

SAFEGUARDING AND CHILD PROTECTION POLICY,

PROCEDURES AND PRACTICE GUIDANCE

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Purpose, Aim, Values and Principles

Wider World believes that a child or adult should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and adults and to keep them safe. We are committed to practice that protects them.

Wider World is committed to providing a safe and supportive environment in its work with children, their families and other adults. We are committed to safeguarding and promoting the welfare of children and adults at all times, and we expect all employees and volunteers to share this commitment. The formulation of this policy reflects this commitment. In our work with children and adults we recognise that everyone has the right to live free from abuse and neglect. However, we also recognise that every child and adult is potentially at risk from abuse and exploitation.

The aim of this policy is to promote good practice by:

- Providing children with appropriate safety and protection whilst in the care and supervision of the Wider World staff and volunteers.
- Allowing all staff and volunteers to make informed and confident responses to specific safeguarding issues.
- Providing vulnerable adults with the appropriate level care and support.

We have a responsibility to promote the welfare of all children and adults and to keep them safe. We are committed to practice in a way that protects them. In all work, we constantly strive to provide an environment free from abuse through implementation of appropriate policies and guidelines.

We value and will respond promptly and constructively to all information presented by children, adults, or third parties, regarding the safety and welfare of our service users.

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, children, their parents, carers and other agencies is essential in promoting children's welfare.

We will seek to keep children and adults safe by:

- Valuing them, listening to and respecting them
- Appointing a Designated Safeguarding Officer (DSO) for children and children, a deputy and a lead Board member for safeguarding
- Adopting child protection and safeguarding practices through procedures and a code of conduct for staff and volunteers
- Develop and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Recruiting staff and volunteers safely, ensuring all necessary checks are made including enhanced DBS checks for those engaging in a regulated activity
- Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with children, their families, staff and volunteers via written materials and one-to-one discussions
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, children, parents, families and carers appropriately

- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, children, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

This policy applies to all staff, including the Board of Trustees, paid staff, volunteers and sessional workers, freelance contractors, students or anyone working on behalf of Wider World.

The purpose of this document:

- To protect children and children who receive Wider World's services;
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- The Children Act 1989 and 2004
- The Children and Families Act 2014
- The Care Act 2014
- Working Together to Safeguard Children 2015
- Local Safeguarding Children Board Guidance
- What to do if you're worried a child is being abused 2015
- Information sharing – Advice for practitioners providing safeguarding services to children, children, parents and carers 2015
- Children and Social Work Act 2017
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children

This policy should be read alongside our policies and procedures on:

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| <ul style="list-style-type: none"> • Recruitment, induction and training • Recording Form for CP Concerns • Role of the designated safeguarding officer • Code of conduct for staff and volunteers • Safer Recruitment | <ul style="list-style-type: none"> • Online Workshop Policy, Procedure & Agreement • Anti-bullying • Complaints • Whistleblowing • Health and safety • Training, supervision and support |
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Responsibilities

CEO Responsibilities:

- The CEO is ultimately responsible for the implementation of the Wider World Safeguarding Policy.
- Ensuring that child protection implications are constantly reviewed across the scope of the service Wider World delivers for children and families and are fully considered in the development of all new pieces of work.
- 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.
- Supporting staff with advice on safeguarding issues.
- Ensuring appropriate safeguarding training is in place.
- Keeping and monitoring central records of all safeguarding cases.
- Ensuring all safeguarding issues are referred to the relevant external agencies.
- Ensuring all staff and volunteers are aware of their roles and responsibilities within this policy.
- Ensuring that when working in partnership with other agencies the relevant safeguards, checks and procedures are in place.
- Developing an open and responsive management culture where staff and volunteers feel able to discuss safeguarding and abuse issues confidentially, and receive guidance and support on action as situations arise. Volunteers must be confident of the support and guidance they receive in dealing with safeguarding issues, and of receiving personal support for needs that may arise as a result of safeguarding issues and situations.

Trustee Responsibilities:

- Ensuring that the Wider World Safeguarding Policy is regularly reviewed.

All Staff and Volunteers Responsibilities:

- Ensuring their conduct is in line with this Safeguarding Policy and the training that has been provided to them.
- Ensuring they are vigilant at all times in respect of children's welfare and safety, including being aware of the conduct of all other staff and volunteers.
- Ensuring they report any concerns, suspicions or issues as soon as possible to the relevant person or authority as outlined in this policy.
- Ensuring they record as soon as possible any disclosures made to them, and pass this recording on to the relevant person as outlined in this policy. Notifying the police without delay if it is thought that a crime has been committed and/or a child is at immediate risk.

Responding to concerns about a child or adult's wellbeing

If you are concerned about the safety of a child or adult because:

- You see or suspect abuse
- An allegation of abuse is made
- A child reports abuse

You must discuss your concerns with the Group or Course Leader, and if you are the Group Leader, with the CEO / programme manager. If this is the person who is suspected of abuse, discuss your concerns with the CEO or a Trustee. Also ensure that detailed written records are made of all events and what the child has said (where this applies) and your subsequent actions including details of passing on the information. They will then decide on the next course of action, including informing the relevant external agencies.

Remember: it is essential to avoid delay – take action. Pass your concerns on as soon as possible. Inaction may place the child at further risk.

Confidentiality and information sharing

In the event of a child or adult making a disclosure of abuse, it is important at the earliest opportunity to remind the child of the issue of confidentiality and explain what this means i.e. do not promise to keep information to yourself. It is essential to explain that all concerns or allegations of abuse have to be passed on to the relevant people as it is your duty to keep children safe from harm.

Information held internally by Wider World must be stored in a secure place with limited access by designated people, in line with data protection laws (e.g. that information is necessary, proportionate, relevant, adequate, timely and secure).

Volunteers and staff are not permitted to discuss identifiable and confidential information concerning children involved with Wider World with anybody outside of the organisation, unless it is deemed necessary as part of collaborative working to support that child's wellbeing. Information sharing is vital to safeguarding and promoting the welfare of children.

Information Sharing should happen in line with the protocols outlined in 'Information Sharing: Advice for practitioners providing safeguarding services to children, children, parents and carers' 2015.

What to do if a child or adult tells you that he/she has been or is being abused.

- The following are guidelines on immediate action to be taken following report of abuse by a child or adult.
- React calmly so as not to frighten or deter him/her.
- Reassure him/her that you are glad they have told you, and what has happened is not their fault.
- Don't promise to keep it to yourself; at the earliest opportunity remind the child or adult about our confidentiality policy and explain what it means i.e. that you need to make sure they will be safe, and have to pass on the information to somebody trusted to deal with it appropriately.
- Listen carefully to what the child says and take them seriously.
- Allow the child to speak freely and tell you what happened in their own words.
- It is important to clarify what you have heard, and to establish the basic facts. However do not ask any leading or investigative questions, and do not ask the child specific questions about details. This is the job of the professional agencies.
- If possible, make brief notes during the initial disclosure, explaining to the child or adult why you are doing this. If not possible to do so at the time, make notes as soon as possible afterwards.

Your information should include:

- The nature of the suspicion or allegation.
- A description of any visible injury.
- The child or adult's account of what has happened. Where possible try to write down the actual words used by the child or adult.

- Dates, times, any other factual information, such as witnesses, locations etc.
- Remember it is essential to make the distinction between fact, opinion or hearsay in anything you write.

Low-level Safeguarding Process

What may constitute a low-level concern?

- You hear, see or have a discussion regarding a service user either in our care or linked to a service user in our care that after some initial investigation continues to cause some concern but not to an, immediate, intermediate or serious level.
- This could be for example but not limited to: a bruise or other injury in a normal/ common body area accompanied with mildly illusive behaviour; not eating breakfast or other meals, social media concerns, unusual or poor behaviour.

Should I record it?

- If you believe it constitutes a safeguarding concern, record it and follow safeguarding procedures as normal, using the provided paper or electronic form.
- If it is not a safeguarding concern, perhaps more of a behaviour or other incident, record it on the behaviour / incident form.

Should I discuss it with the parent / person collecting?

- Our safeguarding policy states that we will involve parents in the process if appropriate, so yes, ideally.

When would I NOT discuss it with the parent?

- If you believe that the child would be in danger or at heightened risk as a result of you discussing it with the parent, then do not do so. If this is the case, you should already have contacted the Designated Safeguarding Lead (me) and/ or contacted First Contact Social Services. You would only do this if unable to contact me, or if you believe you should, if my assessment is not to.

What should I say?

- “Just to let you know...[insert what you heard, saw, experience]”. Sometimes this is enough as the parent will likely give some explanation. It is likely that the child will be present as well so you can gauge the interaction between child and parent.
- If you get an, “okay, thanks” response, you could follow up with something like, “you probably know we have to check out anything that concerns us. Do you / did you know about... [insert]? Or, “just checking you’re aware of...[insert]? (It’s a questions.)
- If you feel after this initial conversation that you need to pass it on to me then you could say something like, “so we pass on things like this to Jonothan who may contact your or contact school so they can offer you any support. So they may chat with you to see if they can help.”
- Ask if there’s anything you / we / Wider World can do to help or do differently to support them / their child.
- The focus, at this level is about supporting the parents, to support their child, which may be in the form of passing info on to the school / me, so we can follow up on this.

Further Questions

- Read through the online safeguarding training module on the Wider World website.
- Contact the CEO.
- Contact Claire Pannell (Trustee, HR, deputy safeguarding officer). Claire.pannell@wider-world.org.uk
- Contact Kate Lawson (Trustee, Education). Kate.lawson@wider-world.org.uk

Selection and recruitment of staff and volunteers

Wider World recognises that anyone may have the potential to abuse a child in some way, and therefore all reasonable steps are taken to ensure that unsuitable individuals are prevented from working or volunteering within Wider World.

The following guidelines must be employed:

- All staff and volunteers must complete an application form or CV with covering letter. The application form or CV with covering letter should elicit information about the applicant's past, and self-disclosures about any criminal record.
- Any gaps identified in employment history will be explored with the individual concerned.
- All prospective staff members and volunteers must be vetted through an enhanced Disclosure and Barring Service check.
- No member of staff or volunteer will be permitted unsupervised access to children on a Wider World activity until full references and DBS clearance have been received.
- Should the vetting process raise any concern about an individual's suitability to work with Wider World, the CEO must be informed immediately and further assessment take place, in conjunction with at least one Trustee.
- Two confidential references must be taken up in writing in all cases.
- Evidence of two forms of identity plus proof of address as outlined in the DBS check guidelines must be seen (originals).

The following checks refer to the recruitment process for staff and volunteers:

Staff Checks

- DBS (enhanced)
- Employer confirmation (if DBS obtained externally)
- Date on DBS certificate
- Date approved by Wider World
- Safeguarding training
- Safeguarding date completed
- Application or CV
- Interview
- Contact details incl. emergency contact
- References x2
- First aid training
- Date completed
- Right to work
- Qualifications

Volunteer Checks

- DBS (enhanced)
- Employer confirmation (if DBS obtained externally)
- Application
- Internal online safeguarding training
- Interview
- References x2
- Right to work

Staff Training

Wider World will ensure that all its staff and volunteers receive safeguarding awareness training, recognising that a proper awareness and understanding of child abuse and safeguarding is crucial for all its staff and volunteers.

Trustees are required to complete an online training module before commencing the role.

Volunteers due to work with children or have access to children's details are required to complete an online training module before commencing work with children or being provided with access to children's information.

Group Leaders are required to undertake an online NSPCC safeguarding training module.

All volunteers and staff due to work with children or have access to children's details, will be required to read this policy in advance of any work with children on a Wider World activity.

Best Practice

All staff and volunteers must demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive and a protective culture within Wider World:

- Always put the welfare of each child first before achieving goals.
- Treat all children with respect and dignity.
- Seek opportunity to have conversations with children about keeping safe at Wider World and at home.
- Always work in an open environment, avoid private or unobserved situations, and avoid secrets.
- Any unavoidable contact with children must be made where other adults can see and preferably hear you.
- Maintain a safe and appropriate distance with children. Sometimes it may be necessary to do things of a personal nature for children e.g. in an emergency. If you must use physical contact, clearly tell the child what you are doing and why, seek their permission and give choices. Unless absolutely unavoidable, have another member of staff / volunteer present.
- Ensure that you record your actions and inform the CEO.
- Report all concerns, suspicions or allegations to the CEO, or another member of Wider World staff as soon as possible. Always act.
- Involve children in the decisions that affect them.
- Make Wider World activities fun, enjoyable and promote fair play.

Professional Boundaries in Relation to Adult-only Programmes

- All members of staff must clearly establish the limits of their involvement with each service user or group of service users. This can be covered in Ground Rules.
- All staff must have the confidence to recognise when a situation is outside of their role, responsibility or knowledge.
- Staff members must consult with the CEO and/or programme manager to resolve issues.
- Some service users may have difficulty with boundaries and will expect our staff to help with personal problems, especially if they have little support elsewhere. Weekly contact with a trainer will (and should) lead to a positive and enjoyable professional working relationship. However, for learners with limited experience of positive relationships, there will be a danger of service users “reaching out” to the trainer or becoming overly dependent. Staff must set and constantly reinforce boundaries to protect the learner and themselves.
- There are some situations which are never appropriate when working with service users:
 - Drinking alcohol with learners either in class or outside the classroom environment.
 - Sexual relationships with service users.

Practice to be avoided

- Travelling alone with a child in a car or minibus. Two people are the minimum, but where this is unavoidable, such as in an emergency situation, it must be with the prior permission of the CEO.
- Putting yourself in a position where you are left on your own with a child. Where this is unavoidable make sure that another adult is aware of the situation and that you are visible to other people wherever possible.
- Making inappropriate, sexually suggestive or derogatory comments to children - even in jest.
- Doing things of a personal nature that children can do for themselves - e.g. applying sunscreen, eczema cream etc.
- Allowing or engaging in any form of inappropriate touching.
- Engaging in rough, physical or sexually provocative games or play.
- Allowing inappropriate, offensive, sexualised or discriminatory language to remain unchallenged.

If any of the following occur you must report this immediately to the CEO or in their absence on of the Wider World Trustees, and record the incident.

- if you accidentally hurt a child or adult.
- if he/she seems distressed in any manner by your actions.
- if a child appears to be sexually aroused by your actions.
- if a child or adult misunderstands or misinterprets something you have done.
- if an allegation is made about you or anyone else.

Raising concerns of staff poor practice

If you are concerned about poor practice and the implications for children or adults taking part, report the matter to the CEO who will consider the matter and take any further action required, including discussing the matter with Trustees. In their absence, or if the concern is in relation to them, report the matter directly to the a member of the Board of Trustees, or the appropriate external agency, who will take the necessary further action.

Record keeping

Group Leaders are expected to complete the 'Recording Form for Child Protection Concerns, Incidents or Disclosures' document and email to the CEO on the same day an incident occurs. This should be accompanied by a phone call.

This form will be made available in digital and paper format. If a Group Leader does not have a form to hand, they must record the nature of the incident, including what is seen, heard, who else is there, what was said by both the child and adult. If applicable a written and sketched description of any injury should be made using the form or if not available on a plain sheet of paper. Details should be transferred to the recording form as soon as possible.

Records will be kept digitally in a secure folder accessible only to those requiring access to them. This may include the CEO, Trustees and any other member of staff designated by the CEO who has good reason to access them.

Ensuring photographs and images of children and adults are taken, stored and shared appropriately

All children and their parents/carers and other adults will be made aware that photographic and/or filming equipment may be used to record activities for Wider World during the programme and their written consent will be required. We will seek consent from parents/carers as part of the registration process and share a list of those with and without permission with Group Leaders.

Volunteers and external parties are not permitted to take photographs or film any part of a Wider World activity. Designated Wider World staff will record photographs and video, storing them securely on the Wider World shared drive and then delete them from their personal devices.

Keeping children safe online

Wider World Staff or contractors must sign to agree to follow these conditions in advance of any remote contact:

1. Video calls must only be made using the platform agreed by Wider World in advance, and with the unique call link only being sent to the child and parent.

2. Emails must only be sent by the staff member using their Wider World email address contractor email address. Contractors may not store any contact details belonging to the children or families participating in online workshops or video calls. No personal contact details should be shared.
3. All communication relating to organising video calls should be with the child's parent/carer. Children and young people may only be contacted when relevant to the workshop using public or private comments in Google Classroom and not by personal or Wider World email.
4. Staff are not permitted to make any contact with a child or adult using any forms of social media or communication platforms other than those outlined in this agreement, unless they are directly asked to do so by Wider World and then only using Wider World's official channels.
5. Parents/carers must be made aware of the session call in advance by the relevant staff member, and they must agree to the specific session taking place. Confirmation from the parent/carer must be received before any video call can go ahead.
6. If a child is present in a group video call without an accompanying adult, the staff member should switch off the child's video and ask that a parent/carer join the child before switching the video back on. If no accompanying adult is present or able to join, remove the child from the meeting.
7. No individual video calls will be permitted without an accompanying adult present at all times.
8. Unless with prior agreement from Wider World, there should be no additional contact with the children outside the arranged video call, other than to arrange the video call time. If the staff member or volunteer receives any other communications from the child or their family outside of the call and arrangements, it must be reported to the Jonothan Hope, CEO on 07779086892, straightaway and before responding so that next steps can be agreed. If the CEO is not available, they should contact Claire Pannell on 07525480686.
9. All calls must take place during the allocated workshop hours, agreed in advance by Wider World.
10. All calls must take place in a communal room/open space within the child's home or garden, unless agreed in advance by Wider World and the parents.
11. Staff members and service users must be appropriately and fully dressed. This includes not conducting the session in overly casual clothing such as pyjamas. If a child or any member of their household appears inappropriately dressed, the staff member must immediately end the call or remove them from the group meeting and report to Jonothan Hope, CEO on 07779086892.
12. Staff members should be mindful of what is in the background of where they conduct the video call from, ensuring there is a neutral and non-identifiable background, for example making sure there are no family photos in the background, or that the house number or location are not in view.
13. Wider World staff must ensure no other member of their household can be seen or heard by meeting participants at any time during the video call.
14. It is not permitted for anyone to create visual or voice recordings, photograph, screenshare, screenshot, share the call link with anyone else or in any other way share the video call.
15. Where possible, staff should lock the meeting once all participants have joined.
16. Staff members should use Zoom to conduct meetings unless otherwise agreed with Wider World Programme Manager. Zoom should be downloaded and tested prior to the first video call.
17. If staff members have any concerns about anything that has happened, been said or was witnessed during the call, either to do with children, child or other household members, or they have any other concerns such as the home environment, they must report it to the Wider World Designated

Safeguarding Lead, Jonothan Hope, as a matter of urgency. If Jonothan is not available, they should contact the Deputy Safeguarding Lead, Claire Pannell on 07525480686, as a matter of urgency.

Parents must sign to agree to follow these conditions in advance of any remote contact:

1. Video calls will only take place on a day and at a time agreed with me in advance, and only using the platform agreed by Wider World in advance. No other video calls will be permitted outside of these agreed times.
2. Either I or another responsible adult will be present, to accompany my child, during the group or individual video calls and will always be on-screen. If an adult is not able to be on-screen temporarily, the video should be turned off. No individual video calls will be permitted without an accompanying adult present and on-screen at all times. If a child is present without an accompanying adult the call will be ended immediately.
3. My child will not be contacted directly using the supplied Wider World email address. The email address should be used as a login for Google Classroom only. Any emails received will be alerts and notifications related to Google Classroom. All correspondence from Wider World staff will continue directly to the designated parent/carer by phone or email and not to my child.
4. Group or individual calls involving me, my child and Wider World staff will take place only during the allotted workshop times, agreed in advance by phone, letter or email.
5. Group or individual video calls will only go ahead if I give permission directly in advance of the call, either in response to a message, call or letter from Wider World staff or as a request from me to Wider World. The video call will not go ahead without parent/carer arrangement, ahead of time.
6. Video calls will only take place in a shared and open space within the home or garden unless agreed in advance by Wider World.
7. My child and everyone in the household will be dressed fully and appropriately during the video call, this includes not wearing pyjamas or similar.
8. I understand that it is not permitted for anyone to create visual or voice recordings, photograph, screenshare, take screenshots, forward the call link or in any other way share the video call.
9. My child will not communicate directly with Wider World staff via their Wider World or personal email or use their Wider World email to communicate with others. My child's Wider World email account will only be used for Google Classroom related reasons. I understand that my child's Wider World email account may be suspended or shut down at any point if this is not adhered to.
10. If I have any concerns about my child's contact with Wider World staff members, I will immediately get in touch with the CEO, Jonothan Hope, on 07779086892 to discuss my concerns. If the Programme Manager is not available, I will contact Claire Pannell at Wider World on 07525480686.

Children must sign to agree to follow these conditions in advance of any remote contact:

1. Video calls can only go ahead if my parent/carer gives permission to Wider World before the call is due to take place. My Group Leader will send a message to my parent/carer by email or text before the scheduled video call time so they can give permission for the call to go ahead. The video call will not go ahead unless the Group Leader receives this permission in advance.
2. My parent/carer can request a video call, only during the allotted workshop time.

3. Calls can only take place in a shared and open space within the home or garden unless agreed in advance by Wider World.
4. I and everyone in the household will be dressed fully and appropriately during the video call, this includes not wearing pyjamas or similar.
5. I understand it is not allowed for anyone to create visual or voice recordings, photograph, screenshare, screenshot, forward the call link or in any other way share the video call.
6. I will only use my Wider World email account for Google Classroom related tasks and not for contacting anyone, including Wider World staff, other group members or anyone else. If I want to leave a message for the group I will do it on Google Classroom. If I want to contact the Group Leader, I will ask my parent/carer to do it on my behalf.
7. If I leave a message for the group or Group Leader on Google Classroom it will be respectful, relevant, polite and use appropriate language.
8. If I have any concerns, I will immediately tell my parent/carer who can contact my Group Leader or the Programme Manager.

Prevent Duty

To comply with the Prevent duty we:

1. undertake a risk assessment to identify the areas within our organisation where people are most at risk of radicalisation.
2. provide in-house safeguarding training which includes Prevent to all paid and unpaid staff so that they are aware of the Prevent Duty and their obligations relating to it.
3. review our safeguarding policies and procedures annually so that they make reference to the Prevent Duty and the Channel Programme.
4. update other policies, such as our ICT policies and whistleblowing policies to be Prevent Duty compliant.
5. Discuss as a board of trustees the steps we should take in relation to external speakers to ensure that no speaker express views which could constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups.

Key Contacts and Information

Emergency services: 999

Bristol-based support services: <https://bristolsafeguarding.org/children/support-services/>

Bristol First Response: 0117 903 6444

NSPCC 24-hour Helpline: 0808 800 5000 (free from a landline)

NSPCC Text helpline: 88858 (service is free and anonymous)

Police: 101 (non-emergency calls)

Child Exploitation and Online Protection: www.ceop.police.uk

Prevent Training Online: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Making a referral: <https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response>

Contact details

Designated Safeguarding Officer (DSO)

Name: Jonothan Hope

Email: jonothan.hope@wider-world.org.uk

Phone: 07779086892

Trustees with joint responsibility for safeguarding:

Name: Claire Pannell

Email: claire.pannell@wider-world.org.uk

Phone: 07525480686

Name: Kate Lawson

Email: kate.lawson@wider-world.org.uk

Phone: 07779021303

Trustee contacts:

Claire Pannell: claire.pannell@wider-world.org.uk

Alex Chikhani: alex.chikhani@wider-world.org.uk

Kate Lawson: kate.lawson@wider-world.org.uk

Claire Barker: claire.barker@wider-world.org.uk

Ali Wilkins: ali.wilkins@wider-world.org.uk

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

This policy was last reviewed on 14th December 2021

Signed:



Jonothan Hope

Definitions of abuse

Taken from NSPPC.org.uk 2020

Neglect

Neglect is “the ongoing failure to meet a child’s basic physical and psychological needs” (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2014; Wales Safeguarding Procedures Project Board, 2019).

It is a form of child abuse that can have serious and long-lasting impacts on a child’s life - it can cause serious harm and even death.

The four main types of neglect are:

- physical neglect: not meeting a child’s basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety
- educational neglect: not making sure a child receives an education
- emotional neglect: not meeting a child’s needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them
- medical neglect: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations (Horwath, 2007).

Neglect can happen at any age, sometimes even before a child is born. If a mother has mental health problems or misuses substances during pregnancy, for example, she may neglect her own health and this can damage a baby’s development in the womb (Haynes et al, 2015).

Physical abuse

Physical abuse is defined as deliberately hurting a child and causing physical harm (Department of Health, 2017; Department for Education, 2018; Scottish Government, 2014; Wales Safeguarding Procedures Project Board, 2019). It includes injuries such as:

- bruises
- broken bones
- burns
- cuts.

It may involve:

- hitting
- kicking
- shaking
- throwing
- poisoning
- burning
- scalding
- drowning
- any other method of causing non-accidental harm to a child.

Physical abuse may also happen when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is known as Fabricated or Induced Illness (FII) (Wales Safeguarding Procedures Project Board, 2019; HM Government, 2008; Department of Health Social Services and Public Safety, 2017; Scottish Government, 2014).

Breast ironing or breast flattening, a practice of using hard or heated objects to suppress or reverse the growth of breasts, is a recognised form of child abuse (Crown Prosecution Service, 2019).

Child sexual abuse

Child sexual abuse (CSA) is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline (Department for Education, 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Wales Safeguarding Procedures Project Board, 2019). Children and young people may not always understand that they are being sexually abused.

Contact abuse involves activities where an abuser makes physical contact with a child. It includes:

- sexual touching of any part of the body, whether the child is wearing clothes or not
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.

Non-contact abuse involves activities where there is no physical contact. It includes:

- flashing at a child
- encouraging or forcing a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- making a child masturbate while others watch
- persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child)
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following grooming with the intent of abusing them (even if abuse did not take place)
- sexually exploiting a child for money, power or status (child sexual exploitation).

Emotional abuse

Emotional abuse is emotional maltreatment of a child, which has a severe and persistent negative effect on the child's emotional development (Department for Education, 2017; Department of Health, 2017; Scottish Government, 2014; Wales Safeguarding Procedures Project Board, 2019). It's also known as psychological abuse.

Most forms of abuse include an emotional element, but emotional abuse can also happen on its own. Children can be emotionally abused by anyone:

- parents or carers
- family members
- other adults
- other children.

There are several categories of emotional abuse.

Denying emotional responsiveness (also known as emotional neglect)

- ignoring the child
- not showing affection.

Rejection

- verbal humiliation
- name-calling
- criticism
- physical abandonment
- excluding the child from activities.

Isolating

- putting unreasonable limitations on a
- child's freedom of movement
- restricting social interaction
- not communicating with the child.

Exploiting or corrupting

- encouraging a child to take part in
- criminal activities
- forcing a child to take part in activities
- that are not appropriate for their stage of development.

Terrorising

- threatening violence
- bullying
- deliberately frightening a child
- deliberately putting a child in a dangerous situation (Daly and Wright, 2017).

Harmful sexual behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Technology assisted HSB:

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. This might include:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- sexting

Domestic abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse.

Each UK nation has its own definition of domestic abuse for professionals who are working to prevent domestic abuse and protect those who have experienced it (Department of Health, Social Services and Public Safety, 2016; Home Office, 2013; Police Scotland and the Crown Office and Procurator Fiscal Service, 2019; Welsh Government, 2019).

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.
- Witnessing and experiencing domestic abuse
- Children never just 'witness' domestic abuse; it always has an impact on them. Exposure to domestic abuse or violence in childhood is child abuse.

Children may experience domestic abuse directly, but they can also experience it indirectly by:

- hearing the abuse from another room
- seeing a parent's injuries or distress afterwards
- finding disarray like broken furniture
- being hurt from being nearby or trying to stop the abuse
- experiencing a reduced quality in parenting as a result of the abuse (Royal College of General Practitioners and NSPCC, 2014; Holt, Buckley and Whelan, 2008).

Bullying

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2018).

It can involve people of any age, and can happen anywhere – at home, school or using digital technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which are often combined.

Verbal abuse:

- name-calling
- saying nasty things to or about a child.

Physical abuse:

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages

- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- creating fake accounts, hijacking or stealing online identities to embarrass a child or cause trouble using their name.

Online abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2014; Welsh Assembly Government, 2018).

It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

FGM is often performed by someone with no medical training who uses instruments such as a knife, scalpel, scissors, glass or razor blade. Children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained.

The age at which FGM is carried out varies. It may take place:

- when a female baby is newborn
- during childhood or adolescence
- just before marriage
- during pregnancy.

There are four main types of FGM:

- Type 1 (clitoridectomy) – removing part or all of the clitoris.
- Type 2 (excision) – removing part or all of the clitoris and cutting the inner and/or outer labia.
- Type 3 (infibulation) – narrowing the vaginal opening.
- Type 4 – other harmful procedures to the female genitals including pricking, piercing, cutting, scraping or burning (NHS Choices, 2016).

Labia elongation (also referred to as labia stretching or labia pulling) involves stretching the labia minora, sometimes using sticks, harnesses or weights (AFRUCA, 2016).

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections
- death in some cases.

Sometimes religious, social and cultural reasons are given to justify FGM, however it's a dangerous practice and can cause long-lasting health problems that continue throughout a child's life, including:

- incontinence or difficulties urinating
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible kidney failure
- cysts and abscesses
- pain during sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems (NHS Choices, 2016).

Child trafficking

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Department for Education (DfE) and Home Office, 2011; Department of Health, Social Services and Public Safety and Police Service of Northern Ireland, 2011; Scottish Government, 2013; Wales Safeguarding Procedures Project Board, 2020).

Child trafficking is a form of modern slavery (HM Government, 2014).

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- child sexual exploitation
- criminal activity, including:
 - cannabis cultivation
 - street crime - such as pickpocketing, begging and bag theft
 - moving drugs
 - benefit fraud
 - immigration fraud
 - selling pirated goods, such as DVDs
- forced marriage
- domestic servitude, including:
 - cleaning
 - childcare
 - cooking
- forced labour, including working in:
 - restaurants
 - nail bars
 - factories
 - agriculture
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

Traffickers may use grooming techniques to gain the trust of a child, family or community. They may trick, force or persuade children to leave their homes.

Child trafficking can involve a network of organised criminals who recruit, transport and exploit children and young people within or across borders. Some people in the network might not be directly involved in trafficking a child but play a part in other ways – such as falsifying documents, bribery, owning or renting premises, or money laundering (Europol, 2011).

Child trafficking can also be organised by individuals and children's own families.