

**SAFEGUARDING CHILDREN, YOUNG PEOPLE  
AND ADULTS AT RISK**

**Policy and Procedures**

SEPTEMBER 2024

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## 1. Introduction

**Safeguarding is everyone's responsibility.** The purpose of this document is to specify Inspire's Safeguarding policy and procedures for the protection of children, young people, and adults at risk.

A child is defined as anyone up to the age of 18. Young people are defined as between the age of 14-17. An adult is defined as anyone over the age of 18.

Safeguarding and promoting the welfare of children and young people is defined for the purpose of this policy as:

- Protecting children/young people from maltreatment.
- Preventing the impairment of children's/young people's health or development.
- Ensuring that children/young people are growing up in circumstance consistent with the provision of safe and effective care.
- Taking action to enable all children/young people to have the best outcomes in life.

Safeguarding adults at risk is defined for the purpose of the policy as:

- Protecting a person's right to live in safety, free from abuse and neglect.
- People and organisations working together to prevent harm and reduce the risk of abuse or neglect to adults with care and support needs.
- Making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action.
- Recognising that adults sometimes have complex interpersonal relationships and may be unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being.

Definition of an adult at risk: Aged 18 years or over any person who may need community care services by reason of mental or other disability, age, or illness, and who is or may be unable to take care of themselves to protect themselves against significant harm or exploitation.

'Learner' - refers to any child, young person or adult at risk currently engaging in Inspire's programmes.

'Staff' - refers to any person employed by Inspire, as well as to apprentices, volunteers, trustees, agency staff or anyone working on behalf of Inspire.

All adults who come into contact with children, young people and adults at risk in their work have a duty of care to safeguard and promote their welfare.

## 2. Policy

Inspire seeks to provide an inclusive environment where everyone can work safely, and children, young people, and adults at risk can engage with the charity's activities and enjoy programmes provided through the work of the charity.

It is the policy of Inspire to take responsibility and promote the welfare of all children, young people, and adults at risk and to keep them safe from abuse, neglect, and exploitation. We are committed to practicing in a way that protects them, and to ensuring no child, young person or adult at risk on our programmes will experience abuse of any kind.

It is also Inspire's policy to provide those working for or with the charity a framework to operate within to keep everyone who is engaged in the charity's activities safe. This policy applies to all staff, including senior managers and the board of trustees, volunteers, sessional workers, agency staff, or anyone working on behalf of Inspire.

It is therefore Inspire's policy to:

- Ensure that the welfare of children, young people, and adults at risk is of paramount importance, regardless of age, gender, ability, or race.
- Respond swiftly and appropriately to all suspicions or allegations of abuse, and to ensure confidential information is restricted to the appropriate external agencies.
- Ensure that all staff, volunteers, and trustees working with children, young people or adults at risk are carefully recruited, in line with our charity's safer recruitment policy which includes being checked by the Disclosure and Barring Service (DBS), having two appropriate references, and understanding, and accepting their responsibility for the safety of children, young people, and adults at risk in their care.
- Raise the awareness of all staff, volunteers, and trustees of child protection issues through the provision of mandatory training, continued professional development and staff inductions.
- Create an environment where staff feel able to raise concerns and feel supported in meeting their safeguarding responsibilities.
- Monitor and review the effectiveness of this policy on a regular basis.
- Ensure that the principles of this policy are adopted by all individuals with whom Inspire works, meeting the same level of determination about the safety children, young people, and adults at risk.

Inspire's safeguarding policy and procedures will also seek to effectively manage the risks associated with activities and provisions involving children, young people, and adults at risk by:

- Completing a risk assessment process which involves identifying risks and means of reducing and mitigating these.
- Implementing the required actions identified on the risk assessment and reviewing the effectiveness of these on a regular basis.
- Ensuring the appropriate DBS checks are conducted before any individual can work and support a child, young person, or adult at risk (*see Inspire DBS Policy*).
- Requiring new employees and individuals to familiarise themselves with the content of this policy, complete specific online training modules and receive a safeguarding induction from a member of the safeguarding team.
- Informing all young people, and adults at risk, as well as parents of children under 13 years old, that information about them is managed appropriately and there is a clear understanding of confidentiality and its limits among staff and volunteers.

### 3. Roles and Responsibilities

The implementation of this policy is mandatory by all staff across all areas of the charity. Specific responsibilities are outlined below:

#### 3.1 - The Safeguarding Team

Inspire is required to designate members of staff with lead responsibility for safeguarding. The nominated members of staff responsible for Safeguarding and Child Protection are:

**Designated Safeguarding Trustee | Alan Whittaker**

**Designated Safeguarding Lead | Jackie Partridge**

Tel No: 07590 983288

Email: [jackiep@inspirecharityuk.org](mailto:jackiep@inspirecharityuk.org)

**Deputy Designated Safeguarding Lead | Lisa Waelend**

Tel No: 07984 348931

Email: [lisaw@inspirecharityuk.org](mailto:lisaw@inspirecharityuk.org)

**Safeguarding Officer | Matt Lewis**

Tel No: 07590 983294

Email: [mattl@inspirecharityuk.org](mailto:mattl@inspirecharityuk.org)

**Safeguarding Officer | Kaitlin Constance**

Tel No: 07375 649653

Email: [kaitlinc@inspirecharityuk.org](mailto:kaitlinc@inspirecharityuk.org)

**Safeguarding Email:** [safeguarding@inspirecharityuk.org](mailto:safeguarding@inspirecharityuk.org)

**Safeguarding mainline: 0330 055 0033**

This inbox is monitored daily; all safeguarding enquiries and communication can be sent to this inbox.

**The Safeguarding Team are responsible for:**

- Ensuring all safeguarding issues at Inspire are effectively responded to, recorded, and referred externally to the appropriate agency.
- Maintaining the resources available to support staff on safeguarding/child protection issues.
- Ensuring that safeguarding implications are constantly reviewed across the scope of the work the charity delivers to young people and are fully considered in the development of all new pieces of work.
- Ensuring the continued development of the charity's approach to safeguarding, considering and authorising any immediate changes in operational policy required due to a safeguarding incident or near miss.
- Ensuring that safeguarding is considered in all appointments of staff (to include trustees and volunteers).
- Delivering safeguarding training for new staff as a mandatory component of their induction.
- Delivering continued professional development and training of staff as regularly as is necessary for department needs

### **3.2 - Line Managers and Safeguarding Team**

Line managers are responsible for ensuring that staff attend safeguarding sessions, complete annual training, and comply with the policy. Additionally, they must ensure their team follows proper procedures and completes required processes, such as Risk Management Plans (RMP) and risk assessments.

### **3.3 - All Staff – e.g., employees, trustees, apprentices, volunteers, freelancers, and consultants**

Safeguarding is everyone's responsibility. All staff are expected to adhere to the requirements of this policy and procedures and operate within codes of conduct outlined within the various policies that support the work of the charity.

## **4. Legal Framework**

This policy has been developed in line with government publications and in accordance with principles established within:

- Children & Families Act 2014
- United Convention of the Rights of the Child 2009
- Data Protection Act 2018
- Sexual Offences Act 2003
- Education Act 2011
- Children Act 2004
- Protection of Freedoms Act 2012
- Human Rights Act 1998
- Mental Capacity Act 2005
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education (KCSIE) 2024
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021
- Working together to Safeguard Children 2023

Inspire Suffolk has a separate PREVENT policy; concerns regarding the potential radicalisation of children, young people and adults at risk are dealt with under procedures set out in this separate policy.

## **5. Procedures**

### **5.1 - Recruitment of Staff**

Inspire adheres to the Keeping Children Safe in Education statutory guidance for Schools and Colleges, September 2024, recruiting all staff within safer recruitment procedures to protect children and vulnerable adults.

As part of this recruitment process it is important that we adopt robust procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities with Inspire.

All staff will have undergone and have satisfied all the necessary recruitment and vetting checks, in line with the charity's safer recruitment policy, including the need for an Enhanced DBS Disclosure (including Children's Barred List check). All staff are required to sign up to the DBS update service,

which regularly checks a person's DBS status. Information relevant to safer recruitment and the DBS process at Inspire are detailed in the Inspire DBS Policy.

## **5.2 - Work with Children, Young People and Adults at Risk**

### **5.2.1 - Risk Management Plans**

All staff must always give due regard to issues of safety. This includes carrying out appropriate risk assessments for activities and programmes.

All staff must produce risk management plans (RMP appendix 1) for any child, young person or adult at risk who is assessed as 'high-risk (Appendix Risk Management plan). The RMP will mitigate any risks that the learner poses to themselves, staff, and other learners. The RMP will be implemented by all staff working directly with the learner and enable staff to provide adequate and suitable support to the individual. These must be reviewed regularly by the staff members working with the learner in consultation with the safeguarding team.

Holiday club administrators must obtain EHCPs (Education, Health, and Care Plans) where possible and Risk Management plans from parents, schools or social workers before the holiday clubs begin, where possible. This will ensure that Inspire maintains up-to-date and accurate records of the children attending the holiday club.

Below is a non-exhaustive list of factors which might result in a learner being assessed as high risk. Please seek further advice from the safeguarding team should you have any questions in relation to further risks.

- High-level medical conditions e.g., epilepsy, diabetes, pregnancy, hearing and/or sight impairments.
- Severe mental health conditions e.g., extreme anxiety, panic attacks, PTSD, EUPD, schizophrenia.
- Suicidal thoughts and/or previous attempts to take own life.
- Previously self-harmed or currently self-harming.
- History of violent or sexual related offences.
- High-level of additional needs and/or disabilities which results in high-risk and/or challenging behaviour.

All staff have a responsibility to complete RMPs and will have appropriate training during their induction; however, support and advice from the safeguarding team will always be available.

RMPs should be completed before the child, young person, or adult at risk engages in Inspire's programmes and services, if this is not possible then an RMP should be completed within 2 working days of them starting. In the event that concerns only arise while a learner is on one of Inspire's programmes or services an RMP can and should be completed as soon as possible.

All RMPs need to be sent to the safeguarding team via email to be reviewed and signed off by a member of the safeguarding team. Once signed off and approved by the safeguarding team these need to be added to Views for the access of staff working with that individual, unless this is not viable in which case this needs to be stored in a secure place that the safeguarding team is aware of and has access to for example a One Drive system.



### 5.2.2 - Guidance for Safer Working

- Staff working with children, young people, and adults at risk should:
  - be appropriately trained and qualified to ensure the safe provision of programmes and services.
  - carefully plan sessions with the care and safety of learners as their primary concern, including the use of appropriate activities that are testing and stretching yet not unnecessarily rough or overly demanding.
  - monitor attendance of the children and young people attending their sessions and follow the relevant attendance procedures for their programme. Should you require more information regarding your programme's attendance procedure then please refer to your line manager or the safeguarding team.
- Risk assessments should be completed prior to programmes or activities to help you determine appropriate staff ratios. Risk assessments should consider children and young people's behaviour, ability, and mobility. Staff ratios should be approved by the appropriate Project Manager and the safeguarding team. Further guidance and advice on staff ratios can be found here: <https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children>
- Staff shouldn't offer a lift to a child, young person, or adult at risk except with parental consent (U18), approval from their Line Manager and in most circumstances in the presence of a second adult in the car.
- Staff should avoid entering learner rooms/accommodation during residential; however, if this is necessary, staff and volunteers should make sure there is another adult present and the door is left open.
- Medical information about the child, young person and/or adult at risk must wherever possible be obtained in advance when Inspire is working directly with and has responsibility for them. (If the learner is under 16, their parent should be consulted).
- Staff must respect all individuals whatever their age, development stage, ability, sex, sexual orientation, or ethnicity throughout the learner's engagement with Inspire.
- Staff should behave and dress in a manner that promotes recognised good practice in relation to safeguarding.
- All accidents/incidents involving staff or participants should be recorded using the charity's accident forms immediately, or as soon as practicably possible.
- Staff and volunteers are responsible for familiarising themselves with building/facility safety issues, such as fire procedures, location of emergency exits, location of emergency telephones and first aid equipment.
- Staff are responsible for reporting suspected cases of child abuse to the appropriate people.
- Staff should refer to the lockdown policy to ensure the safety of staff and learners when working on any of our premises.

### 5.2.3 - Gifting

At no point should **ANY** staff be accepting gifts from children or young people, without making their line manager aware. **NO** staff should be presenting gifts to children or young people **ever**.

#### 5.2.4 - Good Practice to protect against allegations of abuse

All staff are encouraged to demonstrate exemplary professional behaviour to protect themselves from false allegations. For example:

##### **You shouldn't:**

- Place yourself in a situation where you will be left alone with a child, young person and/or adult at risk for a long period of time. Always seek help from another staff member if possible. (Staff who are lone working offsite should ask their line manager or a member of their team for the '*red folder*' if they need help) - see lone working policy.
- Visit children, young people, or adults at risk in their homes except in with the approval by your line manager and the safeguarding team, and only when a risk assessment has been conducted prior to the visit, in line with the Inspire Lone Working Policy guidelines.
- Have unnecessary physical contact with a child, young person, or adult at risk. There may be very limited occasions when a learner needs comfort or reassurance, which may include physical comforting. Any such comforting gestures must always be acceptable to the learner concerned. Staff and volunteers should be aware, however, that any physical contact may be misconstrued by a learner, parent/carer, or observer.
- Administer first aid alone to a child, young person, or adult at risk. You should ensure wherever possible that another adult is present, to prevent physical contact from being misconstrued.
- Assist with personal care, for example, toileting, supervising dressing, or undressing, unless necessary. If this is necessary, you should be of the appropriate gender and be careful to protect the dignity of the learner. Wherever possible, two members of staff should be present when carrying out personal care.
- Use social media sites including Facebook, Instagram, Twitter, and other internet or mobile based technologies to engage with children, young people and/or adults at risk, unless this is a specific requirement of your role and has been approved by your Line Manager in advance. For example, staff should not invite a learner to become 'friends' or accept friends requests on Facebook unless using an official Inspire social media account.

Where occasions arise where it is unavoidable that these things do happen, they should be done with the full knowledge and consent of your line manager or the safeguarding team and/or the learners parents/guardians.

##### **Never:**

- Allow or engage in inappropriate touching of any form. (Note: where contact is essential for Health & Safety requirements, e.g., an outdoor instructor kitting up an activity participant, this is done through clear communication, with participant consent, and follows training guidelines.)
- Take children, young people, and adults at risk to your own home (including staff accommodation on residential).
- Make sexually suggestive comments about or to a child, young person, or adult at risk even in fun.
- Let an allegation a child, young person and/or adult at risk makes during a session go unchallenged or unrecorded.
- Share material of a sexually suggestive, offensive, or pornographic nature with staff or learners.

- Do things of a personal nature for children, young people and/or adult at risk that they can do themselves.
- Engage in rough physical activities including horseplay.
- Engage in sexually provocative activities.
- Allow children, young people, or adults at risk to use inappropriate language unchallenged.
- Administer medication unless trained and approved to do so.

#### 5.2.5 – Photography of Learners

Formal permission should be obtained using Inspire’s media consent forms for the use of any images or quotes, whether of a child, young person, or adult at risk. All photos of children, young people or adults at risk who are accessing Inspire’s programmes and provisions must be taken on a work registered device. Personal phones should never be used to take photographs of learners.

Photos taken on a work registered phone should be stored in line with Inspire’s GDPR Retention Policy.

#### 5.2.6 – Off-site Trips and Residential

Any visits or trips that take place off site or away from the programme base, must be approved by your Line Manager. Appropriate risk assessments should be completed for all visits and trips.

##### **Before Residential:**

- Ensure welfare assessments are completed with all young people to assess risks and wellbeing before the residential trip
- Complete an RMP for any young person identified as ‘high-risk’ – ensure these are reviewed by the safeguarding team and sent to relevant staff (including activity instructors at X-Adventures/residential sites)
- Collect signed parent/guardian permission to attend residential for any young person under the age of 18
- Set clear expectations of behaviour and attitudes whilst away, including a zero tolerance to alcohol and drugs on the residential

##### **During Residential:**

- Ensure at least one staff member who has a DBS is always on the minibus with the learners, and also present during learner activities programme.
- All medication (including paracetamol) should be handed to the lead staff member and should be stored in a safe place, which learners can’t access. Medication will be given to learners at an agreed time by the lead staff member. A medication record sheet will be used to record the time of distribution and signed by both learner and staff member (*a record should also be kept for medication given to children attending Inspire’s Holiday Clubs*).
- There is a zero tolerance of alcohol and drugs on any residential trips. Anyone found with these substances will be removed from the residential and sent home.
- Learners should not be in any dorm or accommodation other than the one they have been designated.
- At no point should under 18s and adults share accommodation; staff members should not share accommodation with any learners regardless of age.
- Avoid entering learner accommodation. Please see 5.2.2 - *Guidance for Safer Working*

Guidance for learners, under the age of 18 being removed from residential:

- Where possible, arrange for a parent/guardian to collect the learner from the residential as soon as possible.
- If their parent/guardian is unable to collect the learner but a family/friend/professional can, then get parental permission for the collection and check ID on collection of the learner.
- If collection of the learner is not possible, follow 5.2.2- *Guidance for Safer Working* regarding providing a necessary lift to the learner.

If an adult at risk is being removed from residential, please follow the guidance above. It is not necessary to gain parental consent for anyone over the age of 18.

Any learner over the age of 18 who is not an adult at-risk can be collected or taken to the nearest train station and provided with purchased train tickets to their home location.

### 5.2.7 – Work Experience and Placements

In line with the Education Act 2011, Inspire believes in providing young people and adults with learning opportunities which aim to equip them for adult life. For many young people and adults, active learning is the key to motivation and has an impact on other aspects of their life.

This procedure sets out Inspire’s commitment to safeguarding any learner when they are undertaking a work experience/placement as part of their Inspire programme.

The procedure applies if:

- The placement lasts for more than 10 days in total,
- There is substantial isolated supervision, or
- The learner is assessed to be vulnerable / at risk.

#### **Procedure for determining suitability of a placement:**

No work experience/placement of any duration should proceed unless there has been proper consideration of safeguarding in the assessment of the suitability of the placement and there has been sufficient preparation to avoid situations where the learner is vulnerable. All learners must understand how to report any concerns that they may have.

When arranging a work experience/placement a member of staff will determine whether additional safeguards are necessary, arrange for DBS checks if needed, and will brief work experience providers and learners.

Placement providers will be required to endorse Inspire’s values and provide a copy of a suitable risk assessment in line with their policies and procedures.

A central record must be kept of all placements and risk assessments.

#### **Safeguarding Principles for Work Experience/Placement Providers**

**General Introduction:** For adults working with Inspire learners it is important to feel confident in the relationship but at the same time be aware of potential problems that may arise. The following statement of principles has been written to help placement providers co-ordinate a secure and productive work experience placement for learners and employers alike.

**Supervision:** Good supervision from the provider is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a learner should be confident in dealing with young people, be mature, and capable of putting them at ease.

**Behaviour and Relationships:** It is important that young people are reassured and supported to feel comfortable and confident in their new surroundings. However, relationships should remain professional and avoid becoming too familiar. Never permit 'horseplay' which may cause embarrassment or fear.

**Environment:** Where possible, avoid being alone in an isolated or closed environment with a young person. If one-to-one contact is used (e.g., review meetings) either do this in a public area or in a room with the door open so you are visible from outside.

**Physical Contact:** There may be occasions when you need to touch a young person (e.g., guiding a hand or arm) during a task or whilst training to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

**Travel:** Avoid travelling alone in a car with a learner during the work experience. If it is necessary to do so, this should be included in the risk assessment and agreed with your line manager. Ensure that there is a known destination and check-in-time with a third party when a young person is travelling alone with an adult during the placement. It is a good idea to ensure you have access to a mobile phone in the event of a break down or emergency.

**Disqualification:** You are reminded that you are required by law to protect children from harm and that employees are required under the Criminal Justice and Court Services Act to declare that they are disqualified from working with children.

**Reporting Safeguarding Concerns:** The placement provider might have safeguarding concerns about a learner or occasionally a learner may disclose confidential information to a placement colleague. If there are any concern for the learner's physical or emotional safety the placement provider should contact Inspire's Designated Safeguarding Lead.

**Risk Assessments:** The law requires employers to carry out an assessment of the risks to the health and safety of children and young persons before they start work/work experience to consider their lack of experience, lack of workplace awareness, lack of physical strength.

For **internal** work experience placements, the relevant Senior Manager is responsible for:

- The completion of a Workplace Risk Assessment and Internal Work Experience Application form.
- Sending the completed risk assessment to the parent or legal guardian of any young person of compulsory school age and inviting them to discuss any concerns with them.
- Liaising with the school, college, or education authority, as necessary, in respect of a work experience placement. This may include reporting to them any accidents or incidents that the young person may have had or been involved in.
- Ensuring that adequate induction training and ongoing instruction, supervision, and training are provided whilst the young person on a work placement is working under their management control.
- Referring queries in individual cases on prohibited and permitted tasks to the appropriate person.

The young person is responsible for:

- Carrying out only those tasks agreed and detailed on their Workplace Risk Assessment. (Appendix 5).
- Attending any required training sessions and following the instructions given in carrying out their work tasks.
- Wearing any required personal protective equipment.
- Reporting any incidents that they have or may witness immediately to their line manager.

#### 5.2.8 - Lone Working and Home Visits

There may be times when it is necessary for staff to be lone working – please review Inspire’s Lone Working Policy for further information. Also consider 5.2.4 - Good Practice to protect against allegations of abuse when lone working.

Where lone working is necessary, as it may be within many working procedures, whether on a regular or occasional basis, Inspire will take reasonable steps to ensure the health, safety and welfare of staff working alone. Lone working risk assessments will be carried out to identify the hazards and risks of lone working and how to mitigate these risks.

Lone working can be perfectly safe provided you take the following basic precautionary steps.

#### **Employee Responsibilities:**

- Ensure that another member of staff, preferably your line manager, is aware you are working alone, where you are, what you are doing, and what time you expect to finish, by using your calendar effectively.
- Make sure you have some means of communication with someone in the event of an emergency, such as a mobile phone.
- Ensure you have access to appropriate first aid equipment.
- Comply with any arrangements or follow any guidance provided by your line manager or Inspire for lone working; this will include the appropriate risk assessment.
- Take all reasonable steps to ensure your own safety and welfare.
- Inform your line manager as soon as possible of any incidents, accidents, or safety concerns.
- Always know where your nearest emergency exit is and be aware of the Charity’s emergency evacuation procedures.
- Make sure intruders cannot access the premises by checking that all windows and external doors or gates are securely locked.

#### **Line Manager Responsibilities:**

- Lone working is avoided as far as is reasonably practicable, unless it forms part of the employee’s role.
- Situations where lone working is necessary are identified and risk control measures are considered.
- Arrangements are in place so that someone is always aware of a lone worker’s whereabouts.
- A check is carried out at the end of the lone working period.
- Emergency procedures are in place so that lone workers can obtain advice and assistance if required.
- Lone workers are provided with adequate information and training to understand the risks and the safe working procedures associated with working alone (*see lone working policy*)

- The task in question can be done safely by one person.
- Any employee working alone has the capability and experience to undertake the work on their own
- All coordinators and project managers must ensure that a member of the safeguarding team is present at all kick-off meetings and informed of any contractual obligations.

Home visits should be avoided; if a home visit is necessary to support a learner, (e.g.) they are not able to leave the house due to their mental health, the guidance above should be followed, and a parent/guardian should be present during the visit.

#### 5.2.8 – Guidance for Disclosures

Abuse of a child, young person, or adult at risk, might be brought to your attention in the form of a disclosure, for example:

- A child, young person or adult at risk might make a direct disclosure about themselves being abused.
- A child, young person or adult at risk might make a direct disclosure about another child, young person, or adult at risk.
- A child, young person or adult at risk might offer information that is worrying, but not a direct disclosure.
- A parent/guardian might offer information about a child, young person or adult at risk that is worrying, but not a direct disclosure.

The following are some key Dos and Don'ts if a child, young person, or adult at risk makes a disclosure:

Always think **SMARTA**:

- **Stay calm** – ensure the child, young person or adult at risk is safe and feels safe.
- **Make notes** and as soon as possible after the event write up a detailed account of what you and the learner discussed.
- **Allow the learner to speak** without interruption, do not quiz them and be accepting of what you have been told (you should not be seen as believing or disbelieving what you have been told).
- **Reassure the learner** and stress that they are not to blame, tell them that they are right to tell you and that you will try to offer support – but do not promise to keep it a secret and tell the child it is your responsibility to inform others.
- **Tell the learner** that you will try to offer support but let them know what you will do next and that you will have to pass the information on to the Safeguarding Team.
- **Alleviate feelings of guilt and isolation**, without passing any judgement.

**You can also:**

- Ask the learner what they would like to happen because of what he/she has said, but don't make or infer promises you can't keep
- Give the child or young person the ChildLine phone number: 0800 1111
- Signpost learners to professional support services

**Never:**

- Press the learner for any details that may be inappropriate.
- Make promises you cannot keep.
- Take sole responsibility – report this to the Safeguarding Team so Inspire can protect the child, young person or adult at risk, and so that you can also gain support for yourself.
- Ask any leading questions.

#### 5.2.9 - Recognising Different Types of Abuse

A member of staff might be concerned about a child's, young person's or adult at risk's appearance or behaviour, or about the behaviour of another individual towards a child, young person, or adult at risk.

Abuse: A form of maltreatment of a child. Somebody may cause abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm. Children and adults at risk may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

At Inspire, safeguarding includes learner safety, and protecting learners against all forms of abuse including (but not limited to) the following: bullying, criminal exploitation, discriminatory abuse, harassment, and internet/online abuse. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and can also have a significant impact on the health and emotional well-being of all the individuals involved.

Some signs that could alert staff and volunteers to the fact that a child, young person, or adult at risk might be being abused include:

- Unexplained bruising and injuries.
- Sexually explicit language and actions.
- Sudden changes in behaviour.
- Something a child or adult at risk has said.
- A change observed over a long period of time e.g., losing weight or being increasingly dirty or unkempt.

Abuse can often be difficult to recognise as children and adults at risk may behave differently or seem unhappy for many reasons. However, it is important to understand the indicators of abuse and to be alert to the need to report a concern.

More information on different types of abuse and their indicators can be found in Appendix 2: Different Types of Abuse and Indicators.

#### 5.2.10 Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care plan.)
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home or care; this includes persistent absences. (*Appendix 4 Level Reporting Guide*).



- has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse.
- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.

#### 5.2.10 - Reporting Suspicions and Concerns of Abuse

It is not the responsibility of staff to deal with suspected abuse, but it is their responsibility to report concerns. All safeguarding concerns need to be acted upon immediately. You may find that these suspicions back up other recorded incidents. Remember, do not investigate – do report.

If a child, young person, or adult at risks' behaviour/appearance gives reason for concern or they have an unusual physical injury or they confide about abuse, this MUST be reported to the Safeguarding Team. To report a concern, complete the Safeguarding Concern Form here:

<https://forms.office.com/e/pmvAggtyxi> or see QR code in appendix 5.

It is essential when reporting a concern that the correct information is sent to the safeguarding team. Please ensure when you are making a referral that you follow the procedure below:

- *Provide full names of the child, young person or adult (spelt correctly).*
- *If you are holiday club staff, please confirm the correct spelling on the registers, before inputting your concern.*
- *If you are delivery staff, please confirm the correct spelling on Views, before inputting your concern.*
- *Please Note: If a young person is known by one name, but their legal name is the one they are registered on Views with, then their form needs to be completed in their legal name.*

Inspire has developed an Incident Level Guide (Appendix 4: Reporting Level Guide) to support staff when making reports of concerns. The guide will provide guidance and explain the process of notifying/ updating the relevant person and provide clarity of how to record the incident. The guide helps define each level based on the severity of the concern/incident and provides guidance on the most appropriate response required. If in doubt as to which level to classify an incident at, it is always better to report the incident based on a higher level because it can easily be deescalated later once incident details are clearer.

It is a requirement to report all concerns/incidents to the safeguarding team to log internally, regardless of the service you are working in.

An incident is any unplanned event that could result in injury or ill health. An incident also includes an allegation of misconduct, any safeguarding disclosures, and any near misses.

Importantly, it is any event that has impacted or could have the potential to impact the well-being of young people, their families, or staff – these factors are always top priority. The impact on the organisation, in both legal, financial and reputational terms, also need to be considered in relation to the incident.

There are legal implications when handling incidents, especially the more critical incidents. The priority must be to take immediate action to give medical and welfare treatment to all involved and contain the severity of the incident.

- Level 1 Concerns/Incidents: Complete a safeguarding concern form (Appendix, Safeguarding Concerns Form) within **24 hours** and ensure an RMP is completed should a learner require additional support.
- Level 2 Concerns/Incidents: All Level 1 responsibilities, contact the Safeguarding Team for advice during working hours.
- Level 3 Concerns/Incidents: Contact the Safeguarding team for advice **immediately**, complete a safeguarding concern form within **1 hour**.
- Level 4 Concerns/Incidents: Contact 999 (if in immediate danger/harm), contact the Safeguarding Team **immediately**, complete a safeguarding concern form as soon as possible.

#### **Helping a learner in immediate danger or in need of emergency medical attention:**

- If the child, young person, or vulnerable adult is in immediate danger and is with you, remain with them and call the police.
- If the child, young person, or vulnerable adult is elsewhere, contact the police and explain the situation to them.
- If they need emergency medical attention, call an ambulance and while you are waiting for it to arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child, young person, or vulnerable adult.

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the Incident Levels at the end of this document.

The welfare of the learner should be a priority in your decision-making. Issues that will need to be considered are:

- The learner's wishes and feelings.
- The parent's right to know (unless this would place the child or someone else in danger or would interfere with a criminal investigation.)
- The impact of telling or not telling the parent.
- An assessment of the risk to the learner and the source of that risk.
- Any risk management plans that currently exist.
- Where an adult at risk does not have the capacity for self-determination

Remember the safeguarding team are always available to provide advice and guidance on any concerns you might have, but all concerns, suspicions, worries and incidents **MUST** be reported.

#### 5.2.11 – Learners Reporting Abuse on specific Inspire programmes

All young people and adults on specific programmes will be provided with the Inspire Student Guide, which includes Inspire's safeguarding processes and safeguarding leads' contact details. Safeguarding posters should also be visible around the Inspire sites and during programme.

Learners on specific programmes can report abuse directly to a member of the safeguarding team by scanning the QR code and completing a concern form, or by speaking to a trusted member of staff e.g., tutor or coach.

## 5.2.12 – In-School Provisions and Reporting

If a learner's behaviour/appearance gives reason for concern, if they have an unusual physical injury, or if they make a disclosure, this **MUST** be reported to the school's internal safeguarding team. If you are working in schools, ensure you know to whom and how to report safeguarding concerns in line with the school policy. It is the school's responsibility to action these concerns if they deem necessary.

Inspire staff should also report the concern/incident using Inspire's internal reporting processes, including details on the person to whom they have reported the incident to within the school. This is to ensure that Inspire have a log of any concerns raised.

## 5.3 - Allegations of Abuse

In rare instances, staff of educational institutions have been found responsible for child abuse. Because of their frequent contact with children, young people and adults at risk, staff may have allegations of abuse made against them. Inspire recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that such an allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

All staff should take care not to place themselves in a vulnerable position with a young person (see 5.2.4 - *Good Practice to protect against allegations of abuse*).

This policy will be used in respect of all cases in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child or may have harmed a learner.
- possibly committed a criminal offence against or related to a learner.
- behaved towards a learner in a way that indicates they are unsuitable to work with children.

Inspire will follow the Local Safeguarding Children's Board procedures for managing allegations of abuse against staff, as set out in '*Arrangements for Managing Allegations of Abuse Against People Who Work with Children or Those who are in a Position of Trust*'.

- All allegations must be reported **immediately** to the safeguarding lead; the only exception is if the allegation is against the safeguarding lead, in which case the allegation must be reported to another member of the safeguarding team. The person receiving the report will then make an initial assessment, and as appropriate, refer the allegation to the Local Authority Designated Officer (LADO), within **one working day** of the matter being brought to the employer's attention.
- If the Safeguarding Lead has a concern that meets the criteria for LADO, they should complete the LADO referral form which can be found on the Suffolk Safeguarding Partnership Children's website: <https://suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-lado/>  
Alternatively, a form can be requested via an email to: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk). Should the member of the safeguarding team reporting the concern wish to consult with the LADO about whether a concern reaches their criteria, or if they wish to discuss immediate actions, they should contact the LADO on 0300 1232044.
- Where it is believed that an identifiable learner may have suffered harm or be at risk of suffering harm, a safeguarding referral should also be made by the safeguarding team, as per safeguarding procedures by completing a Multi-Agency Referral Form (MARF) using the secure Suffolk Children and Young People's Portal.

- Following a referral being received, the LADO will then establish, in discussion with the employer, that the allegation is within the scope of their procedures. If, following LADO initial consideration, the concern does not meet the LADO threshold, it is the responsibility of the employer to decide whether it is appropriate in the employment context to follow up that concern and how that is best achieved. However, as part of the initial consideration the LADO may provide a view on the next step.
- If the parents/guardians of the learner concerned are not already aware of the allegation, the LADO will also discuss how and by whom they should be informed. In some circumstances a senior manager may need to advise parents of an incident involving their child straight away – e.g., if the learner has been injured while in the organisation’s care and requires medical treatment.
- The senior manager should inform the accused person about the allegation as soon as possible after consulting the LADO. If the person is a member of a union or professional association, they should be advised to seek support from that organisation. However, where the Police or Directorate of Health, Wellbeing and Children’s Services may need to be involved, this should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person.
- Where the situation is complex or the best method for sharing information and deciding next steps is to hold a meeting, the LADO will convene a LADO strategy meeting. Once a decision is made that a meeting is needed, a date will be set which takes account of the timescales for initial information gathering and investigation.
- If after an initial meeting, there are ongoing investigations or the person in a position of trust is suspended, then a review meeting should be considered once outcomes are known. In cases where a police investigation is necessary, the meeting should also consider whether there are matters that can be taken forward in a disciplinary process in parallel with the criminal process, or whether any disciplinary action needs to wait for completion of the police enquiries and/or prosecution.

### 5.3.1 - Suspension

- The possible risk of harm to children posed by an accused person needs to be managed and evaluated. The evaluation will be in respect of the child/ren involved in the allegation and any other children in the individual’s home, work, or community life. In some cases, it will require consideration to be given to the use of suspension for the person involved in the allegation. This may be in effect for the duration of investigations.
- Suspension will be considered in any matter where the employer has reasonable and proper cause to suspect that a learner is at risk of harm, or the allegation warrants a police investigation, or where the retention of the staff member could cause serious concerns to the organisation.
- Any decision around suspension should be taken in consultation with the employing organisation’s HR team.
- A staff member must not be automatically suspended without careful thought and consideration of the circumstances of the allegation. Suspension should not be a routine response to the need for an investigation. In making the decision, the senior manager for the organisation must consider the true purpose of a suspension, whether the person should be suspended from contact with children for the duration of the investigation, or until resolution

has been reached. In any case, alternatives to suspension should be explored and advice sought from the LADO and the employing organisation's HR wherever possible.

- Any suspension should be regularly reviewed by the employing organisation throughout the process and as new information is shared in consultation with HR and the LADO.

### 5.3.2 - Sexual Harassment in the workplace

Anyone who sexually harasses someone at work is responsible for their own actions. Employers can be responsible too – this is called vicarious liability. By law, they must do everything they reasonably can to protect staff from sexual harassment.

Employers also have a responsibility – a 'duty of care' – to look after the wellbeing of their employees. If an employer does not do this, in some cases it could lead to a serious breach of an employee's employment contract. If an employee feels they have no choice but to resign because of it, the employer could face a claim of sexual harassment and constructive dismissal. If a staff member needs to report any sexual harassment, they need to report this to a member of the safeguarding team or if this is not possible, that staff member needs to speak to their line manager or HR.

### 5.3.3 - Confidentiality

Every effort should be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated.

Staff should not discuss the allegations with anyone internally or external organisations, unless reporting the allegations to the safeguarding lead.

### 5.4 - Safeguarding Leads Referral procedure

- The safeguarding Leads will log all concerns raised on a secure internal system and keep a record of all Safeguarding Concern forms.
- The safeguarding team will assess the concern and, where appropriate, make a referral to the Multi Agency Safeguarding Hub (MASH) by submitting a multi-agency referral form (MARF) using the secure Suffolk Children and Young People's Portal or the Adult Portal.
- The safeguarding team will monitor the referral and keep progress updated on the incident record log.

## 6. Covid-19

The impact of the COVID-19 pandemic and subsequent closure of schools and colleges and all other education settings brought with it unprecedented challenges for the safeguarding of children, young people and adults at risk.

The impact of lockdown as a direct result of COVID-19 is already known to have exacerbated levels of vulnerability in many ways, including (but not limited to):

- Isolation from trusted adults.
- Isolation from peers and social networks.
- Chaotic and abusive households.
- Breakdown in family relationships.
- Family history of poor mental health, substance misuse, neglect, abuse, violence.
- Domestic abuse.

- Lack of adult supervision / guidance.
- More time spent online than ever before.
- Financial circumstances, with many children and young people described as being “impoverished by lockdown” .
- Young people or their parents being furloughed from employment.

At Inspire, we recognise that children, young people, and adults at risk are potentially more vulnerable to those who might seek to harm, exploit, abuse or traffic them. Covid-19 has had an unprecedented impact on the mental health and wellbeing of children, young people, and adults at risk. Inspire is committed to safeguarding the wellbeing and mental health of all learners.

## **7. Peer-on-Peer Abuse (child-on-child)**

Where the terms ‘victim’ and perpetrator’ are used within this section, they are done so in accordance with Keeping Children Safe in Education, 2024.

Inspire recognise that children, young people, and adults at risk can abuse other children, other young people, and other adults at risk, both inside and outside of the education setting, as well as online.

We also recognise that this is not something that children and young people find it easy to talk about.

Sexual violence and sexual harassment can occur between young people and children of any age and gender. It can also occur through a group of young people, adults at risk and children sexually assaulting or sexually harassing a single person or group of people. Young people, adults at risk and children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, which could affect their educational attainment.

Inspire recognises that although peer-on-peer abuse can, and does, affect anyone, some groups are potentially more at risk than others, including:

- Girls
- LGBTQIA+
- Learners with SEND

Staff recognise it is our duty to ensure that we do all we can to eradicate peer-on-peer abuse or any form of sexual violence, abuse, or harassment from Inspire. We want our charity to continue to be a safe place for people to come and learn, free from judgement, abuse, and discrimination.

On occasions where incidents do occur, we want our learners to feel empowered to step forward, stand up and talk about their experiences. As such, we are absolutely committed to ensuring that when learners witness or encounter anything that causes them concern, or makes them feel uncomfortable, that they can come forward safe in the knowledge that staff will deal with concerns and issues appropriately and sensitively.

We will not tolerate peer-on-peer abuse and so will fully support learners, taking appropriate action(s) as required, for any breaches to our policies and offence caused to others.

## 7.1 - Staff Response and Modelling Appropriate Behaviour

All staff have an important role to play in preventing it and responding where they believe a learner may be at risk. This section of the policy therefore reflects Inspire’s expectations and procedures in respect of peer-on-peer abuse. Staff recognise that downplaying or dismissing responses can lead to a culture of unacceptable behaviour, an unsafe environment for learners and a culture that normalises abuse. Inspire’s staff understand the importance of:

- 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” etc
- Challenging behaviours (potentially criminal in nature), such as physical contact

Staff have a duty to model acceptable behaviours and challenge those that are unacceptable; appropriately addressing behaviour and / or language that they see/hear that concerns them. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

## 7.2 - The ‘Calling in’ and ‘Calling out’ Approach

Inspire aim to create spaces of inclusion and belonging, therefore it is important to recognise, name, and address when individuals or groups with marginalised identities are experiencing harm, such as bias or discrimination. Inspire staff will adopt the ‘Calling in and Calling out’ approach.

Staff are aware to consistently adopt this approach as part of a whole-charity commitment to eradicating this kind of harm from our setting, therefore helping to minimise the risk of peer-on-peer abuse between our learners.

**Calling in:** Calling in is a compassionate approach that involves privately discussing the harmful behaviour, including bias, prejudice, microaggressions and discrimination with the perpetrator, with an aim to educate and encourage change without public shaming.

**Calling out:** Calling out refers to publicly identifying and criticizing negative or abusive actions, often with the intention of holding the perpetrator accountable.

Some examples of behaviour and language that would be identified as ‘Calling In’ or ‘Calling Out’:

Calling in	Calling out
Gender/discriminatory stereotypes	Discriminatory slurs- directed towards someone and used with knowledge of harm caused
Gendered language- language that has a bias towards a particular sex or social gender	Attitudes directed against a person
Gendered discriminatory slurs- not directed towards someone and used without knowledge of harm	Sexualised bullying- including sexual innuendo intended to make someone feel uncomfortable or humiliated
Key attitudes- victim blaming	Comments about someone’s body, appearance or clothing – whether they are online or in person
Beliefs that aren’t based on fact	Sexual harassment – unwanted sexual comments, unwanted sexual touching, up-skirting, sexual jokes

This approach should be applied to any language or behaviour which marginalises or discriminates an individual or group due to their race, age, religion, sexuality, gender, or disability.

### 7.3 - Reports of Peer-on-Peer Abuse

Staff understand that even if there are no reports or a low number of reports, it does not mean peer-on-peer abuse is not happening at Inspire, but that learners might not be reporting the abuse.

Barriers to learners reporting incidents of peer-on-peer abuse may include:

- Worry that what happened next would be out of their control.
- Worry they would be branded a “snitch” by their peers.
- Worry they would be excluded from friendship groups.
- Worry there would be damage to their reputation, e.g., sexual rumours circulating..
- Feeling they might be blamed.
- Feeling that nothing would be done.
- Feeling there was “no point” in raising their concern.
- Feeling embarrassment and shame.

With barriers such as these above preventing learners from reporting incidents of peer-on-peer abuse, staff at Inspire will consistently challenge and report inappropriate behaviours between peers, many of which are abusive in nature, and can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Harmful sexual behaviour and sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Technology-assisted harmful sexual behaviour; using mobile devices or other smart technology to engage in sexual activity that may be harmful to themselves and others.

Learners can report peer-on-peer abuse confidentially by following the guidance in 5.2.11 – Learners Reporting Abuse on specific Inspire programmes.

Each concerning behaviour reported will be considered within the context of what the safeguarding team deems is normal behaviour and whilst also considering the needs of the child or young person



displaying the harmful sexual behaviour. This should be in line with the student code of conduct within the Inspire Student Guide.

The relevant staff member and safeguarding team will complete an RMP when responding to a report of peer-on-peer abuse. This framework will provide the safeguarding team with the foundation for a calm, considered, and appropriate response to any reports. The RMP will take into consideration the following:

- The victim, especially their protection and support.
- Whether there have been any other victims.
- The alleged perpetrator(s).
- All the other children and young people (and if appropriate adult learners and staff), who come into contact with the alleged perpetrator.
- Any actions that are appropriate to protect any of the aforementioned people from the alleged perpetrator(s) or from future harms; this should include consideration of whether the same classroom or transport should be shared.

These RMPs shall be kept under review, with the Safeguarding Team liaising with external authorities as required, receiving professional risk assessments from social workers and/or sexual violence specialists where appropriate.

Decisions made and actions taken by the safeguarding team will be made on a case-by-case basis, using their professional judgement, supported by other agencies. Adequate actions will be taken in line with the student code of conduct. If a serious sexual violence offence is reported, an investigation will be launched and perpetrators will be suspended from programmes: the investigation could result in *Formal Action 1-4* (on page 5-6 of the Student Guide) if deemed appropriate.

## 8. Low-Level Concerns

As part of their comprehensive approach to safeguarding, Inspire should foster an open and transparent culture where any concerns regarding adults working in or on behalf of the charity (including volunteers, casual staff and contractors) are addressed promptly and appropriately.

Establishing a culture where concerns about adults are responsibly shared, recorded, and addressed is essential. When properly implemented, this will:

- Help staff identify inappropriate or concerning behaviour early.
- Minimize the risk of abuse.
- Ensure all adults working in or representing the charity understand and adhere to professional boundaries in line with the institution's ethos and values.

The term '*low-level*' concern does not imply that it is unimportant. A low-level concern is any worry—no matter how minor, even if it's just a feeling of unease or a 'nagging doubt'—that an adult working in or representing the charity may have acted in a way that...

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone, contrary to school policy.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- humiliating children.

It is crucial that all low-level concerns are shared responsibly with the safeguarding team and/or a trusted member of staff and are recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings. *All low-level concerns should be reported through the normal safeguarding processes.*

## 9. PREVENT

Inspire Suffolk has a separate PREVENT Policy. Concerns regarding the potential radicalisation of vulnerable adults are dealt with under procedures set out in this separate document.

### Preventing radicalisation note:

This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of Inspire's safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include reporting to the designated safeguarding lead (or a deputy)

## **10. Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well-placed to regularly observe children, young people, and adults at risk, and identify behaviour that suggests that learners may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these learners' experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the reporting guidance in this policy. Referrals can also be made to the Inspire Well-being Service for learners to access one-to-one mental health counselling.

Anyone accessing Inspire's services and provisions with severe mental illness (SMI) and high-level diagnosis may be assessed as a 'high-risk' either to themselves or others. These individuals will need to have a Risk Management Plan (RMP) in place to mitigate risks and create safety plans for individuals. The only exception to this will be if they are working with our Well-Being Service, because the counsellors follow the service level guidelines set out by the BACP, which are monitored by their clinical manager/lead. Some risks associated with SMI might include psychosis / suicide / homicide and/or harm to others.

If a learner is in a mental health crisis and suggesting they want to take their own life, staff can call 111 and ask for advice from the mental health crisis team. Parent/Guardians/Next of Kin should also be contacted to ensure they can continue to safeguard the individual at home.

## **11. Subcontracted Learners**

All subcontracted students have access to Inspire's safeguarding policies and procedures, as well as to the safeguarding procedures and well-being support of the college they are enrolled through. The education contractor that provides learner funding will also be informed by Inspire of any concerns or actions that have been taken.

## **12. Out-of-hours programmes**

The safeguarding team must be notified about any new or ongoing out-of-hours programmes within Inspire. A Designated Safeguarding Lead (DSL) will then be assigned to each programme to ensure that all out-of-hours programmes have a DSL available. If the safeguarding team ever needs to contact a staff member's emergency contact, we will do so to ensure their safety. This may occur, for example, if the staff member becomes injured or unwell during an after-hours program.

## **13. External Hirers**

Inspire do not have a safeguarding responsibility for external hirers. If there is an emergency or a serious incident has taken place on site (that did not involve any of Inspire's learners or staff), the duty supervisor or staff member present should contact 999 to report this. For non-emergencies and any other safeguarding concerns, if the external hirer/organisation has their own designated safeguarding lead, this incident should be reported to them directly. Inspire staff reporting the

concern would also complete the Inspire internal reporting form to ensure there was a log of this report being made.

Inspire have the right to request safeguarding policies and where appropriate, evidence of current DBS registration for organisations who work with children, young people, and adults at risk.

If external hirers witness something or have a safeguarding concern for any learner using Inspire’s services and provisions, they can report this using Inspire’s reporting form. The QR code for this can be found on posters throughout the Inspire sites. If the concern was about a child, or young person not engaging with Inspire (e.g., at a kid’s party), this would need to be reported by the hirer or witness directly to Customer First at Suffolk County Council (**0808 800 4005**) and would not fall under the responsibility of Inspire.

#### 14.Lanyards:

- Staff will continue to wear **black** lanyards (this indicates that they are employees of the charity and hold a valid enhanced DBS disclosure).
- Visitors/contractors who are working alone on site with valid DBS disclosure will be given orange lanyards with a visitor badge attached.
- Visitors/contractors with unknown DBS disclosures will be given yellow lanyards and should always be supervised by a member of staff whilst on site. These lanyard holders should never have a door fob attached.
- Students attending programmes will be given a green lanyard to wear whilst on site. This is not taken off site at any point.

All staff, volunteers and external hirers need to sign in and sign out when attending any of our sites, using the process in place for the site they are accessing. All external visitors are required to adhere to this.

#### 15. Key Contacts

Local Police	101 – non-emergency 999 – Emergency
NSPCC Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Customer First – Suffolk County Council Social Care Services (MASH)	0808 800 4005
LADO Suffolk	0300 123 2044 <a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a>
Samaritans	116 123
NHS 111 – Mental Health Crisis Referrals	111

## 16. Reviews

This procedure will be reviewed and updated to reflect changes in legislation that would require UK Youth to amend its policy and procedures. As a minimum, it will be reviewed annually.

Review Date	Reviewed By
September 2022	Naomi Thompson
September 2023	Naomi Thompson
September 2024	Lisa Waelend (amendments below)

### POLICY CHANGE HISTORY

Section:	Issue:	Change:	Approval:	Date:
14	No information around lanyards (external)	Additional information around coloured lanyards for external hirers and students on programme.		
5.2.9	Lack of information	Additional information (KCSIE)		
9	Lack of information	Additional information around prevent including radicalisation		
5.2.10	Important information to note when referring	Additional information for referral forms		
5.2.3	No information about gifting (issue at one site)	Gifting to staff/Young People added		
12	Out of hours DSL rota	Addition to policy		
5.2.1	Lack of understanding around RMP's	Additional Information and further understanding added		
5.2.1	Holiday club obtaining EHCP &RMP from schools and social workers.	Added to the policy		
5.3.2	Sexual Harassment	Added to the policy		
8	Low Level Concerns	Added to the policy		
5.2.2	Attendance	Added to the policy		
7.2	Calling in Calling out	Updated in policy		

## 17. Appendices

Appendix 1: Risk Management Plan Template

Name of child or young person:	
Programme & Date of Completion	<i>Holiday Club / 25.5.23/ Jackie Partridge</i>
Identified risks and risk factors:	<i>Example: Speech and Language, learning difficulties. Communicating with staff and other children can be difficult</i>
Next of kin supporting young person:	<i>Lisa (mum) – 0712356789</i>
PEEP (Personal Emergency Evacuation Plan) details if required:	<i>Jack won't understand how to evacuate a building and will run off so he will need to be guided and monitored if this occurs.</i>

<b>Triggers</b> (Please include any triggers that could cause a negative response)	<b>Monitoring</b> (Any areas you need to monitor or what needs to be put in place for the triggers)	Level of Risk (Low, Medium, High)
<i>Not understanding instructions, feeling frustrated</i>	<i>Yes/Other Learning Difficulties; Jack has speech and language difficulties. Jack can communicate verbally however it is difficult to understand Jack can find some words to be unrecognisable. Jack needs people to listen very carefully to him.</i>	<b>Medium</b>

<b>Prevention</b> (what need to be put in place to reduce the likelihood of an incident happening ?)	<b>Intervention</b> (What actions will be taken if the identified risk is happening/ has happened? )
<i>Example: All instructions need to be broken into smaller segments, to ensure he has understood the task. To be spoken to him calmy and reassuring tone. Instructions need to be short and clear, especially regarding consequences and expectations.</i>	<i>Jack will need some time to calm his thoughts if he is feeling overwhelmed, maybe some time in a separate room.</i>

<b>Additional support or adjustments needed</b> (please include any actions that will support a child or young person's safety)
<i>Example: Will be sat closer to the coaches in craft and floater to check in on him. Allocated coach when feeling overwhelmed.</i>

## Appendix 2: Different Types of Abuse and Indicators

Type of Abuse	Definition	Indicators
Physical Abuse	Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child, young person or adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, young person, or adult at risk.	<p>If a child has repeated or patterned injuries, this needs to be reported. There may be <b>physical indicators</b> that a child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Unexplained bruises, welts, cuts, abrasions</li> <li>• Unexplained burns</li> <li>• Unexplained fractures or disclosures</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Is wary of adults or of a particular individual</li> <li>• Is violent to animals or other children or young people</li> <li>• Is dressed inappropriately to hide bruises or other injuries</li> <li>• May be extremely aggressive or extremely withdrawn</li> <li>• Cannot recall how the injuries occurred or gives inconsistent explanations<sup>i</sup></li> </ul>
Emotional/ Physiological Abuse	Emotional abuse is the persistent emotional maltreatment of a child, young person or adult at risk such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may involve serious bullying, causing children, young people or adult at risk frequently to feel frightened or in danger, or the exploitation or corruption of them.	<p>There may be <b>physical indicators</b> that a child is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)</li> <li>• Prolonged vomiting or diarrhoea</li> <li>• Has not attained significant developmental milestones</li> <li>• Dressed differently from other children in the family</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Suffers from severe developmental gaps</li> <li>• Severe symptoms of depression, anxiety, withdrawal, or aggression</li> <li>• Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse</li> <li>• Overly compliant; too well-mannered; too neat and clean</li> <li>• Displays attention seeking behaviours or displays extreme inhibition in play</li> <li>• When at play, behaviour may model or copy negative behaviour and language used at home</li> </ul>
Sexual Abuse & Sexual Exploitation	Sexual abuse involves forcing or enticing a child, young person, or adult at risk to take part in sexual activities, including sexual exploitation, whether they are aware of what is happening, and whether it is for money or reward or not. The activities may involve physical contact, including penetrative contact (e.g., rape and buggery) or non-penetrative acts. They may include non-contact activities, such as involving children, young people, or adults at risk in seeing or receiving or sending sexually suggestive emails or text-messages, or inappropriate behaviour on the Internet, involving them looking at, or	<p>There may be <b>physical indicators</b> that a child or young person is being sexually abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Torn, stained or bloody underclothing</li> <li>• Blood in urine or faeces</li> <li>• Unusual or excessive itching or pain in the genital or anal area</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being sexually abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Age-inappropriate sexual play with toys, self, others</li> <li>• Bizarre, sophisticated, or unusual sexual knowledge</li> <li>• Comments such as “I’ve got a secret”, or “I don’t like uncle”</li> <li>• Fire lighting by boys</li> </ul>

	in the production of, pornographic material of watching sexual activities, or encouraging them to behave in sexually inappropriate ways.	<ul style="list-style-type: none"> <li>• Fear of certain places e.g., bedroom or bathroom</li> </ul> <p>Some examples of this in older children or young people are:</p> <ul style="list-style-type: none"> <li>• Eating disorders</li> <li>• Promiscuity or prostitution</li> <li>• Uses younger children in sexual acts</li> <li>• Tries to make self as unattractive as possible</li> </ul>
Neglect	<p>Neglect is the persistent failure to meet a child, young person, or adult at risks' basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Provide adequate food, clothing, and shelter, (including exclusion from home or abandonment)</li> <li>• Protect a child, young person or adult at risk from physical and emotional harm or danger</li> <li>• Ensure adequate supervision (including the use of inadequate caregivers)</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child, young person or adult at risk's basic emotional needs.</p>	<p>There may be <b>physical indicators</b> that a child or young person is being neglected. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Inappropriate dress for the weather</li> <li>• Extremely dirty or unbathed</li> <li>• Inadequately supervised or left alone for unacceptable periods of time</li> <li>• Malnourished</li> <li>• May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being neglected. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Demonstrates severe lack of attachment to other adults</li> <li>• Poor school attendance or school performance</li> <li>• Poor social skills</li> <li>• May steal food</li> <li>• Is very demanding of affection or attention</li> <li>• Has no understanding of basic hygiene</li> </ul>
Discriminatory Abuse	Forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.	<ul style="list-style-type: none"> <li>• The person appears withdrawn and isolated</li> <li>• Expressions of anger, frustration, fear or anxiety</li> <li>• The care or support provided does not meet the adult's needs</li> <li>• The adult is fearful or anxious around a particular person</li> <li>• The adult is not allowed to access services that are available to others</li> <li>• Name calling or physical abuse<sup>ii</sup></li> </ul>
Female Genital Mutilation (FGM):	Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women.	<p>Signs FGM might happen:</p> <ul style="list-style-type: none"> <li>• A relative or someone known as a 'cutter' visiting from abroad.</li> <li>• A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.</li> <li>• A female relative, like a mother, sister or aunt has undergone FGM.</li> <li>• A family arranges a long holiday overseas or visits a family abroad during the summer holidays.</li> <li>• A girl has an unexpected or long absence from school.</li> <li>• A girl struggles to keep up in school.</li> <li>• A girl runs away – or plans to run away - from home. <sup>iii</sup></li> </ul>
Child-on-child (peer-on-peer) Abuse	Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal	<ul style="list-style-type: none"> <li>• Absence from school or disengagement from school activities</li> <li>• Physical injuries</li> <li>• Mental or emotional health issues</li> <li>• Becoming withdrawn – lack of self esteem</li> <li>• Lack of sleep</li> <li>• Alcohol or substance misuse</li> <li>• Changes in behaviour</li> <li>• Inappropriate behaviour for age</li> </ul>



	<p>relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.<sup>iv</sup></p> <p>It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe.</p> <p>Original Document:  <a href="http://www.gov.uk">Keeping children safe in education - GOV.UK (www.gov.uk)</a></p>	<ul style="list-style-type: none"> <li>• Harmful towards others</li> </ul> <p>Child-on-child abuse is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> <li>• bullying (including cyberbullying, prejudice-based and discriminatory bullying)</li> <li>• abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)</li> <li>• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)</li> <li>• sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)</li> <li>• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse</li> <li>• 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</li> <li>• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)</li> <li>• upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,</li> <li>• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).</li> </ul>
Financial or Material Abuse	Including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits.	<ul style="list-style-type: none"> <li>• Missing personal possessions</li> <li>• Unexplained lack of money or inability to maintain lifestyle</li> <li>• Unexplained withdrawal of funds from accounts</li> <li>• The person allocated to manage financial affairs is evasive or uncooperative</li> <li>• The family or others show unusual interest in the assets of the person</li> <li>• Rent arrears and eviction notices</li> <li>• Disparity between the person’s living conditions and their financial resources, e.g. insufficient food in the house</li> </ul>
Modern Slavery	Slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.	<p>Signs of modern slavery are:</p> <ul style="list-style-type: none"> <li>• Appearing to be malnourished, unkempt or withdrawn</li> <li>• Isolation from the community, seeming under the control or influence of others</li> <li>• Living in dirty, cramped or overcrowded accommodation, and/or living and working at the same address</li> <li>• Lack of personal effects or identification documents such as a Passport</li> <li>• Always wearing the same clothes</li> </ul>

		<ul style="list-style-type: none"> <li>• Avoiding of eye contact, appearing frightened or hesitant to talk to strangers</li> <li>• Fear of the police and people in authority</li> <li>• Always being accompanied by another adult</li> <li>• Unable to contact their friends or family</li> <li>• Working very long hours and always being 'on call'</li> <li>• Denied access to food, water, medicine, medical treatment or sleep</li> </ul>
Domestic Violence	<p>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; including psychological, physical, sexual, financial, emotional abuse and so, called 'honour' based violence.</p>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Feeling that the abuse is their fault, when it is not</li> <li>• Physical evidence of violence such as bruising, cuts, broken bones</li> <li>• Verbal abuse and humiliation in front of others</li> <li>• Fear of outside intervention</li> <li>• Damage to home or property</li> <li>• Isolation – not seeing friends and family</li> <li>• Limited access to money</li> </ul>
Self-neglect	<p>A wide range of behaviour neglecting to care for one's personal hygiene, health, or surroundings. Examples of self-neglect include:</p> <ul style="list-style-type: none"> <li>• A refusal or inability to cater for basic needs, including personal hygiene and appropriate clothing.</li> <li>• Neglecting to seek assistance for medical issues.</li> <li>• Not attending to living conditions – letting rubbish accumulate in the garden, or dirt to accumulate in the house.</li> <li>• Hoarding items or animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor personal hygiene</li> <li>• Unkempt appearance – dirty, unpleasant smell, unwashed hair, dirty clothes</li> <li>• Lack of essential food, clothing or shelter</li> <li>• Malnutrition and/or dehydration</li> <li>• Living in squalid or unsanitary conditions</li> <li>• Neglecting household maintenance</li> <li>• Hoarding</li> <li>• Collecting a large number of animals in inappropriate conditions</li> <li>• Non-compliance with health or care services</li> <li>• Inability or unwillingness to take medication or treat illness or injury</li> </ul>

Appendix 3: Workplace Risk Assessment Form.

**CHILDREN & YOUNG PERSONS: PROHIBITED AND PERMITTED TASKS**

*(To be completed by Work Experience Supervisor:)*

**Name of Child / Young Person:**

**Date this Assessment was Completed:**

*List below the tasks they will be expected to perform as part of their daily routine and those tasks that they are prohibited from performing. Take into account any age restrictions detailed in applicable task/activity-specific risk assessments. Provide suitable training for each of these tasks. Record the details below and ask the Child or Young Person to countersign in the spaces provided:*

	<b>Prohibited Tasks/Activities</b>	<b>Signature of Child/Young Person</b>
1		I understand that during my employment/work experience placement I am not permitted to carry out these tasks/activities.  Signed:
2		
3		
4		
5		
6		

	<b>Permitted Tasks/Activities (Under appropriate supervision)</b>	<b>Signature of Child/Young Person</b>
1		I understand that I can only carry out these tasks/activities once I have received training and when under appropriate supervision.  Signed:
2		
3		
4		
5		

## Appendix 4: Reporting Level Guide

### Level 1

#### Incident & Concern Examples (not limited to):

- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self harm or eating disorders. Do not present immediate risk to safety
- Behavioural issues where the learner is not taken off programme or removed from site.
- Low level peer-on-peer abuse

#### Your Responsibility:

- Complete Safeguarding Concern form and return to Safeguarding Team within 24 hours
- Create RMP if the young person requires additional support

#### Safeguarding Team Actions:

- Ensure the incident is log internally
- Support and review RMP if implemented

### Level 2

#### Incident & Concern Examples (not limited to):

- A safeguarding concern in which a previous separate external referral can be linked
- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self-harm or eating disorders that require medical attention
- Behavioural issues resulting in learners being removed from programme or site and/or police being contacted
- Substance misuse on programme or on-site
- Safeguarding disclosure in which the learner is not at immediate risk

#### Your Responsibility:

- Complete ALL Level 1 Responsibilities
- Contact the Safeguarding Team for advice during working hours if required

#### Safeguarding Team Actions:

- Level 1 Actions
- External referral if necessary

### Level 3

#### Incident & Concern Examples (not limited to):

- Safeguarding disclosure of abuse, harassment or exploitation where the learner has been or could be at high/immediate risk
- Missing child (U18) from programmes or holiday clubs
- Safeguarding disclosure where the person could be at high risk once they leave programme or site
- More serious wellbeing/welfare incidents that occur during the programme e.g. more serious self-harm that needs external medical attention
- Concerns a learner is being groomed or radicalised

#### Your Responsibility:

- Contact the Safeguarding Team for advice immediately
- Complete Safeguarding Concern form and return to Safeguarding Team within 1 hour

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions

### Level 4

#### Incident & Concern Examples (not limited to):

- Learner or person on programme/site is in possession of an offensive weapon
- Allegations of abuse against a member of staff
- Missing child (U18) for 2 hours or more
- Distribution and supply of drugs on programme or site
- Sexual or other serious assault on programme or on-site
- A individual makes a radical threat of terror or violence
- Safeguarding disclosure where the learner would be at risk of harm if they left programme or site

#### Your Responsibility:

- Contact 999 if you or others are in danger
- Contact the Designated Safeguarding Lead immediately
- Complete Safeguarding Concern form and return to Safeguarding Team immediately

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions
- External referrals completed
- Executive Team informed
- Safeguarding Trustee informed

## Appendix 5: Safeguarding Concern Report Form

Scan the QR code or follow this link <https://forms.office.com/e/pmvAggtyxi> to complete Safeguarding Concern form. The safeguarding team will be notified as soon as this is completed.



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<sup>i</sup> Child Matters – Educating to prevent Child Abuse (<https://www.childmatters.org.nz/insights/abuse-indicators/>)

<sup>ii</sup> Thurrock Safeguarding Adults – (<https://www.thurrocksab.org.uk/preventing-abuse/abuse-types-care-act/discriminatory-abuse/>)

<sup>iii</sup> NSPCC – (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>)

<sup>iv</sup> Safeguarding Network (<https://safeguarding.network/content/safeguarding-resources/peer-peer-abuse/>)