to statutory services (Police/Social Services)
 - Liaison with the Local Authority Designated Officer (LADO) when concerns arise about a person in a position of trust(Telephone: 675 1669)
 - Retaining clear records when it is decided not to make a referral to children's social care or the police of the matter
 - Making these records available on request to the LADO
 - Resolving inter agency issues
 - Notifying Father Hudson's Care when the allegation is against a member of staff to whom they provide first line management responsibility
- 10.3 The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
- 10.4 In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and is not an indication of any proof or of any guilt.
- 10.5 Staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to this policy/ procedure service in respect of safe practice.
- 10.6 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

11. INFORMING FACILITATORS OF SERVICES ABOUT SAFEGUARDING POLICIES AND CONFIDENTIALITY

- 11.1 Facilitators of services using NHWFCP premises will be made aware of this policy/procedure through published information. There is a clear need, which has been highlighted in research, for agencies to share information where there is a child safeguarding concern including suspicion of child abuse or neglect. Facilitators of service will be informed that there are limits to confidentiality where safeguarding children issues are involved and in certain circumstances there may be a need to contact other agencies without first notifying them. This is a legal obligation and not a personal decision and should not be seen as a betrayal of trust but as a necessary and responsible way of protecting children within our service. There is clear justification for sharing information with or without consent when there is reasonable cause to suspect that a child is at risk of significant harm.
- 11.2 A copy of this policy will be made available to all facilitators of service at the point they sign their terms and conditions of hire agreement.
- 11.3 A summary of this policy/procedure and the name of the DSL will be displayed for the information of all visitors to NHWFCP premises. ***Attached at Appendix D.***

12. **SAFEGUARDING CHILDREN THROUGH RECRUITMENT, SELECTION AND DEPLOYMENT**

- 12.1 NHWFCP recognises that during recruitment and selection processes, some applicants may have already shown themselves to be unfit to care for children. The lead for safeguarding children through recruitment is Mr. Sean Flynn. In the process of recruiting staff and volunteers we will:
- Require the applicant to provide details of all previous names used, and residential addresses covering the last 5 years, and to provide evidence of identity and their current address.
 - Require the applicant to provide the names of at least two referees. If the applicant is currently working with children in a paid capacity, or has previously done so, one of the referees should be the current or most recent employer and the other should also be a person who can comment on their work with children.
 - If the applicant is seeking to volunteer, or seeking paid work with children, for the first time, both references should be from people who can provide information that is relevant to their character, attitudes, behaviour etc. towards children.
 - Not accept anyone on to the staff or as a volunteer unless at least one satisfactory reference have been received. When previous references relating to similar organisations are not available, the selection criteria and the induction process must take account of this.
 - Ask for evidence of any qualifications the applicant claims to hold.
 - Interview the applicant in person. At the interview we will discuss with the applicant the details of the job/task that they have applied for – what is to be done, where and when.

- Identify what relevant experience the applicant has, how long ago this was and what were the circumstances, including the circumstances in which they left any relevant employment.
- Enquire into an applicant's background which will include enquiries into any criminal convictions they may have via the Disclosure and Barring Service.
- When we accept students on placement, confirm with the training establishment that an appropriate criminal records check has taken place.
- Conduct comprehensive induction processes to ensure all new staff members have the knowledge and confidence to apply the Safeguarding Children Policy.

12.2 With reference to our existing workforce, NHWFCP will:

- Complete three yearly Disclosure and Barring Checks.
- Notify the Disclosure and Barring Service if we dismiss a member of staff or a volunteer because they have harmed a child.
- Ensure staff and volunteers have clear job descriptions including a clear statement that they are expected to abide by our Safeguarding Children Policy.
- Provide training, support and regular supervision to staff to ensure they are clear about their roles and responsibilities in relation to safeguarding practice
- Provide advice and support to staff to ensure they meet good practice in relation to safeguarding children.
- Challenge policy and practice that compromises the safety of children.

13. TRAINING

- 13.1 Staff members and volunteers recruited by NHWFCP will receive training on Safeguarding Children policy and procedure and will receive refresher training every three years.
- 13.2 The DSL will access BSCB core training in order to carry out their role and will attend refresher training updates every two years to maintain their level of competence.
- 13.3 A record of staff training will be maintained in their personnel file.
- 13.4 As part of the terms and conditions of hire agreement, Facilitators of activities using NHWFCP will be required to work within the guidelines of their own appropriate safeguarding policy framework, a copy of which will be retained on their client file .Facilitators will also be issued with and required to read NHWFCP Safeguarding Children Policy and Procedure.

APPENDIX A

Please note that the indicators listed are not designed to be a definitive or exhaustive checklist and they need to be looked at in respect of the entire context of a situation)

CHILD PROTECTION

NHWFCP recognises that the term child protection is a part of safeguarding and promoting welfare. This refers specifically to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm through abuse and neglect. Effective child protection is essential as part of the wider work to safeguard and promote the welfare of children.

PARENT

A parent is the responsible adult who has legal responsibility for the child. It is recognised that children may be young carers and may be providing care assistance or support to another family member and assume a level of responsibility usually associated with an adult.

PHYSICAL ABUSE

Physical Abuse is any form of non-accidental injury or failure to protect from injury. Examples of physical abuse includes hitting, kicking, shaking, throwing, burning, scalding, choking, poisoning or suffocating. Abuse can also result from physical punishment or discipline. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

INDICATORS OF PHYSICAL ABUSE

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for games;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

EMOTIONAL ABUSE

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another. For Example - where there is domestic violence or abuse
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger; Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. NHWFCP recognises that children may be forced into marriage through emotional abuse.

INDICATORS OF EMOTIONAL ABUSE

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harm, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of, pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

INDICATORS OF SEXUAL ABUSE

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;

- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Bruises or scratches in the genital area.

CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of sexual abuse. It occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. It can occur through the use of technology without the child immediately recognising it (for example, being persuaded to post sexual images on the internet/mobile phone.) In all cases, the person exploiting has power over the child by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

INDICATORS OF CHILD SEXUAL EXPLOITATION

Significant Indicators are:

- Periods of going missing day and or night
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast food outlets.

Medium Indicators are:

- Whereabouts unclear or unknown – day and/or night
- Absences/exclusion from school or not engaged in school/college/training work
- Multiple callers – unknown adults/young people
- Physical injuries without plausible explanation
- Sexually transmitted infections/pregnancies/termination of pregnancy
- Drugs Misuse
- Alcohol Misuse
- Self - harming/challenging behavior/suicide attempts/eating disorders/aggression
- Suspect mobile phone use – including sexting/multiple phones
- Unsafe use of internet
- Has been sexually assaulted
- Risky/Inappropriate sexual behaviour
- Lack of awareness/understanding of being safe
- Peers involved in sexual exploitation/risky or concerning behaviours

- Living independently and failing to respond to attempts by workers to keep in touch
- Being accompanied to appointments by an unknown person that causes concern

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a parent, the needs of the child may be neglected.

Once a child is born, neglect may involve a parent 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 (for example using inadequate carers for respite);
- ensure access to appropriate medical care or treatment; or
- provide for a child's emotional, educational or social needs.

INDICATORS OF NEGLECT

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor attendance or often late for classes/appointments;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from activities; or
- The child is left at home alone or with inappropriate carers.

DOMESTIC ABUSE

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial

- emotional

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

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

This definition includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage.

Children who witness domestic abuse are at risk of significant harm and where there is a persistent failure to protect children, child protection procedures will need to be invoked.

INDICATORS OF CHILDREN WITNESSING DOMESTIC ABUSE

Children who witness domestic abuse may display indicators of other forms of abuse as listed, in particular they may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- Not perform to their capacity at school/classes- due to difficulties at home or disruption of moving to and from refuge accommodation

RADICALISATION AND EXTREMISM

The current threat from terrorism in the United Kingdom may include the exploitation of children, to involve them in terrorism or in activity in support of terrorism. NHWFCP is clear that this exploitation and radicalisation should be viewed as a safeguarding issue. Freedom of speech is a basic principle of a democratic society and that expression of beliefs / ideology are fundamental rights underpinning society’s values. Members of the community have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that exploits children or that leads to violence and harm of others goes against this moral principle and seriously undermines equality, human rights, community safety and community cohesion.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

INDICATORS OF EXTREMISM/RADICALISATION

- Identity Crisis – the individual is distanced from their cultural /religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the individual may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the individuals country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the individual may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – Individuals may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

APPENDIX B

GUIDELINES ON RESPONDING TO A CONCERN ABOUT A CHILD

New Heights Warren Farm Community Project
Safeguarding Children Policy
Adopted on 9th November 2015

6 R'S RESPONSE

RECEIVE

If a child wants to talk to you, never ask them to come back later. Ask them what they would like to talk about and if you are concerned about their welfare give them time and private space to speak to you.

Do not promise confidentiality – inform the child that if they tell you anything that you believe may be putting them at harm you would have to speak to someone

Take time to listen carefully to what a child is saying

Let the child speak freely – and to recall events

Where a child has an injury it is okay to ask them how the injury was caused but do not question them further

Communicate with the child in a manner appropriate to their age, understanding and ability

REASSURE

Ensure you tell the child that they have done the right thing in talking to you. And that you will speak to someone else to get them help

Communicate with the child in a manner appropriate to their age, understanding and ability

REACT

Do not interview the child, If you need to clarify what a child has disclosed only ask open-ended questions, for example, what and where questions.

Never ask leading questions, for example, did your father/mother do this to you?

Never ask accusing questions, for example, are you sure you are telling the truth or why haven't you told someone before now

Do not ask child to write it all down

Do not take photographs or tape/video the child's account

Do not ask children to remove clothing to show you injuries

***These factors, if not followed could seriously prejudice investigations conducted by Statutory Services**

RECORD

Complete an incident recording sheet as soon as possible, ensuring you record the facts and not opinions. Include:

Date and time it was written

Your name and signature

Actual words used by the child

If marks or injuries are apparent, describe them and include where on the child the marks/injuries were seen.

Details of any spontaneous statements made by parent/supervisor of the

Details of any other witnesses, including anyone else who heard what the child said, saw marks or injuries or noticed behaviour indicative of abuse.

*** The importance of accurate record keeping cannot be overstated in reducing the risk of unfounded allegations of abuse against staff.**

RELATE

Immediately inform the Designated Safeguarding Lead (Anna Freeman – Project Manager) or in her absence The Chairman of the Trustee's, Mr. Sean Flynn

REFLECT

Do you feel you have done everything you can under this policy and procedure

Dealing with safeguarding issues can be distressing, seek support from the DSL should you need to

APPENDIX C

INCIDENT RECORDING FORM

New Heights Warren Farm Community Project

Safeguarding Children Policy

Adopted on 9th November 2015

Safeguarding Concerns

DATE/TIME	<p>Include the following: Actual words used by the child/Description of injuries or marks/Spontaneous statements made by parent/supervisor of the child/Details of witnesses.</p>
	<p>Name and Signature of person reporting:</p> <p>Name and Signature of DSL:</p>

APPENDIX D

SUMMARY OF SAFEGUARDING INFORMATION FOR VISITORS AND FACILITATORS OF SERVICES TO NEW HEIGHTS

New Heights is committed to safeguarding children which means keeping children safe in a nurturing environment. We are committed to the highest standards in protecting the safety and well-being of children using our services.

We follow the principle of Birmingham Safeguarding Childrens Board in taking a child-centred approach to safeguarding, this means

- Creating an atmosphere where all children can feel secure, valued and listened to.
- Recognising that one of the best ways to support a child is to provide support for the parents. **(see our 'advice to parents on keeping children and young people safe')**
- Actively working with parents and other children in promoting a violence free environment within our premises.
- Offering non abusive and effective means of teaching a child acceptable behaviour.
- Recognising that some children may be suffering abuse and by being alert to the indicators of abuse, ensure any issues are reported to the Designated Safeguarding Lead.
- Recognising that abuse occurs across all socio-economic class structures, race, cultures, ethnicities, religions and professions.
- Working in partnership with other agencies and parents to access early help for children and protect children from harm through lawful sharing of information.
- Ensure that all staff having access to children have been checked as to their suitability through robust safer recruitment and selection processes.

If you have a concern that a child is being harmed, or is at risk of harm you should contact the Designated Safeguarding Lead for New Heights.

DSL is Anna Freeman, Project Manager.
Mobile:07753 229347



If Anna is not available contact Mr. Sean Flynn, Chairman to the Board of Trustees
Mobile:07867 783204

STILL WORRIED ABOUT A CHILD

If you still have any concerns you can also contact the following:

Birmingham City Council Multi-Agency Safeguarding Hub (MASH) on **0121 303 1888**

Outside of Office hours please call **0121 675 4806** for the Emergency Duty Team

NSPCC on **0808 800 5000**

Children can call Child line on [0800 1111](https://www.childline.gov.uk)

ADVICE TO PARENTS ON KEEPING CHILDREN AND YOUNG PEOPLE SAFE

Clubs & Activities for Children & Young People

There are many clubs and organised activities for children running out of New Heights, but as a parent you will want to know that any activity your child is involved with is safe.

It is important for you as a parent to feel happy and confident about the arrangements you make for your child. To find out what is available here come and talk to the Designated Safeguarding Lead.

Your first choice may be made by your child showing an interest in a particular activity or saying that he or she wants to join a particular group – perhaps he or she has a friend who is already a member. If possible, talk to the parents of children who are already involved. Are they happy about the organisation? Are the children happy about the activities?

If possible, come and watch the group in action

- Do the activities seem to be suitable for the children taking part?
- Do you think the activities would be suitable for your child?
- Does the group seem well organised?
- Do there seem to be enough adults present for the number of children?
- Do the premises and equipment look safe?
- Do the activities seem to be carried out safely?
- Do the children seem to be enjoying themselves?

If you and your child are still interested, ask about these points

- How are the organisers recruited?
- How are they trained and what experience do they have?
- Do they have any qualifications?
- Are any checks carried out to make sure that they are suitable people to work with children?
- Is the group insured?
- Are there any rules that staff and helpers have to follow?

Picking the right activities for your child is all about listening

- **Listen to your child:**
What does he or she want to do?
- **Listen to other children:**
What do they say about the activities?
- **Listen to other parents:**
Do they think that the activities for children are well organised?
- **Listen to your own feelings:**
You often know when something is not right for your child even if you can't quite put your finger on why.
- **Listen to your child:**
If something is beginning to go wrong, he or she may notice it before you do.

If you have a **concern about a particular club or activity** please speak to the Designated Safeguarding Lead.