

Northmoor Community Association



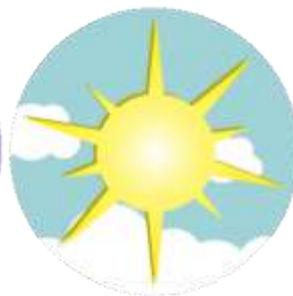
Advancing Skills and Learning



Relieving Poverty



Promoting Health and Wellbeing



Quality of Life

SAFEGUARDING CHILDREN POLICY & PROCEDURES



CONTENTS

Paragraph	Page
1. Introduction	3
2. Scope, Purpose and World of the Child	3-4
3. Core Principles and Values	5
4. Why we need a Safeguarding Children Policy	5
5. Terms and Definitions	5-6
6. Legal Framework and Guidance	6-7
7. The Shared Responsibilities and Accountability of Safeguarding	7-9
8. Types of Abuse/National, Local and Contextual Safeguarding Issues	9-10
9. British Values, Radicalisation and Extremism – The Prevent Duty	10-11
10. Early Help Assessment	11
11. Implementation	11-13
12. Procedures for Dealing with Allegations of Abuse and Disclosures	13-15
13. The Do and Don'ts If Concerned about a Child at Risk of Abuse or Harm	15
14. Seven Golden Rules for Information Sharing	15
15. Equality and Diversity	16
16. Policy Review	16
17. Appendix A – 10 Actions Charity Commission Image	17
18. Appendix B – NCA's Safeguarding Code of Conduct for staff and volunteers	18-19
19. Appendix C – Categories and Indicators of Abuse	20-22
20. Appendix D – Safeguarding Definitions and Descriptions of High Risk and Emerging Safeguarding Issues	23-26
21. Appendix E – Safeguarding Children Training Matrix	27
22. Appendix F – Flowchart to follow if there are concerns or suspected abuse	28
23. Appendix G – Key Local and National External Contacts	29
24. Appendix H – Safeguarding Incident Report Form	30-31
25. Appendix I - NCA Commitment to Safeguarding Staff agreement	31

1.0 INTRODUCTION

1.1 Overview

The safety and welfare of children has never been more important than now. Emerging high risk safeguarding issues such as child trafficking and Female Genital Mutilation (FGM) have highlighted the importance of having robust policies and procedures in place to safeguard and protect the children with whom Northmoor Community Association (NCA), a registered charity, works. Useful hyperlinks throughout this policy provide additional information within each section of this policy.

[The Children Act 1989](#) is the basis of the statutory safeguarding system. Since it was implemented, a wide range of legislation and statutory guidance has been produced which impacts on those of us in the Voluntary Community Sector (VCS) who work with children and young people. Safeguarding and child protection are rooted in the United Nations Convention on the Rights of the Child. This sets out the basic human rights of children and young people everywhere, without discrimination.

- The right to survival
- The right to develop to the fullest
- The right to protection from harmful influences, abuse and exploitation
- The right to participate fully in family, cultural and social life

Every child and young person, therefore, should be able to grow up free from the fear of abuse or neglect.

The Government produced updated [Working Together to Safeguard Children 2018](#) guidance setting out what organisations and agencies that have functions relating to children must and should do to safeguard and promote the welfare of all children and young people under the age of 18 in England. Building on previous documents, it once again seeks to promote a child centred and coordinated approach to safeguarding by confirming that safeguarding is **everyone's responsibility**. It is in line with this national focus, the local Child Protection procedures approved by Manchester's Safeguarding Children's Board ([MSCB](#)) and the [Charity Commission 2018](#) guidelines (**Appendix A**) that this updated NCA Safeguarding Children Policy and Procedures has been produced.

Working Together reports what children have said they need:

- **Vigilance:** to have adults notice when things are troubling them.
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.

NCA's work is varied and diverse and involves working with multiple partners and third-party suppliers. NCA recognises that we have a duty of care to safeguard and promote the welfare of children and agrees that safeguarding is **everybody's responsibility** so everyone who has contact with children has a role to play in safeguarding them with a child-centred approach. If a third party is running a service from NCA's premises they must have their own safeguarding policies in place or must sign up to this policy within NCA's room hire T&C's.

Safeguarding is an integral part of all activities, functions, culture and ethos of NCA and promoting the welfare of children goes beyond implementing this policy and its procedures. This policy complements and supports other relevant NCA policies and should be read in conjunction with these linked policies outlined in **point 11.2**. This policy is separate from NCA's policy for Safeguarding Adults at Risk Policy. Please refer to the 'Safeguarding Adults at Risk Policy' for guidance and support relating to working with and protecting adults at risk.

2.0 SCOPE, PURPOSE AND WORLD OF THE CHILD

All children have the right to be safe from abuse and should be able to live free from fear of abuse, neglect, harm and exploitation. This policy has been developed to embed safeguarding practices and procedures throughout NCA and to support the creation of a safer culture by reinforcing the safeguarding of children who use our services

2.1 Scope

Of this policy in regards to Safeguarding is about protecting the safety, welfare, independence and wellbeing of children from harm and abuse, and is **everybody's responsibility**:

- This policy applies to all our Staff, Volunteers, Sessional Workers, Board Members, Trustees and anyone else working on behalf of NCA in any capacity and in any setting. Those with specific communication needs because of language or disability will have access to information in appropriate forms to ensure understanding.

- Everyone, including project and group leaders, must be mindful of service users and hirers accessing shared areas of the community centre such as the kitchen, corridors and toilets and are responsible for ensuring the necessary steps are taken to ensure the safety and welfare of children in attendance.

2.2 Purpose

Of this policy is to demonstrate NCA’s commitment to protecting children from harm and abuse, including sexual exploitation and abuse, physical abuse, emotional abuse and neglect. The policy and its accompanying implementation guidelines have been developed to provide a guide to enhance safeguarding and prevent child abuse within the work of NCA. They aim to create an open and aware environment where safeguarding concerns can be raised and managed in a fair and just manner, giving primacy to the **best interests of the child**. The responsibility for maintaining child safe environments is a **shared responsibility** of all those associated with NCA’s work, with the aim of translating the policy into the everyday culture and practice with regard to:

- **Prevention of harm and abuse:** Through raising awareness, best practice, training, safer recruitment and the creation of a culture of informed vigilance to minimise the risks to children with whom we work. All who work with and are associated with NCA, are expected to abide by the Safeguarding Code of Conduct (**Appendix B**) in relation to children.
- **Training to promote awareness of safeguarding obligations:** Through a culture of **shared responsibility** for safeguarding within clearly assigned roles, ensuring that all those associated with NCA’s work are notified of and made aware that they are expected to comply with the policy.
- **Reporting:** Ensuring that all those associated with the delivery of NCA’s work know their specific reporting responsibilities (including any mandatory reporting responsibilities), the steps to take and whom to contact where concerns arise regarding the safeguarding of children. It is expected that all those associated with NCA report any suspicion of children suffering harm and/or abuse.
- **Protect:** Through responding effectively when safeguarding concerns arise, engaging in action that supports and protects children when concerns arise regarding their well-being; supporting those who raise such concerns; cooperating with any subsequent investigation; and taking appropriate corrective action to prevent the recurrence of such activity.

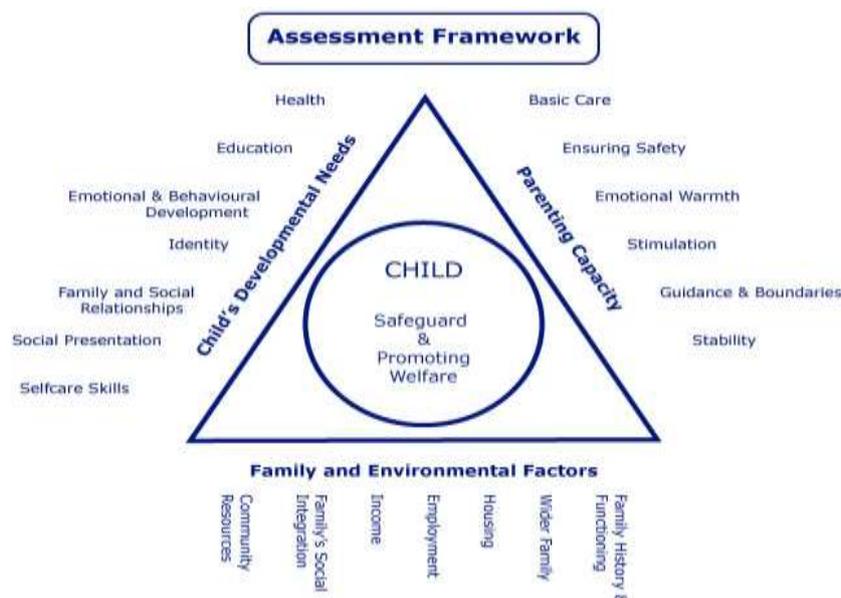
Points to remember:

Prevent harm and abuse Promote wellbeing Report harm and abuse Protect by effective responding

2.3 The World of the Child

Working with children puts NCA in a unique position to perceive how individual children are dealing with life within their own environment. We are in a good position to notice changes in how children develop and respond to peers and adults. Children from all cultures are subject to neglect and abuse. It is important that we are sensitive to differing family patterns, lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups.

At the same time abuse cannot be condoned for religious or cultural reasons. Children may need to be protected even when it appears that they are not aware that the neglect they experience or that the physical abuse or sexual activity that they are involved in, or witness, is harmful to them. The **Framework for the Assessment of Children in Need and their Families** is government guidance to help agencies, including the VCS, to work together when concerned about a child.



3.0 CORE PRINCIPLES AND VALUES

3.1 NCA's vision is that all children have the essential skills they need to grow up and lead successful lives. Safeguarding responsibilities are a priority for the NCA which recognises that safeguarding and protecting children from harm goes beyond simply implementing policies and processes. Our commitment to safeguarding is championed at the highest level in our organisation. The following principles underlie all NCA's policies and procedures in relation to safeguarding:

3.2 Child Rights Based Approach: All actions should take into account, and respect, the right of the child as set out in the UN Convention on the Rights of the Child;

3.3 Non-Discrimination: All children have an equal right to protection irrespective of gender, religion, sexual orientation, disability, language or social background;

3.4 Participation: NCA views all children as principal actors in their own development and pro-actively seeks to create spaces where children can voice their opinions and make choices. We recognise the resilience and creativity of children and believe that empowering children also promotes their protection. NCA supports the participation of children in protection issues whilst recognising that this does not absolve adults of their duty of care towards all children;

3.5 Ownership: Everyone has a responsibility to prevent harm and promote the well-being of children, even though overseeing policy implementation may be assigned to particular individuals;

3.6 Confidentiality: Children have the right to privacy and, where there are concerns, only those who need to know are informed;

3.7 Transparency: Creation of an aware culture where concerns can be raised openly is critical to preventing abuse and protecting children from harm;

3.8 Sensitivity: Harm to children can provoke feelings of discomfort, embarrassment and distress. All issues must be dealt with sensitively, with both staff and children receiving adequate support in the management of concerns;

3.9 Systemic: Every child exists within a wider ecological system which includes their family, peers, community, teachers, NGOs, police and other state agencies. Children are best protected by recognising and increasing the strengths and capabilities at every layer of this system rather than working with the child in isolation of their context.

4.0 WHY WE NEED A SAFEGUARDING CHILDREN POLICY

4.1 The Legal Basis – The UN Convention of the Rights of the Child provides a comprehensive framework for the protection, provision and participation of all children. In the UK and in most other countries, this convention has been converted into law and places a legal obligation on individuals and organisations to take proactive measures to protect and promote the welfare of children.

4.2 The Moral Basis – The children with whom we work are especially vulnerable to abuse and exploitation. Any organisation or individual working for the benefit of these children must pay attention to the safeguards that are in place to make sure that they do not put any child at risk or cause them harm.

4.3 Prevention – Child abusers seek out organisations with weak communication structures and thrive where secrecy and shame prevail. This can be averted by creating an aware culture where staff, volunteers, third parties and visitors clearly understand the risks that exist to children, are provided with training and support to identify and raise safeguarding concerns and where the potential for abuse can be discussed openly and transparently.

4.4 Professional Reputation: Organisations without safeguarding policies and procedures are more vulnerable to false or malicious accusations of abuse. Such allegations, whether founded or unfounded, can destroy an organisation's reputation and could undermine our entire portfolio of work as well as damaging the reputation of the VCS sector. For this reason, the Charity Commission require all organisations working with children to implement safeguards and include a child protection or safeguarding policy.

5.0 TERMS AND DEFINITIONS

Definitions of key terms are provided throughout this policy and its appendices. The most commonly referred to terms are:

- **Children:** The terms "children" and "child" is defined as anyone under the age of 18 including unborn babies. This is enshrined in UK law and the UN Convention of Human Rights. For the purposes of this policy and relevant procedures the term "**child**" and "**children**" are used to mean the same thing.

- **Safeguarding:** defined in ("**Working Together to Safeguarding Children**" DfE July 2018) as pro-actively keeping children safe from harm and abuse. This means:
 - Protecting children (under 18s) from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
- **Child Protection:** A central part of safeguarding. It is the process of protecting specific children identified as suffering, or at risk of suffering, significant harm as a result of abuse or neglect
- **Duty of Care:** The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or children involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children, in any capacity, is considered both legally and morally, to owe them a duty of care
- **Significant Harm:** The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life. The local authority has a duty to make enquiries or cause enquiries to be made if a child is judged to be at risk of suffering significant harm
- **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism
- **Extremism:** Vocal or active opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs
- **Whistleblowing:** Whistleblowing is the term used when someone who works in, or for, an organisation wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (e.g. neglect of safeguarding responsibilities) and/or the cover up of any of these

6.0 LEGAL FRAMEWORK AND GUIDANCE

There are a number of key pieces of legislation, which set out the framework for all agencies working with children and this policy sets out NCA's responsibilities as a charity, accepts best practice, reflects current legislation and complies with government guidance.

6.1 The [Charity Commission for England and Wales](#) believes safeguarding should be a priority for all charities, not just those working with groups traditionally considered at risk. The Charity Commission has produced a [report](#) which sets out:

- the responsibilities of trustees of charities regarding safeguarding children who may come into contact with the charity;
- Trustees' responsibilities and duties and the Charity Commission's regulatory role and risk based approach; and
- The Charity Commission's four strand approach: **awareness and prevention; oversight and supervision; co-operation; and intervention.**

6.2 NCA has referred to the [NSPCC safeguarding standards and guidance](#) (England) and the local authority [MSCB](#) to put clear safeguarding arrangements in place and to take responsibility for keeping children safe; have a practical approach; and comply with legislation and national guidance.

6.3 Legislation and statutory guidance:

- [The Rehabilitation of Offenders Act 1974.](#)
- [The Children Act 1989](#) (as amended by section 53 of the Children Act 2004) this provides the [legislative framework](#) for child protection in England. Key principles established by the act include: the paramount nature of the child's welfare; the expectations and requirements around duties of care to children.
- [Sexual Offences Act 2003](#) An act to make provision about sexual offences, their prevention and the protection of children from harm
- [Female Genital Mutilation Act 2003.](#) Female Genital Mutilation (FGM) is a form of child abuse and violence against women and is illegal in England and Wales. [FGM statutory guidance.](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#) defines what 'regulated activity' is
- [The Children and Young Person's Act 2008](#) came into force on 1 April 2011 legislated for the recommendations in the Care Matters white paper (DfES, 2007) to provide high quality care and services for children in care. It covers England and Wales (in part) and places a duty on registrars to notify the Local Safeguarding Children Board of all child deaths.
- [Borders, Citizenship and Immigration Act 2009](#)
- [The Education Act 2011](#) includes a provision requiring school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children
- [The Equality Act 2010](#) legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single **Act**, making the **law** easier to understand and strengthening protection in some situations.
- [Charities Act 2011](#) consolidates existing charities legislation into a single Act of Parliament.

- [Police Reforms and Social Responsibility Act 2011](#) transfers the control of police forces from police authorities to elected Police and Crime Commissioners.
- [Protection of Freedoms Act 2012](#) merged the Independent Safeguarding Authority with the Criminal Records Bureau (CRB) to form a single, new, non-departmental public body called the Disclosure and Barring Service (DBS).
- [The Children and Family Act 2014](#) covers adoption and contact, family justice, children and young people with Special Educational Needs (SEN), childcare and child welfare.
- [Multi-Agency Statutory Guidance for Dealing with Forced Marriage \(2014\)](#)
- [Working Together to Safeguard Children](#) May 2018 (effective September 2018) + [Keeping Children Safe in Education \(2016\)](#) (updated September 2018)
- The [Serious Crime Act \(2015\)](#) introduced an offence of 'sexual communication with a child' from an adult with children under the age of 16 to the [Sexual Offences Act 2003](#) so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion, previously it was on at least two occasions.
- Statutory [Prevent Duty Guidance](#) (updated 2016) explains duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The [Children and Social Work Act 2017](#) makes provisions about the regulation of social workers, is intended to improve support for looked after children and care leavers and promotes the welfare and safeguarding of children.
- [Data Protection Act 2018](#) (including GDPR) sets out the framework for **data protection law** in the UK. It updates and replaces the **Data Protection Act** 1998 and came into effect on 25 May 2018.

6.4 This policy has further regard to the following guidance and advice:

- [DfE \(2015\) What to do if you are worried a child is being abused 2015 Guidance](#)
- [DfE \(2018\) Information Sharing](#)
- [Advice for Practitioners providing Safeguarding Service \(2015\)](#)
- [DfE \(2017\) Child sexual exploitation](#)
- [DfE \(2018\) Sexual violence and sexual harassment between children in schools and colleges](#)
- [Safer Recruitment](#)
- [Safeguarding Disabled Children 2009](#)
- [Educate Against Hate \(HM Government\)](#)
- [Strategy for dealing with safeguarding issues in charities \(Charity Commission, December 2017\)](#)
- [Regulatory alert to charities - safeguarding \(Charity Commission, December 2017\)](#)
- [How to report a serious incident in your charity \(Charity Commission, October 2018\)](#)

7 THE SHARED RESPONSIBILITIES AND ACCOUNTABILITY OF SAFEGUARDING

7.1 Shared Responsibility

Safeguarding and promoting the welfare of children, in particular protecting them from significant harm, depends on effective joint working between agencies and groups. The VCS and the statutory sector have different roles, operate in a variety of settings and together offer a wide range of expertise. Joint working is especially valuable for some of the most vulnerable children and those at the greatest risk of suffering harm and social exclusion.

Everyone involved in working with, or supporting children, has responsibilities and duties, to try to ensure that each individual is growing up in circumstances consistent with the provision of safe and effective care.

NCA believes that the responsibility for safeguarding is shared by **everyone** working and volunteering with us, but with a clear leadership and accountability structure running through the organisation as follows:

7.2 NCA Management Committee (Overall Accountability + Responsibility) ensuring that:

- Safeguarding policies and procedures are in place
- Safer recruitment processes and procedures are followed, all appropriate checks are carried out, and that at least one panel member has undertaken Safer Recruitment Training
- The policy is reviewed annually, updated in line with legislative and/or organisational developments and/ or incorporating learning from any investigations
- There are procedures for dealing with allegations of abuse against staff and volunteers that comply with MSCB
- Areas of potential risk are identified as part of risk management
- A suitable **Safeguarding Code of Conduct** for staff and volunteers is implemented
- There is a Nominated Trustee for Safeguarding who will be the main point of contact for the DSO's + DSL in relation to safeguarding issues. The key functions of the Nominated Trustee for Safeguarding will be:
 - To receive and respond to any concerns which relate to the Centre Manager
 - To support the Centre Manager in any investigation/decision making regarding allegations against staff

- In collaboration with the Centre Manager, to ensure that the Board of Trustees are made aware of any safeguarding concerns/investigations which may affect the reputation and standing of the organisation and provide advice on how these are managed
- Report any serious safeguarding incidents to the Charity Commission if:
 - Beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of NCA, or by someone connected with NCA, for example a trustee, staff member or volunteer
 - There has been an incident connected with NCA's activities where someone has been abused or mistreated (alleged or actual)
 - There has been a breach of procedures or policies at NCA which has put beneficiaries at risk, including a failure to carry out checks which would have identified that a person is disqualified under safeguarding legislation, from working with children

7.3 NCA Centre Manager (Designated Safeguarding Lead) responsible for:

- Day to day responsibility for policy implementation and raising awareness of the policy
- Ensuring that ALL complete safeguard training in line with the internal safeguarding training matrix
- Appropriate whistle blowing procedures and setting an open and inclusive culture that enables safeguarding and equality and diversity issues to be addressed
- Sufficient resources and time being allocated to enable the NCA Designated Safeguarding Officers x 2 and other staff to carry out their responsibilities including taking part in, and attending, internal SAFE meetings
- Liaising with the Management Committee on any issues and ongoing investigations

7.4 Designated Safeguarding Children Officers x 2 responsible for:

- Providing advice and support to other staff, liaising with the DSL and MSCB.
- Ensuring third parties adopt NCA's safeguarding policies or provide their own via room hire T&C's
- ALL feel confident in raising child safety concerns and poor or unsafe practice and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistleblowing Policy.
- Promoting awareness of the policy to make children feel confident in disclosing
- Referring cases of suspected abuse or allegations to MSCB; contacting **999** in emergencies
- Keeping detailed accurate secure written records of incidents; discussions with other agencies and/or concerns
- Acting as a source of support, advice and expertise within the organisation and attending internal SAFE meetings.

7.5 All (Staff, volunteers, Trustees) will:

- Contribute towards, read and fully comply with NCA's policies and procedures
- Attend appropriate and regular training as per the safeguarding training matrix
- Inform the Designated Safeguarding Children Officers of any concerns
- Recognise how to identify signs of abuse and when it is appropriate to report and make a referral
- Have a working knowledge of how MSCB operate
- Have access to, understand and promote the Safeguarding Children policy and procedures
- Have safeguarding training as part of their induction
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned and to always act in the best interests of the child
- Respond/refer any concerns about children or other members of the community in accordance with this policy

7.6 Children

Children have a responsibility to:

- Contribute to the development of safeguarding policies including anti-bullying.
- Read and adhere to (at a level appropriate to their age and ability) the safeguarding policies and procedures
- Seek help from a trusted adult, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

7.7 Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support NCA in its safeguarding approaches, and reinforce appropriate safe behaviours at home

- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support, if they or their child encounters any safeguarding concerns
- Contribute to the development of NCA's safeguarding policies

Parents and Carers can obtain a copy of the Safeguarding Children Policy and Procedure and other related policies on request to the DSL and can view them via the NCA website under policies.

7.8 MSCB:

[MSCB](#) is responsible for developing policies and procedures for safeguarding in relation to recruiting, training and supervising staff to work with children, investigating allegations concerning persons working with children as well as the action to be taken where there are concerns about a child's safety or welfare including thresholds for intervention.

Under the requirements of [Working Together to Safeguard Children 2018](#) all local authorities must have a Local Safeguarding Children's Board (LSCB) as well as a [Channel Panel](#) to comply with [Prevent](#) requirements [MSCB](#) is made up of a combination of services involved in the promotion of the welfare of children in Manchester such as education, police, social care, probation, NHS etc. [MSCB](#) will carry out serious case reviews advising on lessons learnt and monitor and evaluate the effectiveness of what is being done by the authority and its Board Partners to safeguard and promote the welfare of children and advising on ways to improve services. The relevant contact details for [MSCB](#) are recorded within point 12.3 and within the flowchart (**Appendix F**).

8.0 TYPES OF ABUSE / NATIONAL, LOCAL AND CONTEXTUAL SAFEGUARDING ISSUES

8.1 [Keeping Children Safe in Education 2018](#) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.”

8.2 The abuse of children can take many forms. Children have the same right to protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. Children from minority ethnic groups and those with disabilities (physical, sensory and/or learning difficulties) are especially vulnerable and need special care and protection.

8.3 The **impact** of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

8.4 The four main types of **Abuse** referred to in [Keeping Children Safe in Education 2018](#) are:



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



Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless, or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.



Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening or not. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as

involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways



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

- Provide adequate food, shelter and clothing, (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (Including the use of inadequate care-givers)
- Ensure access to the appropriate medical care or treatment.
- It may include neglect of, or unresponsiveness to the basic emotional needs of a child.

Appendix C provides a detailed overview on forms of abuse and the signs/indicators of abuse.

8.5. National safeguarding issues: [Annex A of DfE guidance, Keeping Children Safe in Education \(2018\)](#)

contains important information about specific forms of abuse and safeguarding issues. All staff and volunteers should read this annex and use the links to obtain further information and help gain the relevant skills and knowledge to safeguard our children. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these and other specific safeguarding issues.

8.6 Local safeguarding issues Specific safeguarding issues that are particularly common in Manchester, include: domestic violence and abuse; neglect; parental alcohol or drug dependency; complex safeguarding issues, including CSE, children missing from home or care, gangs and violence, modern slavery and trafficking, radicalisation and extremism, FGM and Honour-based violence. [MSCB annual report](#) gives an insight into the local context and what are the priority areas. [The MSCB website](#) provides links to the key priorities and campaigns, to local and regional multi-agency safeguarding guidance, a news feed and a document library containing current leaflets, assessment tools and templates.

NCA recognises that abuse; neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Abuse may be perpetrated by a range of people including family members, adult(s) known to the child and other young people, and offences are committed by females as well as males. Where abuse takes place, there is usually an imbalance of power between the perpetrator(s) and the victim(s), perhaps through age, dominance of personality, social influence or status, financial means or physical strength.

Appendix D with hyperlinks provides an overview and guidance of high risk and emerging safeguarding issues including those highlighted in the local safeguarding issues.

8.7 Contextual safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside NCA and/or can occur between children outside NCA. All staff, but especially the DSL and DO's should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that NCA provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. The NCA is registered with the [Contextual Safeguarding Network](#) and additional information regarding contextual safeguarding is available using the link.

9.0 BRITISH VALUES, RADICALISATION AND EXTREMISM – THE 'PREVENT DUTY'

9.1. The DfE believes that an education that promotes fundamental British values will give children the ability to challenge and resist the influence of extremist views. It provided guidance in July 2015 on [protecting children from radicalisation: the prevent duty](#). This includes advice on the Prevent Duty which explains what educational settings can do to protect children from the risk of radicalisation. The internet and the use of social media particular, has become a major factor in the radicalisation of young people. The DfE has also published a [guide to help schools understand the techniques terrorist groups use on social media](#).

9.2. Although NCA is not a statutory organisation, protecting children from the risk of extremism and radicalisation is seen as part of all of NCA's wider safeguarding duties. It is similar in nature to protecting children from other forms of harm and abuse. NCA will safeguard children from radicalisation, extremism and terrorism by:

- avoiding making assumptions that the risk of radicalisation is only associated with certain communities and belief systems
- demonstrating that robust safeguarding policies are in place to identify children at risk
- intervening when appropriate, by referring to Channel for example;

- ensuring visitors to NCA premises sign in and are supervised
- ensuring that staff have the knowledge and confidence to identify and intervene when they deem children to be at risk from radicalisation and/or extremism and/or terrorism.

10. EARLY HELP ASSESSMENT (EHA)

10.1 Safeguarding does not always involve imminent risk of significant harm requiring an emergency response. *“Early Help is intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person’s life.”* Early help means providing support as soon as a problem emerges, at any point in a child’s life. Any child may benefit from early help, but, in particular staff will be alert to the potential need for early help for children who:

<ul style="list-style-type: none"> ➤ Have SEND (whether they have a statutory EHC plan or not) ➤ Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups ➤ Misuse drugs or alcohol ➤ In a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse. ➤ Asylum seekers and English as a second language ➤ Living away from home/private fostered ➤ Vulnerable to being bullied or engaging in bullying ➤ Are young carers 	<ul style="list-style-type: none"> ➤ Are frequently missing/going missing from care or from home, returned home to their family from care ➤ Are at risk of modern slavery, trafficking or exploitation ➤ Are at risk of being radicalised or exploited ➤ Show early signs of abuse and/or neglect ➤ Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality ➤ At risk of female genital mutilation (FGM) ➤ At risk of forced marriage ➤ Live in frequently disrupted and unsupportive home situations
---	--

10.2 Early help will also be used to address harmful but non-violent sexual behaviour to prevent escalation. Staff can make contact here to get help with the [Manchester Early Help](#) journey. [Early Help Practitioner Zone](#) Guidance and resources for practitioners, including the [Early Help Assessment Form and Levels of Need Framework](#) and how to contact the [Early Help Hubs](#) can be found in the [Early Help Practitioner Zone](#).

11. IMPLEMENTATION

11.1 The scope of this Safeguarding Children Policy is broad ranging and in practice, it will be implemented via a range of policies and procedures and this demonstrates how safeguarding is embedded within NCA. The protection from abuse and the rights of children will be addressed through the following steps:

11.2 Linked Policies:

- Safer Recruitment – outlines the process and procedures for recruiting staff and volunteers safely.
- Whistleblowing – ability to inform on other staff/practices within NCA.
- Grievance and disciplinary procedures – to address breaches of procedures/policies
- Health and Safety policy - mitigating risk to staff and service users
- Equal Opportunities and Diversity policy– ensuring safeguarding procedures are not discriminatory
- GDPR including Data protection - how records are stored and access to those records
- Confidentiality - ensuring that service users are aware of your duty to disclose
- Staff and volunteer induction – safeguarding forms part of the induction
- Anti-Bullying
- First Aid
- Online Safety and Social Media

11.3 Health and Safety– Is managed as part of all NCA activities to comply with the Health and Safety at Work Act 1974 and regulations made under the act which include identifying, reporting and dealing with accidents, hazards and faulty equipment as part of risk assessment management. A common sense and proportionate approach is taken, to allow activities to be safe rather than preventing them from taking place. We operate a strict no smoking policy including e-cigarettes. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors and fire extinguishers). Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside. First Aid boxes are maintained on site in addition to trained competent Fire Marshals and First Aiders during opening hours. PAT testing is carried out annually on all electrical equipment. NCA has both Public Liability and Employer’s Liability Insurance.

11.4 Safer Staff, Trustees and Volunteers: recruitment process – NCA has written recruitment, selection and induction policies for staff and volunteers which include a detailed safeguarding recruitment checklist and induction checklist as guidance for those involved in the recruitment of staff and volunteers. Clear job descriptions and person specifications are in place for all paid positions, clear role descriptions and profiles for all voluntary

positions. Sifting processes are in place during the recruitment of all prospective employees and volunteers. On all recruitment panels there will be at least one member who has undertaken safer recruitment training. The recruitment process checks the identity, criminal record (enhanced DBS), right to work in the U.K., professional qualifications and seeks confirmation of the applicant's experience and history through two references. A 3-year rolling programme of re-checking DBS is in place for holders of all identified posts. All Trustees are DBS checked, whether it is intended that they will work directly with children or not. The following safeguarding statement in recruitment adverts or application details - "*recruitment is done in line with safe recruitment practices*".

11.4 Training and Induction- NCA promotes an environment which encourages opportunities for questioning and learning which includes safeguarding issues and recognises that in order for staff and volunteers to fulfil their duties in line with this policy, KCSiE 2018 and 'Working Together to Safeguard Children (July 2018)', they require an induction and regular training updates to ensure they develop and maintain the necessary skills, judgement and confidence in their work in Safeguarding and protecting children. This includes:

- Within one week of taking up their position, all staff and volunteers will receive a brief introduction to NCA's Safeguarding policies and procedures from a member of the management team
- The induction checklist incorporates the safeguarding requirements within the first month, for all to state by the signing of this policy, that Part 1 of KCSiE 2018 and the safeguarding code of conduct have been read and understood.
- All staff including volunteers will receive regular safeguarding and child protection updates through bi monthly newsletters, staff meetings and briefings in addition to completing the level of appropriate safeguarding training outlined in the safeguarding training matrix (**Appendix E**) for the varying roles within NCA encompassing a mixture of face to face and online E-Learning.

11.5 Internal communication, Governance, monitoring & review – In order to encourage open discussion and identify any barriers to embedding Safeguarding we have put in place measures for the monitoring and review of risk mitigation, processes and reporting procedures as follows: Safeguarding is:

- An agenda item on bi-monthly staff team meetings and quarterly staff SAFE meetings
- Incorporated in bi-monthly reports and is an agenda item on bi-monthly board meetings
- Incorporated into NCA's risk register + the annual operational plan + annual reporting process
- A subject in 1-2-1 staff review meetings and volunteer supervisions (formal or informal)
- Clearly displayed on a designated Safeguarding notice board with local and national contacts
- Included as policy requirements for Grant and Partnership agreements and service level agreements
- On the internal shared drive and on the website under policies for external promotion and awareness.
- A requirement as part of the terms and conditions of any venue hire booking
- Stated to be reviewed at least annually or earlier if issues identified need to be addressed.

11.6 Record keeping & Confidentiality – NCA recognises that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. Staff will disclose any information about a child to other members of staff only on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined channels or otherwise, in order to safeguard children. Information relating to allegations of abuse will be dealt with in accordance with the Data Protection Act 1998.

11.7 Whistle-Blowing – NCA promotes an open organisational culture which we anticipate would encourage staff, volunteers and service users to speak out and report concerns about poor or unsafe practice. NCA's Whistle-Blowing Policy is available to all staff and volunteers. This policy should be consulted if staff or volunteers suspect that a colleague is abusing, colluding with an alleged perpetrator of abuse or not taking an abuse matter seriously. Staff can also access the NSPCC whistleblowing helpline, 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk if they do not feel able to raise concerns regarding child protection failures internally.

11.8 Adult to child ratios - NSPCC sets out best practice guidance but no specific guidance about supervision ratios for organisations that are not in the education or early year's sectors. NCA's directly delivered activities engage with children aged 0-5 and 8-16 which will at a minimum always have two adults when working with or supervising children.

Stay and Play engages with children aged 0-5 whose parents are in the group led by staff from Big Life Families

Youth Can Do Homework Club engages with children aged 8-16. Two enhanced DBS checked study support workers per session with the support of 2-3 DBS checked volunteers per session. Qualified DBS checked Math's tutor on Wednesday and Thursdays between 2-6pm.

Age	Adults (over 18)	Children
0-2	1	3
2-3	1	4
4-5	1	8
Age	Adults (over 18)	Children
8-16	2	18
8-16	3	27

11.9 Registration and consent forms - Attendance registers are kept of each session. These identify who is in charge, which workers and children are present. Parents or carers need to complete the consent form and provide

medical and allergen information before their child/children take part in any activities or projects run by NCA. This includes providing emergency contact details that the Project leader keeps with them continuously. Consent for taking photos is gained at registration of activities and as part of NCA's promotion of activities.

11.10 Safeguarding Code of Conduct - The aim of NCA's safeguarding code of conduct for staff and volunteers is to provide clear guidance about behaviour, conduct and actions so as not to place children or staff at risk of harm or of allegations of harm and can be found as **Appendix B**.

11.11 Online Safety and Social media - It is recognised by NCA that the use of technology presents challenges and risks to children both inside and outside of NCA activities. With emerging technologies there is the potential for misuse. The risks associated with user interactive services, include: cyberbullying, grooming and potential abuse by online predators, identity theft and exposure to inappropriate content including self-harm, racist, hate and adult pornography. NCA will ensure risks associated with online safety and social media are explored and managed through risk assessments and defined roles of responsibility as stated within **NCA's Photography, Video, Mobile Phone and E-Safety Policy and Procedures**. All staff and volunteers should ensure that all electronic communications are appropriate and professional, no photos of children participating in NCA activities are taken on staff or volunteer's personal phones and that only photographs of children who have given consent are taken and used for publicity purposes.

11.12 Reporting to the Charity Commission – NCA have named Safeguarding Trustees who will inform the Charity Commission of:

- Any incident where the beneficiaries of NCA have been or are being abused or mistreated while under the care of NCA or by someone connected with NCA such as a trustee, member of staff or volunteer
- Any incident where someone has been abused or mistreated and this is connected with NCA activities.
- Any allegations that have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place
- Where there are grounds to suspect that such an incident may have occurred

12. PROCEDURES FOR DEALING WITH ALLEGATIONS OF ABUSE AND DISCLOSURES

12.1 A child-centred approach to safeguarding: - The statutory guidance **Working Together to Safeguard Children' (2015)** sets out clearly the need for child-centred practice. This child centred approach is fundamental to safeguarding and promoting the welfare of every child and means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children or placing the interests of adults ahead of the needs of children.

NCA is committed to having a child-centred approach to safeguarding and when dealing with disclosures or allegations of abuse by:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of decisions and reasons when their views have not been met with a positive response
- **Support:** to be provided with support in their own right, as well support as a member of their family

12.2. Raising a safeguarding concern – staff, volunteer or Trustee:

When a concern has been identified that a child may be, or is, at risk of abuse, they will consult with the DSO's – **Violet Shirley or Matthew Bailey within 2 hours**. Making decisions about when to refer through multi-agency procedures can be complex, and at this point consideration to the following questions must be given to aid the decision-making process:

- **Empowerment:** What does the child want? What rights need to be respected? Are there duties to act; are other children at risk of harm?
- **Protection:** Is this child a 'vulnerable child'? What support do they need? Is language an issue? Should others (such as a carer) be involved?
- **Proportionality:** Have risks been weighed up? Does the nature of the concern require referral through multi-agency procedures?
- **Partnership:** What is the view of others involved? How do multi-agency procedures apply?
- **Accountability:** Is the decision well-made? Is it defensible?

It is not the responsibility of the staff, volunteers, and committee members to make judgements about whether abuse has taken place or not. It is however, their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of a child, according to these procedures.

12.3 What to do if you have a welfare concern or **suspect** abuse: see flowchart (**Appendix F**).

If a child is in immediate danger ring the emergency services or contact the police on 999

- Any person, regardless of whether they are a staff member, customer, family carer, volunteer or member of the public, may raise an alert about the abuse, or risk of abuse to a child. If you are concerned about a child, you can talk to the Centre based DSO's for children: **Violet Shirley or Matthew Bailey**
- If either are not available then discuss your concerns with **Giselle Bawden Centre Manager** DSL or [Report your concern](#) on line directly with [Manchester Contact Centre](#) **0161 234 5001 (24hrs)**.
- If any NCA staff/volunteer is implicated in the concerns you should discuss your concerns directly with the **Chair – David Callicott** who will contact the [Manchester Contact Centre](#) **0161 234 5001 (24hrs)**
- Complete a written record using the NCA Safeguarding Incident Recording Form (**Appendix H**)
- Hand the form to the DSO's for children immediately or the Centre Manager
- All suspicions must be reported regardless of how minor they may seem

12.4 What to do if a child **makes an allegation** of abuse:

- Report the allegation made to the DSO's for children **Violet Shirley or Matthew Bailey** immediately. They will then take the responsibility of making any referrals to MSCB
- Explain to the child that the information given cannot be kept confidential
- Explain to the child that they are going to tell someone and explain who and why
- The child is not always able to judge risks themselves and they have a right to protection

Manchester City Council and its partners have a Multi-Agency Safeguarding Hub (MASH) that screens all contacts concerning the welfare or safety of a child or adult. All concerns about the safety or welfare of a child, young person or adult must go through the [Manchester Contact Centre](#).

[Manchester Contact Centre](#) (MSCB Manchester Safeguarding Children's Board)

Telephone: 0161 234 5001 (open 24 hours a day, seven days a week)

Email: mcsreply@manchester.gov.uk

Secure email: socialcare@manchester.gcsx.gov.uk if you are sending sensitive information

SMS Text: 07860 003160

Online through: Sign-Video

12.5 Referrals

If the child at risk of abuse consents to safeguarding procedures and a referral to other agencies, then it is reasonable to proceed and make a referral following the MSCB procedures. This should happen on the same working day that the concerns were noted, and consent obtained. Practitioners should ring 0161 234 5001 to get through to specialist social care and early help staff.

12.6 Referring without consent: other justifiable reasons

Other justifiable reasons when a referral can be made without consent include:

- Emergency or life-threatening situations
- When other people are, or may be, at immediate risk of harm, including children

12.7 Allegations against employees, trustees or volunteers.

If you have information which suggests a staff member, trustee or volunteer has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child in a way that indicates s/he is unsuitable to work with children

You should speak immediately with the NCA Chair who will inform MSCB's Designated Officer (within 24 hours to provide advice or support in any allegations process, including advising whether immediate suspension of the person concerned should be initiated or not. If it is not possible to involve the Chair, contact the MSCB DO direct.

**If you are in any doubt about reporting your concerns don't think
'What if I'm wrong?' think 'What if I'm right?'**

Additional Local and National contacts can be found on the attached **Appendix G**

12.8 Mental capacity and referring:

If the child at risk of abuse is perceived to lack mental capacity for the decision not to be referred, then consideration is made by the employee and the line manager as to what is in their best interests. If it is decided that it would be in their best interests to be referred, the manager will make a referral following the MSCB procedures. This should happen **on the same working day** that the concern was noted.

12.9 Information Sharing and Confidentiality:

Data protection legislation is not a barrier to sharing reasonable safeguarding concerns. If it is necessary to share information concerns with the Designated Safeguarding Officers, or in their absence social services, to prevent a child or young person at risk from suffering neglect or physical, mental or emotional harm then you must share that information. The DSO's will make the decision as to whether it is appropriate to contact the parents/guardians of the child. This decision may be taken with advice from Manchester Contact Centre **0161 234 5001**.

12.10 Outside of working hours:

If an emergency arises outside of normal working hours (i.e. between 5pm and 9am on weekdays, or on weekends and statutory holidays) all employees and volunteers must ring **999** or if it is a non-emergency outside of working hours then ring the **Manchester Contact Centre: 0161 234 5001**.

13 THE DO AND DON'T'S IF CONCERNED ABOUT A CHILD AT RISK OF ABUSE OR HARM

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional child protection agencies, following a referral from the Designated Child Protection Officer. In the event of an incident or disclosure:

DO

- stay calm – listen carefully and establish the facts.
- make sure the individual is safe; assess whether emergency services are required and if needed call them.
- offer support and reassurance.
- make careful notes and obtain agreement on them.
- ensure notation of dates, time and persons present are correct and agreed.
- take all necessary precautions to preserve forensic evidence.
- explain areas of confidentiality; immediately speak to your manager for support and guidance.
- explain the procedure to the individual making the allegation.
- remember the need for ongoing support.

DON'T

- confront the alleged abuser.
- be judgemental or voice your own opinion.
- be dismissive of the concern.
- investigate or interview beyond that which is necessary to establish the basic facts.
- disturb or destroy possible forensic evidence.
- consult with persons not directly involved with the situation.
- ask leading questions.
- assume information.
- make promises.
- ignore the allegation.
- elaborate in your notes.

14 SEVEN GOLDEN RULES FOR INFORMATION SHARING

- Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be, shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share the consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

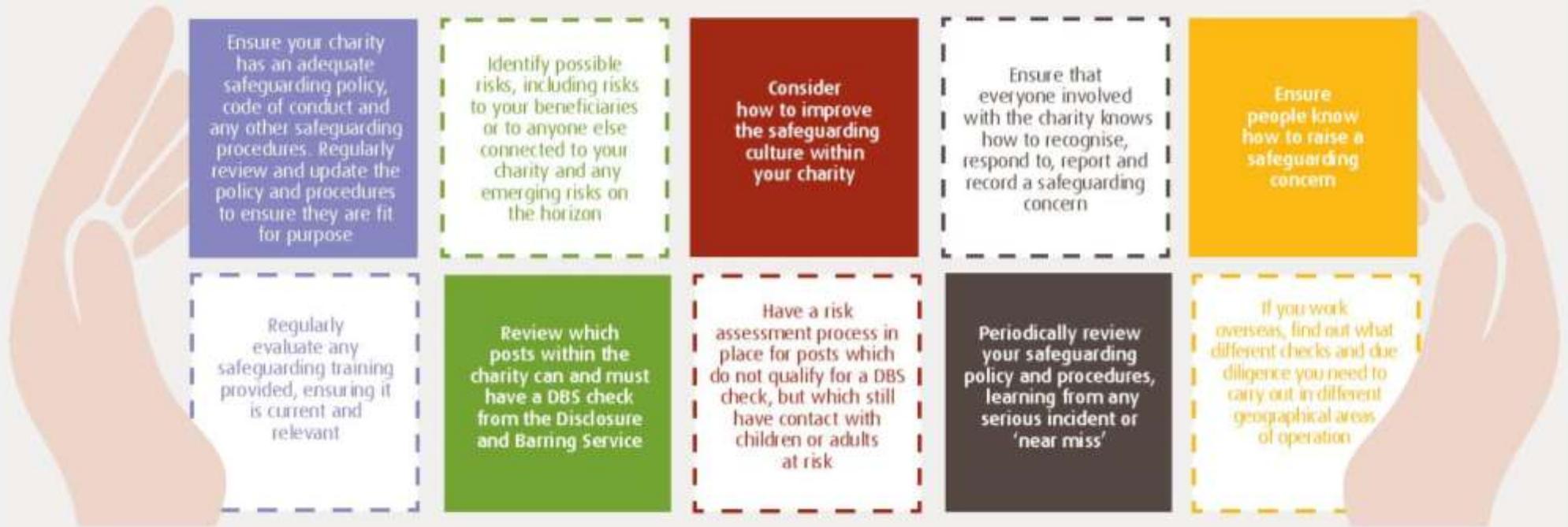
15. EQUALITY AND DIVERSITY

We appreciate that abuse may receive less recognition amongst certain groups, religions and cultures. We will ensure that we raise awareness of safeguarding issues and our approach with service users of all backgrounds and ensure they are comfortable and empowered to report and discuss incidents of abuse and neglect. NCA is a Third-Party reporting Centre for Hate crime and are proactive in holding events and workshops to raise awareness of the reporting of hate crime incidents. "Count Me In" sessions with children are delivered in order to raise their awareness of safeguarding and so that they are better informed of where to report any Hate crimes.

Policy Ref: SP 1	Approved: 20/08/2019
Previous Revision 18/02/2018	
Last Revision: 16/08/2019	Next Review: August 2020
Signature: 	(Chairperson of NCA Board)

10 actions trustee boards need to take to ensure good safeguarding governance

Safeguarding should be a key governance priority for all charities



CHARITY COMMISSION
FOR ENGLAND AND WALES

Appendix B

NCA's Safeguarding Code of Conduct for staff and volunteers

NCA believes that all children and adults at risk have the right to protection from all forms of abuse and harm. Staff, volunteers, and others representing or visiting NCA's projects are responsible for maintaining a professional role with children and adults at risk, which means establishing and maintaining clear professional boundaries that serve to protect everyone from misunderstandings or a violation of the professional relationship. This Safeguarding Code of Conduct outlines the behaviour NCA expects from all staff, volunteers and others associated with NCA, with regards to working with or in the proximity of children and/or adults at risk.

I, (name) _____, agree to abide by the following behavioural guidelines with regards to children and adults at risk I have contact with through my work:

I will:

- Treat all children and adults at risk with respect, regardless of race, colour, sex, sexual identity, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Conduct myself in a manner that is consistent with the values of NCA.
- Provide a welcoming, inclusive and safe environment for all children and adults at risk.
- Respect cultural differences which do not harm the child or vulnerable adult.
- Encourage open communication between all children, young people, adults at risk, parents, staff and volunteers and enhance and promote the participation of children and adults at risk in the decisions that affect them
- Be transparent in my actions and whereabouts.
- Take responsibility for ensuring I am accountable and transparent, and that I do not place myself in positions where there is a risk of allegations being made. I will exercise caution about being alone with a child. In situations where this may be needed (for example where a child wants to speak in private) I will think about ways of making this seem less secret, for example, by telling another worker or volunteer what I am doing and where I am, leaving a door ajar, being in earshot of others and lastly note the conversation in the log.
- Report any concerns of abuse or policy non-compliance in accordance with NCA's reporting procedures
- Keep confidential all information that I am party to regarding safeguarding protection cases, disclosing and discussing information only with the relevant parties.
- Report any concerns or suspicions regarding abuse or policy non-compliance by a fellow worker, volunteer, contractor or visitor, in line with NCA's reporting procedures
- Talk explicitly to children or adults at risk about their right to be kept safe from harm.
- Listen to children and adults at risk and take every opportunity to raise their self-esteem.
- Work as a team with co-workers/volunteers. Agree with them what behaviour I expect from children and be consistent in enforcing it. If I have to speak to a child about their behaviour will remember that I am challenging 'what they did' not 'who they are'.
- Comply with all relevant national legislation, including labour laws in relation to child labour
- Immediately disclose all charges, convictions and other exploitation and abuse and policy non-compliance in accordance with appropriate procedures

I will not:

- Engage in behaviour that is intended to shame, humiliate, belittle or degrade children or adults at risk.
- Use inappropriate, offensive, harassing, abusive, sexually provocative, demeaning, culturally inappropriate or discriminatory language when speaking with a child or vulnerable adult.
- Do things of a personal nature that a child can do for him/herself, such as assistance with toileting or changing clothes. If this is necessary, for example for a child or adult at risk with a disability, I will inform my line manager/supervisor first and be as open as possible in my behaviour, which includes explaining what I can do to assist them.
- Invite unaccompanied children or adults at risk into my home, unless they are at immediate risk of injury or in physical danger, at which point, I will inform my line manager or supervisor.
- Smoke in front of any child or young person or use un-prescribed drugs or be under the influence of alcohol.
- Use physical punishment, hit or physically assault children or adults at risk.
- Develop sexual relationships with children or relationships with children or adults at risk that may be deemed exploitative or abusive. Engage in any form of sexual activity or acts, including paying for sexual services or acts, with anyone under the age of 18 or with a vulnerable adult.
- Encourage or condone behaviour on the part of others which constitutes abuse or exploitation of a child or vulnerable adult.
- Behave provocatively or inappropriately with a child or vulnerable adult. Hold, kiss, cuddle or touch a child or vulnerable adult in an inappropriate, unnecessary or culturally insensitive way.
- Seek to make contact, in person, by phone, or electronically, and/or spend time with, any child or vulnerable adult that I have contact within my role as a representative of NCA outside of designated work and activity times of my role.
- Discriminate against any children or adults at risk for any reason or show special favour towards any child or group of children or adults at risk.
- Release or discuss any personal confidential information about suspected or proven abuse or protection cases other than with the relevant safeguarding persons within NCA.

- Use any computer, mobile phone, or video and digital camera to exploit or harass children or adults at risk. I will not access illegal images of children through any medium (see also 'Use of Children's Images' below).

Use of Children's Images

- When photographing or filming a child/children or vulnerable adult for work purposes, **I must:**
- Assess and endeavour to comply with local traditions or restrictions for reproducing personal images.
- Obtain consent from the child/vulnerable adult and a parent/guardian of the child/vulnerable adult. As part of this I must explain how and where the photograph or film will be used. I must follow NCA's guidance on obtaining consent for taking photos of groups of children.
- Ensure photographs or films present children and adults at risk in a dignified and respectful manner, not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be perceived as sexually suggestive.
- Ensure images are honest representations of the context and the facts.
- Ensure children and adults at risk are portrayed as part of their community.
- Ensure file images do not reveal identifying information about a child or vulnerable adult when sending images electronically.
- Ensure there is no identifying information of the child or vulnerable adult used in the publication of images with their location. Ensure all recorded identifying details are stored confidentially.
- Ensure all photographers I am supervising are screened for their suitability, including police checks where appropriate.
- Not post images or details of children or adults at risk associated with NCA's work on personal social media sites

I understand that the onus is on me, as a person engaged or associated with NCA, to use common sense and avoid actions or behaviours that could be construed as abuse when engaging in activities or projects of NCA or other agencies.

I have read NCA's Safeguarding Policies and Safeguarding Code of Conduct and discussed its contents with my line manager/supervisor. I am aware that NCA expects me to uphold the standards of behaviour described in the Safeguarding Code of Conduct above. I also understand that disciplinary measures and/or legal steps will be taken if I am found to be in breach of the Safeguarding Code of Conduct.

Signature of Staff Member: _____

Name of Staff Member: _____

Date: _____

Appendix C - Categories and Indicators of Abuse

Physical Abuse category description		
<p>Generally, this occurs when adults, or even children, deliberately inflict injuries on a child, or knowingly do not prevent such injuries. This includes for example injuries caused by hitting, shaking, squeezing, and burning, scalding, poisoning, suffocating, drowning, biting or using excessive force. It also occurs when an adult gives children alcohol, or inappropriate drugs, or fails to supervise their access to these substances. In sports situations, physical abuse can occur when the nature and intensity of the training exceeds the capacity of the child's immature and growing body or predisposes the child to injury resulting from fatigue or exercise</p> <p>Physical harm may also be caused when a parent or carer feigns or fabricates the symptoms of illness in a child or deliberately causes ill health to a child, whom they are looking after. This situation is commonly described using terms such as fabricated illness by proxy or Munchausen Syndrome by proxy.</p> <p>NCA will avoid physical abuse by not:</p> <ul style="list-style-type: none"> ➤ Exposing children to exercise/training, which disregards their age, abilities, maturity and body growth ➤ Exposing children to overplaying, over-training or fatigue ➤ Exposing children to alcohol, or giving them the opportunity to drink alcohol below the legal age ➤ Exposing children and young people to performance enhancing drugs and recommending that they take them 		
Type of Abuse	Physical Indicators - Child	Behavioural Indicators - Child
Physical	Unexplained injuries, for example, bruising, bite marks, burns and fractures, particularly if recurrent. Unexplained bruising or injury Bruises which reflect hand marks Cigarette burns Bite marks Broken bones Scalds Signs of physical discomfort without explanation. Punishment which seems excessive or inappropriate Female genital mutilation- partial or total removal of the external female genitalia or injury to the female genital organs.	Aggression, anger or bullying. Fear of going home Keeping body covered Flinching from physical contact Depression Withdrawn behaviour Refusal to discuss or treat injuries. Fear of going home or of a parent/carer being contacted. Fear of undressing, changing or being changed Improbable, differing or multiple explanations given for injuries. Fear of medical help. Over-compliant behaviour. Running away or unexplained non-attendance No explanation to significant changes in behaviour
Parent		Family/ Environment
Parent with injuries Evasive or aggressive towards child or others Explanation inconsistent with injury Fear of medical help / parents not seeking medical help Over chastisement of child		History of mental health, alcohol or drug misuse or domestic violence. History in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault Marginalised or isolated by the community Physical or sexual assault or a culture of physical chastisement.
Sexual Abuse and Child Exploitation category		
<p>Sexual abuse is any sexual activity with a child. It involves forcing or enticing a child to take part in sexual activities, not necessarily involving high levels of violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape/oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming children in preparation for abuse (including via the internet).</p> <p>NCA will avoid this by:</p> <ul style="list-style-type: none"> ➤ Ensuring our staff/volunteers avoid inappropriate contact with children ➤ Ensuring that staff/volunteers contact and language with children cannot be misconstrued by them or those around them. 		
Type of Abuse	Physical Indicators - Child	Behavioural Indicators - Child
Sexual	Bruises, bites or marks on the body Scratches, abrasions or persistent infections in anal or genital regions Pain or itching in the genital area Sexually transmitted disease Vaginal discharge Stomach pains Discomfort when walking or sitting Pregnancy	Sudden changes in behaviour such as self harm Advanced sexual knowledge Fear of certain people Telling about abuse Reluctance to get changed for an activity Asking if you will keep a secret if they tell you Age-inappropriate sexual awareness, may be evident in play, drawings, vocabulary, writing or behaviour towards children or adults Unexplained sources of money, sweets or presents Aggression, anger, anxiety, tearfulness Refusal to stay with certain people or to go to certain places Continual or excessive masturbation Attempts to teach other children about sexual activity
Parent		Family/Environment
History of sexual abuse Excessively interested in the child		Marginalised or isolated by the community History of mental health, alcohol or drug misuse or domestic violence

Parent displays inappropriate behaviour towards the child or other children Conviction for sexual offences Comments made by the parent/carer about the child Lack of sexual boundaries	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family History in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault Grooming behaviour Physical or sexual assault or a culture of physical chastisement.
---	--

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. Child sexual exploitation doesn't always involve physical contact and can happen online, but can also involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. This abuse is typified by some form of power imbalance (age, gender, sexual identity, cognitive ability, physical strength, status or resources for example) in favour of those perpetrating the abuse. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Type of Abuse	Physical or Behavioural Indicators
Child sexual exploitation	Children who appear with unexplained gifts or new possessions Children who suffer from changes in emotional well-being Children who associate with other young people involved in exploitation Children who misuse drugs and alcohol Children who have older boyfriends or girlfriends Children who go missing for periods of time or regularly come home late Children who suffer from sexually transmitted infections or become pregnant Children who regularly miss school or education or don't take part in education

Emotional abuse category description

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capabilities, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. **It may involve seeing or hearing the ill treatment of another.** It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.

NCA will avoid emotional abuse by not:

- Providing repeated negative feedback
- Repeatedly ignoring a young person's efforts to progress
- Repeatedly demanding performance levels above those of which the child is capable
- Over emphasising the winning ethic

Type of Abuse	Physical or Behavioural Indicators – Child												
Emotional	<table border="0"> <tr> <td>Developmentally delayed</td> <td>Sudden speech disorder</td> </tr> <tr> <td>Depression, withdrawal</td> <td>Inability to concentrate</td> </tr> <tr> <td>Unable to take part or play</td> <td>Fear of making mistakes</td> </tr> <tr> <td>Self-harm or mutilation</td> <td>Fear of parents being contacted</td> </tr> <tr> <td>Detachment – 'Don't care' attitude</td> <td>Compulsive stealing, scrounging</td> </tr> <tr> <td>Obsessive masturbation in public</td> <td>Continual self-deprecation, low self esteem</td> </tr> </table> Inappropriate emotional responses to new, difficult or painful situations Self-harm (this can present in young children as well as older ones) Acting out aggression between parents or talking about domestic violence at home Attaching inappropriately to strangers or people that they do not know well Obsessive behaviours such as rocking or thumb-sucking Attention-seeking behaviour beyond what would be age appropriate Social isolation – does not join in and does not have friends Neurotic or paranoid Eating problems including lack of appetite or over-eating Fear of new situations, beyond what would be appropriate	Developmentally delayed	Sudden speech disorder	Depression, withdrawal	Inability to concentrate	Unable to take part or play	Fear of making mistakes	Self-harm or mutilation	Fear of parents being contacted	Detachment – 'Don't care' attitude	Compulsive stealing, scrounging	Obsessive masturbation in public	Continual self-deprecation, low self esteem
Developmentally delayed	Sudden speech disorder												
Depression, withdrawal	Inability to concentrate												
Unable to take part or play	Fear of making mistakes												
Self-harm or mutilation	Fear of parents being contacted												
Detachment – 'Don't care' attitude	Compulsive stealing, scrounging												
Obsessive masturbation in public	Continual self-deprecation, low self esteem												

Parent	Family/Environment
Observed to be aggressive towards child or others. Intensely involved with their children, never allowing anyone else to undertake their child's care. Previous domestic violence History of abuse or mental health problems Mental health, drug or alcohol difficulties Cold and unresponsive to the child's emotional needs Physical or sexual assault or a culture of physical chastisement. Overly critical of the child	Marginalised or isolated by the community History of mental health, alcohol or drug misuse or domestic violence. History in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault Wider parenting difficulties History of unexplained death, illness or multiple surgery in parents and/or siblings of the family Lack of support from family or social network

Neglect category description

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.
- Lack of love, attention and affection

NCA will avoid neglect by not:

- Leaving children alone without proper supervision
- Exposing children to unnecessary heat or cold without fluids or protection
- Exposing children to an unacceptable risk of injury

Type of Abuse	Physical Indicators - Child	Behavioural Indicators - Child
Neglect	Unkempt state - Poor personal hygiene – in babies or young children this might present as always having nappy rash or regularly being left in dirty, soiled clothes/underwear Weight loss/underweight Constant or frequent hunger Small stature or growth or, in babies or young children, not meeting milestones with no medical explanation High and unusual levels of anxiety or being preoccupied Constant lack of response or interest from parent/carer Frequently being sent to school or nursery when ill Inappropriate clothing (too large, too small, clothes for the opposite gender)	Missing appointments at doctors/hospitals Truancy/late for school Tiredness or fatigue Few friends Regularly alone and unsupervised Medical needs not met, or treatment not sought Low self esteem, sense of unworthiness Poor social and peer relationships Constant tiredness or hunger Compulsive stealing or scrounging Under-achieving at school or nursery
Parent		Family/Environment
Failure to meet the child’s basic essential needs including health needs Leaving a child alone Failure to provide adequate caretakers Keeping an unhygienic dangerous or hazardous home environment Unkempt presentation Unable to meet child’s emotional needs Mental health, alcohol or drug difficulties		Marginalised or isolated by the community. History of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family History in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault Lack of opportunities for child to play and learn Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

SAFEGUARDING DEFINITIONS AND DESCRIPTIONS OF HIGH RISK AND EMERGING SAFEGUARDING ISSUES	
Bullying including cyberbullying	<p>Bullying (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:</p> <ul style="list-style-type: none"> • An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. • Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. <p>Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a specific reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.</p> <p>Cyber bullying Cyberbullying is the use of phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone. A child can feel like there is no escape because it can happen wherever they are, at any time of day or night. While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in suicide</p> <p>It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.</p> <p>If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003.</p>
Child Protection	Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child Sexual Exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
Contextual Safeguarding	<p>In KCSiE 2018 the DfE refer to contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire. The definition of Contextual Safeguarding is “<i>an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.</i>”</p> <p>The NCA is registered with the Contextual Safeguarding Network</p>
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.

Direct contact with children	Being in the physical presence of a child or children in the context of the NCA's work, whether contact is occasional or regular, short or long term.
Domestic Violence & Abuse	Witnessing domestic abuse is child abuse and teenagers can suffer domestic abuse in their relationships. Domestic abuse is any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Extremism, Radicalisation & British Values Prevent Duty	<p>Extremism: Vocal or active opposition to fundamental British values as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism as "The demonstration of unacceptable behaviour by using any means or medium to express views which:</p> <ul style="list-style-type: none"> • Encourage, justify or glorify terrorist violence in furtherance of a particular set of beliefs • Seek to provoke others to commit terrorist acts • Encourage other serious criminal activity or seek to provoke others to serious criminal acts • Foster hatred which might lead to inter-community violence in the UK." <p>Radicalisation: The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.</p> <p>British Values: Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>It is easy to assume that the risk of radicalisation is only associated with certain communities and belief systems. We should avoid those assumptions and remember that extremism happens at both ends of the political spectrum and involvement in activities such as, for example, extreme and violent animal rights campaigns, extreme left/right wing politically activity can equally lead to a child being at risk of radicalisation.</p> <p>There are behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:</p> <ul style="list-style-type: none"> ➤ Spending an increasing amount of time in the company of other suspected extremists ➤ Changing style of dress or personal appearance to accord with the group ➤ Day-to-day behaviour becoming more centred on extremist ideology, group or cause ➤ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause ➤ Possession of materials or symbols associated with an extremist cause ➤ Attempts to recruit others to the group or cause ➤ Communications with others which suggest identification with a group, cause or ideology, including the use of 'scripted language' ➤ Using insulting or derogatory names for another group ➤ An increase in prejudice-related incidents committed by that person; these may include: <ul style="list-style-type: none"> • Physical or verbal assault • Provocative behaviour • Damage to property • Derogatory name calling • Possession of prejudice-related materials • Prejudice related ridicule or name calling • Inappropriate forms of address • Refusal to co-operate with reasonable rules of compliance • Attempts to recruit others to prejudice-related organisations • Condoning or supporting violence towards others
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) comprises all procedures where the female genitals are deliberately cut, injured, removed or changed, but where there's no medical reason for this to be done. It is illegal in the UK and is a form of child abuse. The multi agency statutory guidance for FGM must be read.
Forced marriage	A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Forced marriage is illegal in England and Wales. This includes:

	<ul style="list-style-type: none"> • taking someone overseas to force them to marry (whether the forced marriage takes place or not) • marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not) <p>Forcing a person into marriage is a crime. Threats can be physical or emotional and psychological. Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk</p>
Gangs and Youth Violence	Defining a gang is difficult; They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: <ul style="list-style-type: none"> • disability, race, religion, transgender identity and sexual orientation.
Historical Abuse	Is when a child will disclose abuse (either sexual, physical emotional or neglect) which occurred in the past. This information will be treated in the same way as any other form of abuse. The reason for this is that the abuser may still represent a risk to children now.
'Honour-based' Violence	'Honour-based' Violence encompasses a range of crimes committed under a perverse view within sections of communities that they protect or defend the honour of the family and/or the community. These crimes include: female genital mutilation (FGM), forced marriage (FM), and practices such as breast ironing (BI).
Indirect contact with children	Includes, but is not limited to, having access to information on children in the context of NCA's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies. It also includes organisations which fund direct work with children as this also has an impact on children, and therefore confers a safeguarding responsibility upon donor organisations.
Informed Consent	Ensuring informed consent involves providing children with the facts, implications and future consequences of any action affecting them. This should be done in a manner appropriate to the child's age and understanding. This includes, but is not restricted to, ensuring that children understand the ways that their personal information and/or photographs will be used and that they give consent to be involved in project activities. Care needs to be taken when obtaining consent from children with disabilities to ensure their full understanding.
Initiation Hazing	Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
Modern Slavery & Human Trafficking	Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking. Human Trafficking means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. There are several broad categories of exploitation linked to human trafficking, including: <ul style="list-style-type: none"> • Sexual exploitation • Forced labour – this is often seen in 'cash only' settings such as car washing, agriculture, mobile catering • Domestic servitude • Human organ 'harvesting' • Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc. • Forced marriage and illegal adoption
Online abuse	With the ever-growing use of the internet, mobile telephones and online gaming (e.g. Xbox/PlayStation), there has been a corresponding rise in the use of the internet and other electronic communication to target, groom and abuse children. Adults may target chat rooms, social networking sites, messaging services, mobile phones, online gaming sites and the internet generally. Children are particularly vulnerable to abuse by adults who pretend to be children of similar ages when online and who try to obtain images or engineer meetings.
Peer on Peer Abuse	Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

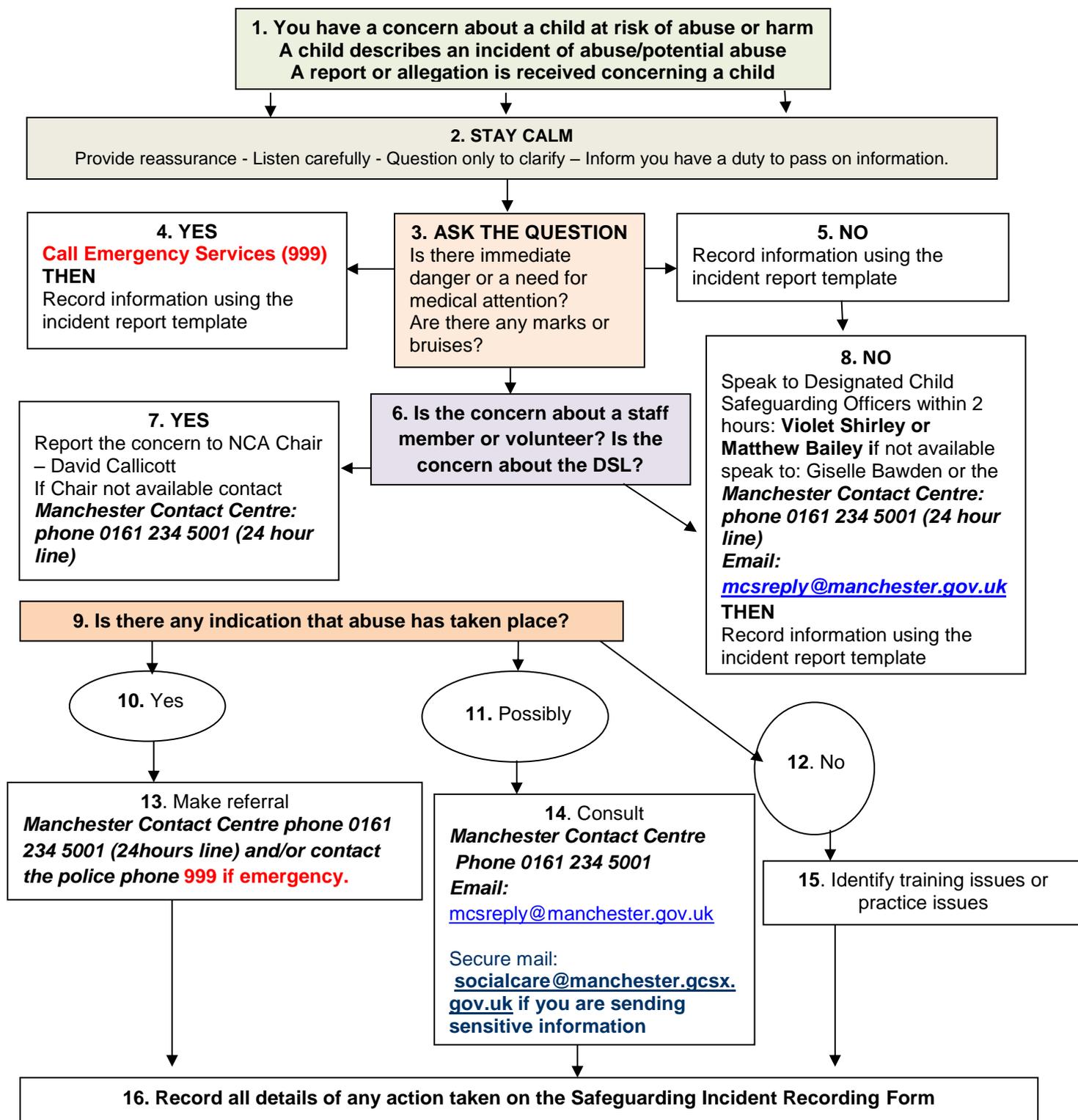
	<p>Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.</p> <p>Staff should be aware of the importance of:</p> <ul style="list-style-type: none"> • 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” or “boys being boys”; and • challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them. <p>Any incidents of peer on peer abuse will be dealt with in line with our safeguarding policy, which outlines the actions that may be taken in response to such behaviour. All incidents of peer on peer abuse should also be recorded as safeguarding concerns for the victim and perpetrator and any other child affected (whenever they are NCA learners), ensuring that all individuals receive the support they need in addressing the issue.</p>
Prejudiced Behaviour	<p>The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).</p>
<u>Private Fostering</u>	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Relationship Abuse	<p>Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.</p>
Self-Injury /Harming	<p>Self-harm is when somebody hurts themselves on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out. It is a very common behaviour in young people and affects around one in 12 people with 10% of 15-16 year olds self-harming</p>
<u>Sexting</u>	<p>Is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.</p>
Spirit Possession or Witchcraft	<p>Spirit possession is when parents, families and the child believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others. A child may suffer emotional, physical and sexual abuse and neglect if they are labelled and treated as being possessed with an evil spirit. Significant harm may occur when an attempt is made to ‘exorcise’ or ‘deliver’ the evil spirit from the child. Dismissing the belief may be harmful to the child involved.</p>

Appendix E - Safeguarding Children Training Matrix

Safeguarding training is a requirement for certain jobs, including those that involve working with children or adults at risk on a regular basis. However, knowing what level of training is needed can be confusing. It is important that you take the course that is suitably tailored for your role and responsibilities. The table below explains the difference between the three safeguarding levels and suggests which are suitable for the target groups. **'Working Together to Safeguard Children' (2018)** groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs.

Target group	Level of training + Criteria	Frequency	Method + Duration
All staff, volunteers and Trustees	<p>Level 0 Induction</p> <p>This will not be classed as formal training but provides a useful function in signposting to the appropriate procedures and safeguarding leads. All must be aware of systems within NCA which support safeguarding and should be explained as part of the induction: This should include:</p> <ul style="list-style-type: none"> ➤ the safeguarding children policy ➤ sign the safeguarding code of conduct within the policy ➤ the identity and role of the designated safeguarding lead and designated safeguarding officers' ➤ Read part One of Keeping Children Safe in Education 2018 ➤ Read the further guidance referenced as hyperlinks within the policy 	One-off - Complete within 1 month of commencing role	Induction checklist hard copies of documents
All staff, volunteers and Trustees	<p>Level 1 – In frequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <ul style="list-style-type: none"> ➤ Introduction to Safeguarding Children – 3 hours ➤ Safeguarding Everyone - Protecting Children, Young People and Adults at Risk – 3 hours ➤ Safer Recruitment (for those staff/Trustees involved in recruitment) 2-3hrs 	<p>Complete within 1 month of commencing role</p> <p>Over a three year period refresher training equivalent to a minimum of 3 hours</p>	<p>E-Learning - Online via Highspeed Training (in house) and MSBC virtual college.</p> <p>It can also be achieved through conferences, reflective practice, supervision and peer review.</p>
All roles which involve direct contact and work with children.	<p>Level 2 - All who are working directly with children in excess of 3 hours per week</p> <ul style="list-style-type: none"> ➤ Advanced Safeguarding Children (Level 2 Safeguarding) ➤ Early Help 	In addition to level 1 training, over a three-year period, refresher training equivalent to a minimum of 3 – 4 hours	<p>E-Learning - Online via Highspeed Training (in house) and MSBC virtual college.</p> <p>It can also be achieved through conferences, reflective practice, supervision and peer review.</p>
Designated leads and Designated Officers	<p>Level 3 – Those who work predominantly with children and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p> <ul style="list-style-type: none"> ➤ Designated Safeguarding Officer Training (Level 3 Safeguarding) ➤ Safeguarding and Leadership (for line managers & supervisors) 	Staff accessing Level 3 must have completed Level 1 & 2. Thereafter to remain at level 3 to refreshed every 2 years.	<p>E-Learning - Online via Highspeed Training (in house) and MSBC virtual college</p> <p>In addition to the courses training can also be achieved through conferences, reflective practice, supervision and peer review.</p>

Appendix F – Flowchart to follow if there are signs of concerns or suspected abuse



Immediate action may be necessary at any stage in involvement with children and families.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD/REN e.g.:

- If emergency medical attention is required this can be secured by calling an **ambulance - phone: 999** - or taking the child to the nearest **Accident and Emergency Department - Manchester Royal Infirmary**, Oxford Road, M13 9WL, **phone: 0161 276 1234**
- If the child is in immediate danger the **police** should be contacted - **phone 999** - as they alone have the power to remove a child immediately if protection is necessary, via a Police Protection Order.
- If you have any worries about a child's safety or welfare, contact the **Manchester Contact Centre phone 0161 234 5001** – email: **mcsreply@manchester.gov.uk** or fax on 0161 255 8266 (24 hour service)
- In addition, you can call the NSPCC Child Protection helpline on 0808 800 5000 or email help@nspcc.org.uk or ring ChildLine 08001111 (a free 24 hour helpline for children)
- Do not contact the alleged abuser
- Do not investigate – your role is to listen and reflect
- Take advice from agencies and/or the Police and complete the appropriate record forms

Appendix G - KEY LOCAL AND NATIONAL EXTERNAL CONTACTS

LOCAL	Telephone Number
Manchester Contact Centre for Children, Families and Social Care (Call this number if you have concerns about a child)	0161 234 5001
Manchester Local Authority Designated Officers (LADO) (Jackie Shaw / Majella O Hagan)	0161 234 1214
Manchester Early Help North	0161 234 1973
Manchester Early Help South	0161 234 1977
Manchester Early Help Central	0161 234 1975
Alcohol & Drug Abstinence Service (ADAS)	0161 484 0000
Manchester Specialist Midwifery Service	0161 226 6669
North Healthy Child Programme Team - New Moston Library	0161 241 2813
South Healthy Child Programme Team Wythenshawe offices	0161 946 8239
Vulnerable School Children Team consists of qualified nurses and a support worker who offers support and guidance on physical, emotional and mental health for any child or young person who is subject to a child protection plan. Contact: Alexandra Park Health Centre – 0161 209 9556	0161 209 9556
ChatHealth	Text: 07507330205
Manchester Women's Domestic Abuse Helpline	0161 636 7525
St Mary's Sexual Assault Referral Centre	0161 276 6515
Independent Domestic Violence Advisors	0161 234 5393
Manchester Women's Aid	0161 660 7999
Prevent Channel Team based at GMP Headquarters Manchester Prevent and Community Cohesion Coordinator, Samiya Butt https://www.gov.uk/government/case-studies/the-channel-programme https://www.gov.uk/government/publications/channel-guidance	0161 234 1489

NATIONAL	
18 or under? Contact Child Line for free, confidential advice and support whatever your worry, whenever you need help: Website - www.childline.org.uk	Tel: 0800 1111
NSPCC Whistleblowing Helpline NSPCC 24/7 help, advice and support from trained counsellors: Email - help@nspcc.org.uk Helpline - 0808 800 5000 Online form at www.nspcc.org.uk/what-you-can-do/report-abuse	National Society for the Prevention of Cruelty to Children (NSPCC) Weston House 42 Curtain Road London EC2A 3NH Tel: 0800 028 0285 Email: help@nspcc.org.uk
Foreign & Commonwealth Office	King Charles Street London SW1A 2AH Tel: 020 7008 1500
Forced Marriage Unit	Tel: 020 7008 0151
Protecting Children & Uniting Families Across Borders (CFAB, previously International Social Services)	Tel: 020 7735 8941 Fax: 020 7582 0696 www.cfab.org.uk
SSAFA Forces Help – Social work service Head Office & for Army & RAF overseas	19 Queen Elizabeth Street London SE1 2LP Tel: 0800 731 4880 www.ssafa.org.uk
24 Hour Domestic Violence Helpline	Tel: 0808 2000 247
MALE Men's Advice Line & Enquiries	Tel: 0808 801 0327
Respect – information for those working with perpetrators of domestic abuse	Tel: 0845 122 8609
Website information for both professionals and survivors of domestic abuse	www.endthefear.co.uk
Policy non-emergency contact number for FGM reporting	Tel: 101
Prevent: for concerns about an individual potentially being radicalised	Tel: 101 quote Channel or call Anti-terrorism hotline 0800 789 321
Modern Slavery Helpline:	08000 121 700

Guidance for handling a Disclosure or Concern

- Take all complaints, allegations or suspicions seriously;
- Ensure the immediate safety of the person affected;
- Stay calm, and offer support and reassurance to the person making the disclosure;
- Do not make any promises regarding confidentiality;
- Listen, keep questions to a minimum, make brief but careful notes and check the person affected agrees with them (where applicable);
- Explain what you will do.

Safeguarding - Incident Report Forms

Safeguarding Incident Recording Template 1	
Your Details:	
• Name:	
• Job Role	
• Date	
• Contact Details (Phone and e-mail)	
Details of Incident / disclosure	
• Date of initial raising of concern / incident	
• Who raised the concern? ○ Name ○ Contact details	
• Who is the vulnerable person / child? ○ Name ○ Age (if applicable in the case of Under 18) ○ Contact details ○ Parents contact details	
• Where did the incident occur?	
• When did the incident occur? ○ Date and time	
• What happened?	
• Were there witnesses? ○ Name ○ Age (if applicable in the case of Under 18s) ○ Contact details	
After the incident/ disclosure	
• Were there any witnesses to the referral? ○ Name ○ Contact details	
• Who have you discussed this incident with? ○ Name ○ Contact details	
Please save this report securely and password protect if sending by email. Once completed send it to your Designated Safeguarding Officer.	

Safeguarding Incident Recording Template 2
Detailing discussion with Multi Agency Safeguarding Hub
To be used in conjunction with Template 1

Your Details:	
• Name:	
• Job Role	
• Date	
• Contact Details (Phone and e-mail)	
Details of Incident / disclosure	Refer to Template 1
• Name of Victim	
• Date of incident	
Notes on discussion with MASH	
• What was discussed	
• Agreed outcomes	
• Further action	
○ By whom?	
Please save this report securely.	

APPENDIX I:
NCA Commitment to Safeguarding

"I, _____ [name] _____, have read and understood the guidelines and procedures outlined in this Safeguarding Children Policy. I agree with the principles contained therein and agree to implement and promote the procedures and practices contained within this document while working or associated with NCA.

.

(Print name)

(Job title / role)

(Signature)

(Date)