



Thrive

**SAFEGUARDING POLICY
AND PROCEDURES**

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Child Exploitation Online Protection Centre (CEOP)

Go to their [Reporting Centre](#) to report suspicious online behaviour or illegal content online.

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1.0 Introduction

As an organisation working with young people, it is essential that we promote their wellbeing and are aware of the potential for abuse within our work environment and the home life of young people. This document includes an overview of safe and positive working practices, reporting procedures and templates for any safeguarding concerns, and definitions and signs of abuse.

1.1 Policy Statement: Safeguarding Children and Young People

Innovista recognises the unique status of children and young people and will respect them as individuals. We believe it is always unacceptable for a child or young person to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children and young people under the age of 18 by a commitment to practice that protects them and promotes their welfare.

Specifically, we recognise that:

- The welfare of the child/young person is paramount.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, carers and their agencies is essential in promoting young people's welfare.

The highest professional standards will be continually encouraged and maintained.

Any allegation of abuse disclosed will be taken seriously and Innovista will collaborate fully with the statutory and voluntary agencies concerned.

The Safeguarding Policy will be reviewed and updated annually following the process approved by the board.

1.2 Purpose of the Policy:

- To provide protection and promote wellbeing for the children and young people who receive Innovista services.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.
- To protect staff from malicious allegations.

This policy applies to all Thrive staff, management committee members, sessional workers, interns, students and volunteers, UK based Innovista staff and trustees, or anyone working on behalf of Thrive and its related projects.

1.3 Communication of the policy

Parents/guardians of all young people connected with Thrive will be made aware of this policy via the consent form. It is the responsibility of parents/guardians to remove their child from an activity which does not meet their safety expectations. The Child Safeguarding Policy will also be found on Thrive's website.



2.0 How to use the policy

This is a comprehensive policy.

It is important that you read it through carefully once a year and sign to confirm you agree to abide by it.

For day to day queries or concerns, we suggest you use the contents page to find the relevant section.

You can find additional information in the appendices or on request from Thrive staff.

To make it easier for you to find the information you need:

- Information which is relevant for everyone is highlighted with a red line at the left. Other sections primarily relate to staff and live-in volunteers only. If that's not you, you'll probably find the information in these sections less relevant to your usual volunteering experience with us.

Important points are highlighted in a 'pull out' quote like this.

- Throughout the policy you will find instructions to ask or contact your Team Leader. If they are absent, please contact your team Youth Worker. If you cannot make contact, please contact Thrive's Designated Person for Safeguarding (contact details on the front sheet).

Finally, please remember our golden rule of safeguarding: if you are in doubt about what you should do, **ask your team leader!** If they can't help, they will find out who can.

3.0 Code of conduct - keeping young people and yourself safe

The following sections explain how to provide a safe environment for children, and outline ways of working with them that promote their safety and well-being, and your protection.

Children with additional needs may require extra support or consideration – see "[Appendix B: Young People with Additional Needs](#)" for further information.

3.1 Your behaviour

You are expected to report any breaches of this code to your Team Leader or the Designated Person in accordance with child protection procedures outlined in "4.0 Responding to concerns/allegations". Staff and volunteers who breach this code of behaviour may be subject to Innovista's disciplinary procedures. Serious breaches may also result in a referral being made to a statutory agency such as the police or social services.

Do	Don't
<ul style="list-style-type: none">• Act in accordance with this policy at all times, and in accordance with any guidelines you have been given with regards to specific young people.• Be a role model – in language, attitude, behaviour, and in modelling how to effectively challenge the inappropriate language, attitude and behaviour of others.• Treat young people fairly, without favouritism or discrimination.• Listen to and respect young people at all times, taking their contributions seriously.	<ul style="list-style-type: none">• Have an intimate relationship with any of the young people that Thrive works with whilst you are in a position of trust as a Thrive volunteer/staff member. (It is an offence for you to do so, even if the relationship is consensual.) This applies to all the young people, even if you don't directly work with them.• Don't engage in any behaviour <i>which might allow a sexual relationship to develop</i> whilst you are in a position of trust. If you are found to be having an emotional relationship with a young person under the age of eighteen or a vulnerable adult you will be immediately dismissed. If the young person is under sixteen the police will be informed and legal proceedings will commence.

3.2 One to One Working

If your DBS clearance has not yet arrived you must never be alone with a young person.

You should not normally be working in situations which require you to be **alone in private with a young person, of either sex**. 'Private' is understood as somewhere where others are not around e.g. a private room within a public building that does not have a window and passers by.

1:1 work should take place in a public context e.g. a café.

You should never undertake 1:1 work in your own home – even if it is a designated house - except in a crisis situation, in which case the guidelines for use of a designated house apply ("Appendix D: Guidelines for youth work in designated staff/volunteer houses").

You should not normally arrange to meet young people outside of the official framework established in your role description/volunteer agreement. If an occasion should arise that a young person needs to be seen outside of that official framework, tell your supervisor.

Do:	Don't:
<ul style="list-style-type: none"> • If a young person wishes to discuss a specific problem you may find it useful to limit the length of the conversation to one hour. Then, if the going is heavy, you may be able to arrange a further appointment, or simply take a break before resuming. If you feel out of your depth or want support in this process ask your supervisor. • If a child asks for sexual health advice or assistance in accessing services, you must balance their rights and wishes with our responsibility to keep them safe from harm. Remember that under age sexual activity can be a sign of abuse or exploitation and that children aged 13 and under are legally considered incapable of consenting to sexual activity. • You may find the Fraser Guidelines helpful in considering whether the child has the maturity to make their own decisions and to understand the implications of those decisions: <ul style="list-style-type: none"> - Do all that you can to persuade them to speak with their parents/guardians about accessing sexual health services. - Assess if they are able to understand any advice given. - Assess if they will engage in sexual activity with or without contraceptives/sexual health services – potentially leading to physical or mental harm. • If they won't speak to parents/guardians, they're going to engage in sexual activity and they're able to understand advice, it may be appropriate for you to support them to access relevant services. • If a young person asks you about your personal beliefs or opinions regarding sexual activity you are free to share these. 	<ul style="list-style-type: none"> • Enter into a conversation which addresses a young person's personal life or problems if the young person is of the opposite sex. • Never promise confidentiality to any young person. Assure them that anything will be kept confidential within the constraints of our legal responsibilities to inform others in the case of: <ul style="list-style-type: none"> - Child protection issues e.g. abuse, neglect etc. - If there is a threat to life. - If there is a risk to yourself or others. - If there is a threat to national security. - If a criminal offence has been committed.

Home visits

Staff who are carrying out after hours home visits or are attending a home visit where they consider there may be a higher risk, need to agree a protocol of 'checking in' with their manager or Team Leader.

3.3 Physical Touch

Positive physical touch is essential for healthy child development. Some of the young people Thrive works with will have experienced negative physical touch. Others will have suffered an absence of positive physical touch and will actively seek it, including from members of the opposite sex. We want to help young people understand what types of physical contact are appropriate in different settings, and we want to meet their need for positive physical contact where this is appropriate. However it is critically important that you follow these guidelines whilst doing so.

- A. Physical contact should always be for the benefit of the young person, not for you, and initiated/requested by them (for example, you may think something they just told you is distressing for them and want to give them a hug. You should not – but if they request a hug you could respond).
- B. Full hugs and sitting on laps must be avoided; 'side-hugs'/an arm around the shoulder can be appropriate, but you should assess the risks and possible perceptions before doing so.
- C. Physical contact should be avoided in 1:1 settings. The only exception is if a young person of your gender is extremely distressed and requesting touch, but even then you should assess the risks and possible perceptions before responding.
- D. Physical contact in public space and in context is fine e.g. when meeting someone by shaking their hand or giving them a high five.
- E. If a game requires physical contact, the nature and extent of this should be agreed with the group before starting.
- F. You will be held accountable for any physical contact with young people and should be prepared to explain any contact made.

Some young people have no concept of appropriate physical boundaries with adults. If they request something which you feel is inappropriate, gently refuse – and then explain why. This will help them to keep themselves safe around other adults.

3.4 Discipline

The best discipline is preventative. Work with young people at the start of a relationship or session to establish mutually agreed upon boundaries. Agree with your team mates at the start of sessions when and how discipline will be enforced so that you can present a united front. Sometimes young people become angry, upset and disruptive. Occasionally their behaviour may endanger themselves or others.

Your discipline response should never be physical and should reinforce the agreed upon boundaries.

If a young person is being disruptive:

- Speaking eye to eye (crouch down if necessary), calmly but firmly ask them to stop.
- Speak to them to establish the cause(s) of upset.
- Distract/re-occupy them if possible, away from the cause of upset if necessary.
- If a second warning is required, inform them that they will be asked to leave the session if the behaviour continues.
- Warn them that if they continue to be disruptive, this might result in longer term exclusion from the group.

If a child/young person is harming themselves, another person or property:

- Escort other young people away from the area.
- With a second worker/volunteer present, ask them to STOP. If they ignore you, warn them that you will consider calling for help (e.g. Police/Youth Offending Team) if they do not stop.

- In exceptional circumstances and with assistance, you might need to restrain them to prevent them harming themselves, others or property whilst you wait for the police. Restraint should **only** be carried out by Thrive staff.

After an incident, you should always record what happened as soon as possible after the incident and give a copy to the Team Leader. Your record should include:

- What activity was taking place.
- What might have caused the disruptive behaviour.
- The young person's behaviour.
- What you said and how you and others responded.
- A list of others present who witnessed the incident.
- Date, time and location of the incident.

Please write as clearly and objectively as possible.

Managing aggression and violence

Thrive staff have attended training in managing aggression and violence, staff recognise that effective communication is the most important part of managing any situation using de-escalation techniques.

Staff will not touch a young person when they are angry or distressed unless they behave in a way which is a danger to themselves or other people, or they physically attempt to harm staff, volunteers or another young person. Staff have been taught to use appropriate breakaway techniques and to safely hold a young person which will only be used as a last resort and when all de-escalation techniques have failed.

Staff will always explain to the young person why actions are being taken and fully document everything and report all incidents to the Team Leader.

After an incident, discuss follow up discipline options with your supervisor. This may include one or more of the following: calling or visiting the parents of the young person, a behavioural contract being written and signed or being banned from sessions.

3.5 Alcohol, cigarettes and drugs

All Thrive activities should be drug and alcohol free (any necessary medication should be listed on a young person's consent form). If an under 18 is found to have drugs and alcohol with them at an activity, the lead team member should confiscate it and record details in the incident book. If an over 18 has alcohol, the lead should remove it and return it to them as they leave; drugs should be confiscated. If necessary, the lead should contact the police.

You should take every opportunity to discuss the risks associated with alcohol, cigarettes and drugs. However you should carry out these conversations sensitively as some of the young people Thrive works with will have been exposed to the harm that substance abuse can cause.

If you are concerned that a young person is being adversely affected by the substance abuse of a family member you should follow the usual child protection procedures outlined in "[4.0 Responding to concerns/allegations](#)". If you suspect or know that a young person is abusing substances themselves please inform the Team Leader.

Anyone whose behaviour is disruptive due to alcohol or drugs must be challenged; if their behaviour is posing a risk to themselves or others they should be asked to leave. If they are in a designated Thrive house they **must** be asked to leave. It may be appropriate for a staff member or live-in volunteer to accompany them or to interact with them outside; however you should assess and mitigate any risks first. The only exception to this is if a young person arrives at a designated Thrive house in distress and asking for help, but also under the influence of substances. If it is deemed safe for them to stay, having considered who else is in the house and the details of the substance use, any

other young people present must be asked to leave. The usual guidelines regarding designated houses then apply ("Appendix C: Recognising the Signs of Abuse") but if the Team Leader is not present they should be contacted immediately for advice and assistance.

3.6 Electronic communication with Young People

Electronic communication is an easy way to communicate with young people. However, you should be aware of the dangers which can be associated with it.

- Electronic communication is often extremely informal which can create the potential for communication to be misunderstood.
- Because of its informal style, it's easy to accidentally or purposely cross appropriate boundaries.

Electronic means of communication should only be used:

- With children whose parents/guardians have consented to this on their consent form.
- By those who have DBS clearance.

With the world of electronic communication changing so rapidly, it is not possible to issue guidance that covers all eventualities. However, there are some general principles that can help.

We reserve the right to review all electronic communications with young people at any time. You should therefore ensure that all your communications are transparent and open to scrutiny.

Do:	Don't:
<ul style="list-style-type: none"> • Use clear, unambiguous language (rather than abbreviations and 'text language'). • Use electronic communication (including texts) for information-giving purposes only. When a young person in need or at a point of crisis uses this as a way of communicating with you: <ul style="list-style-type: none"> - Save the conversations, and - Keep a log of who communicated, when and who was involved. • Use Thrive cameras and phones only for photos and videos. • Use the blind copy [bcc] function when sending e-mails to multiple recipients, unless you have permission from the whole group to share e-mail addresses. 	<ul style="list-style-type: none"> • Use electronic communication with primary school age children. • Share any personal information with children. • Request or respond to any personal information from the child other than that which is necessary and appropriate as part of your role. • Use electronic communication with young people between the hours of 21:30 and 08:00 unless in an emergency. • Participate in online gaming with under 18s. • Take images or videos of children on your personal mobile phone or camera. • Make a video call to an under 18. • Carry out 'text conversations' (a series of text messages being sent to and from between mobile phones). • Put any pressure on children to reveal personal email addresses or mobile phone numbers . • Use language which could be deemed as flirtatious, sexual or showing favouritism. Do not scapegoat, ridicule or reject a child, even in jest.

Social Media

Thrive staff and live-in volunteers are the only people who should use social media to contact young people.

Team leaders must 'sign off' all social media pages being used for Thrive purposes and give a list of approved pages to the Thrive Director. The Thrive Director must have sign in details for all Thrive social media.

Do:	Don't:
<ul style="list-style-type: none"> • Only use Thrive social media accounts. • Adhere to age limits of social networking sites; groups with members under 13 shouldn't have their own pages. • Talk with a young person if you're concerned about the content of their profile (e.g. unsuitable photos). Un-friend them if they continue to post indecent images. • Ensure profiles have a message stating who to contact (Thrive) if there's any concern about online conduct. • Ensure a parent/guardian has given consent on a young person's consent form before uploading images/videos of them. • Ensure that all 'group' pages are closed, preventing non-members from accessing content. 	<ul style="list-style-type: none"> • Initiate or accept friend requests from under 18s using your personal profile. <div style="background-color: #1a2b4d; color: white; padding: 10px; margin: 10px 0;"> <p>If you are already online friends with u18s in the community when you become a live-in volunteer/staff member, you MUST un-friend them, explaining why you are doing so. This allows the young person to understand they are not being personally rejected and helps them to keep themselves safe around other adults.</p> </div> <ul style="list-style-type: none"> • Give details that could compromise a child's safety such as schools, locations, home addresses on a public website. • Real time 'chat' with children on social networking (or Instant Messaging Services).

3.7 Transportation

You may need to transport young people individually, in small or larger groups for some Thrive activities. Sometimes it may make sense to use your personal car to do so. In all forms of transport there are risks of accidents, allegations or abuse so you should abide by the following:

- A. You must be suitably trained/qualified to drive the vehicle and the correct insurance must be in place.
- B. Parents/guardians must have agreed to Thrive transport on the young person's consent form.
- C. Young people and the driver always need to wear a seat belt.
- D. When travelling in groups with more than one vehicle keep young people in the same groups on the out-going and return journey. This will avoid confusion over whether a young person has been transported home.
- E. At collection or dropping off points do not leave a child on their own. Make sure that they are collected by an appropriate adult.
- F. Do not spend unnecessary time alone in a car with a child. If a child wants to talk to you about something and has waited until other children have been dropped off, you should explain it isn't appropriate to talk in that context and arrange to meet them in a public setting.
- G. Two workers in a car increases the sense of accountability but does not in itself guarantee protection for a child.
- H. Be aware of instances where it may be unwise for you to transport a particular young person e.g. where there has been a disagreement or where they have a 'crush' on you.

- I. If parents transport young people e.g. to and from activities, ensure that everyone knows such arrangements are the responsibility of the parents involved and not Thrive.
- J. Long journeys can lead to boredom and bad behaviour. Plan time for breaks and avoid travelling during rush hour where possible.
- K. There may be times when you are alone in a vehicle with one or more young people: For short periods, e.g. dropping off the last young person from a group. In exceptional circumstances e.g. transporting to or from an appointment or event. Consider when driving alone with a young person:
 - If there is only 1 young person in the car, where possible the adult needs to be the same sex leader as young person.
 - Would it be better for the young person to travel in the back of the car?
 - If there are a group of young people in the car then it's fine for a young person to sit in the front.
- L. Children must normally use a car seat until they're 12 years old or 135cm tall (whichever comes first). They must have a label showing a capital 'E' in a circle, which shows they're EU approved. Thrive has car seats which you can borrow. Children can travel without car seats in the following circumstances:
 - In minibuses, but they must not sit in the front seats.
 - In the case of a journey which is unexpected, necessary AND over a short distance.
 - If there is no room for a 3rd car seat in the rear of the car

Journeys with young people should be reduced or avoided if possible, especially if it is not practical/helpful for the young person to sit in the back of the car (because they are an older teenager, or because it would bring unhelpful awkwardness to a mentoring relationship). In such instances carry out a rapid risk assessment taking into consideration points above (A – K) as well as the following variables:

- The age and maturity of the young person.
- The amount of time that will be spent in the vehicle together.
- The nature and length of your relationship with them.

And remember: always err on the side of caution and **ALWAYS** say 'no' if you are uncomfortable with any aspect of the situation.

3.8 Young people visiting your home


Where staff/live-in volunteer houses have been designated as 'Thrive houses', the guidelines in "Appendix D: Guidelines for youth work in designated staff/volunteer houses" should be followed. If your home is not a designated 'Thrive house', you should not allow young people inside. The only exception is if your own children are friends with young people who Thrive works with, and invite these friends over. In these circumstances you should:

- Ensure your own child is always present. If they leave the house, you should ask the young person to come back later.
- Avoid prolonged time alone in the same room as the young person.

Keep a record of Thrive young people who visit stating name, date and time they were at your house. Show this record to your team leader once a month.

3.9 Ratios

The following adult/children ratios are taken from the NSPCC's recommendations and will always be met before an activity commences, with the caveat that mixed groups should have both male and female leaders.



Aged 0 - 2 years: 1 adult to 3 children
Aged 2 - 3 years: 1 adult to 4 children
Aged 4 - 8 years: 1 adult to 6 children
Aged 9 - 12 years: 1 adult to 8 children
Aged 13 - 18 years: 1 adult to 10 children

These ratios are guidelines only: in certain situations it will be necessary to have a higher number of adults than our recommendations suggest. If, for instance, the children or young people have specific support needs, or a risk assessment identifies behaviour as a potential issue for the group or event, the number of supervising adults will need to be higher.

3.10 Parent/Guardian Consent Forms

When making initial, informal contact with a young person – for example during detached work - a consent form is not yet necessary. If that contact becomes more formal – for example meeting up with the young person for a drink – a parent/guardian must first sign a consent form. If your initial contact with a young person is their attendance at an organised event/project, they must have a signed consent form before they can take part. You are responsible for checking with your supervisor that there is consent for the young people you are working with.

Specific consent must be given for young people to be in any group that is operating in a designated house.

3.11 Risk Assessments

Team Leaders are responsible for ensuring that Risk Assessments take place for all activities.

You must make a visible check of the facilities on arrival to ensure they're safe for the planned activity (e.g. tables have been cleared away before commencing running games. etc.). Everyone is responsible for ensuring that equipment and facilities are used safely.

Each January, Thrive staff must review whether their 'normal activities' are conducted in an appropriate manner for the age group they are working with.

3.12 First Aid

There is no legal obligation to provide qualified First Aiders but we recommend having First Aid trained staff/volunteers available for off-site activities. At least one staff team member will be trained in First Aid and a First Aid kit will be taken on trips/activities where this is deemed necessary. The Thrive Team Leader is responsible for ensuring that the site or team's First Aid kits are checked at the start of every term.

Consent forms should be carried either electronically or in hard copy for all relevant activities.

If a parent/guardian has given consent, in the event of minor accidents, the group's leader can administer simple First Aid – such as the application of a plaster to a minor cut; ointment for nettle rash; paracetamol for headache. Dosage must be controlled by the leader and they MUST ask the young person if they've already taken medication that day.

The incident should be written into the accident book. The definition of an incident worthy of inclusion in the accident book is one where the child is unable to join in the rest of that group's activities, where simple First Aid was provided, or blood was drawn. You should tell the parents about the incident and what action was taken if they pick their child up from the activity.

If there is a major accident or illness, contact the Emergency Services and then the parent/guardian. Consent forms provide emergency contact numbers and any medical or dietary needs.

3.13 Day Trips and Residentials

Visits and residential experiences provide young people with valuable and challenging learning experiences as well as offering fun and a change of environment. They are a very well established part of youth work. All trips and residentials involve an element of risk therefore you cannot give absolute guarantees of safety to young people and their parents/carers. This does not reduce your responsibility to take precautions to reduce the possibility of accidents and minimise danger. See "Appendix E: Guidelines for planning and carrying out trips/residentials" for practical steps to take before and during the trip.



Duty of Care:

By taking a young person on an outing, the organisation (i.e. Innovista) and specifically the staff and volunteers involved, are accepting a legal duty of care towards them regarding matters of health, safety and welfare.

It is therefore essential that accurate consent forms and risk assessments are completed in advance, and signed off by the relevant line manager.

3.14 Evacuation

Activity Leaders should devise a sensible evacuation procedure for their group and ensure everyone knows it.

- Decide upon the shortest possible evacuation route from the room(s) you use.
- If there is a fire, close windows and doors if possible as this impedes its spread.
- Leave lights on as this makes it easier for fire fighters.
- Know who is present (take a register if necessary) and give one team member responsibility for checking everyone is out once the room is evacuated.
- The Activity Leader is responsible for checking everyone is out of the rooms you have been using (including toilets).
- Agree on a suitable assembly point in a safe place away from the building entrance (which could impede the fire fighters) and traffic.

4.0 Responding to concerns/allegations

If a child is considered to be in imminent danger of harm, contact the police (999) immediately.

4.1 When to raise concerns

It is everyone's duty to prevent the physical, sexual and emotional abuse of children, to respond to concerns about the well-being of children and to report any child abuse disclosed, discovered or suspected. Innovista will fully co-operate with any statutory investigation into any suspected abuse linked with Thrive's work.

You should make a report to your Team Leader if you feel uncomfortable about the behaviour of **ANY** adult (including colleagues) or child towards a child, or if you have concerns about a child's situation. **If you are wondering if you should report, then you should.** It is then the responsibility of the Team Leader to inform the Designated Person, who will decide the appropriate course of action. You should raise concerns:

- If you are concerned that a child is being subject to abuse (see "Appendix C: Recognising the Signs of Abuse" for definitions and signs of abuse) by anyone - adult, worker, another child. If you are unsure whether the behaviour of a child(ren) towards another child(ren) constitutes bullying or abuse, please consult the guidance in "Appendix G: Bullying or abuse?".
- If a worker causes harm to a child or where the actions and behaviour of a worker poses a risk of harm to children.
- If a worker repeatedly breaches the code of conduct, whether intentionally or otherwise
- If a child may have been the victim of a criminal act, even if by accident.

Sexting

It is illegal for anyone to have an image of a naked child in their possession – even if they are under 18 themselves. The practice of teenagers 'sexting' (texting naked pictures) is extremely dangerous. It has consequences not only for the subject of the picture, who might find the picture being shared against their will, but also for the recipient. They can be prosecuted for child sexual exploitation and find themselves with a criminal record. Please see the helpful flow-chart in "Appendix C: Recognising the Signs of Abuse" Section 4.

Prevent

The Government's Prevent strategy aims to stop people becoming terrorists or supporting terrorism. If you believe a young person is being subjected extreme materials or is expressing extremist leanings or views this is a safeguarding concern and must be reported to the Designated Person who will call the MASH.

FGM

Female Genital Mutilation is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. If you discover or suspect that a young person is at risk of FGM either in the UK or by being taken to another country, this is a safeguarding issue and needs to be reported to the Designated Person who will report via 101.

4.2 How to respond to someone who raises concerns to you

Someone (adult or child) may disclose concerns to you about themselves/a child being at risk, or their concerns that a child or adult is behaving in such a way that a child will be at risk.

If anyone tells YOU about a concern they've had or heard, it is YOUR responsibility to remind them to take action AND to tell your Team Leader what you've been told, so they can inform the Designated Person.

Do	Don't
<ul style="list-style-type: none"> • Listen and believe them. • Assure them information will only be passed to people who need to know about it. • Make accurate notes. • Explain what will happen next. • Report the concerns to your Team Leader within 24 hours. If they are unavailable, contact the Designated Person. Your initial report can be face to face or via phone but you must submit an Incident Report form ("Appendix A: Incident Report Form") immediately afterwards, along with any notes you made at the time. • Work through documented procedures (don't act alone or take on sole responsibility for what you've heard). 	<ul style="list-style-type: none"> • 'Interview' the person, or ask them to repeat the account. • Interrupt. • Trivialise. • Show shock, alarm or disapproval. • Question or push for information, or suggest alternative explanations for a behaviour they report. • Offer false re-assurance. • Promise confidentiality. • Ignore or dismiss the concerns, <i>including</i> those related to a professional or colleague. • Make assumptions about aspects of the concern, or add your own interpretation to events. • Confront the person about whose behaviour you have concerns. • Take responsibility for deciding whether or not the concerns require investigation – your duty is to report.

If the concern relates to the Designated Person or a member of their family, the Team Leader should report directly to the Safeguarding Trustee instead.

4.3 Responding to an incident report [for Designated Person/ Safeguarding Trustee only]

If a child is considered to be in imminent danger of harm, contact the police (999) immediately. Inform medical staff of any suspicions of abuse.

A. Review

In reviewing the report that is received you should take into account your own experience and expertise in assessing risk to children, and the level of advice you require from professionals. The following responses are possible:

- Refer the concern back to the Team Leader and/or to others who work with the child/ children in question, asking them for continued observation of the situation.
- Speak with others in the team (including the partner church) who may have relevant information and knowledge that would impact on any decision that will be made, or take into account any previous reports regarding the child. *Such conversations should not lead to undue delay in taking any necessary action and should be fully recorded.*
- Initiate a 'no names' consultation with the Locality Senior Social Worker (Oxford City – 01865 328563), who will discuss the situation with you without you needing to reveal the child's name. They will advise you what to do next, including if a social services referral needs to be made.

- If the concern relates to suspected deliberate injury or neglect (including non-treatment for non-emergency medical conditions), do not seek to collect further information - undertake a no-names consultation immediately.
- If the concern relates to sexual abuse, or there is no doubt abuse has taken place (e.g. it was directly observed), do not attempt to collect further information – refer the concerns to the relevant agencies immediately (see section B).

If the concern relates to Innovista staff or volunteers, you should discuss next steps with the Safeguarding Trustee and Innovista Director **immediately**, taking into account the guidance issued in "Appendix F: Responding to allegations against staff/volunteers". The Designated Person (or Safeguarding Trustee if the concern related to the Designated Person) **MUST** report concerns regarding staff or volunteers to the Local Authority Designated Officer (LADO) **within 24 hours** if it is alleged the person:

- Behaved in a way that has harmed, may have harmed, or is likely to harm a child.
- Possibly committed a criminal offence against a child, or related to a child.
- Behaved towards a child in a way that indicates they are unsuitable to work with children.

B. Refer

To make a referral to social services, call MASH Oxfordshire (the Multi-Agency Safeguarding Hub) on 0845 050 7666. They will be able to link your information to any referrals received by any other agencies or individuals and thus make a more informed decision about next steps. You have the right to know the outcome of your referral. If this is not forthcoming, you should chase for this information.

If an allegation regarding the behaviour of staff or volunteer results in a referral to MASH, you must ask that person to withdraw from their responsibilities whilst an investigation is carried out. They may be asked not to attend any related activity during this period.

Once a referral has been made, report it to:

- The Safeguarding Trustee (who may themselves need to make further reports, acting on behalf of the trustees).
- The Team Leader and Thrive Director.
- The leader of the local church partner.

4.4 Wrapping up an incident

A. Record

You should keep a written record of all actions taken in response to a concern, including actions taken as a result and any referrals made. You should add the incident to the 'annual record spreadsheet' to ensure it is considered in the annual review of the Safeguarding Children Policy and Procedures. All reports should be filed in accordance with Data Protection procedures along with all paperwork relating to the concern – including workers handwritten notes, reports, support agreements etc.

- If the worker is subsequently removed from their post or would have been removed from their post (had they not resigned or left) because of the risk of harm they pose to children there is a **statutory duty to report the incident to the Disclosure and Barring Service**. Referral forms are available from the [DBS website](#).
- If a worker has been accused of causing harm to children this is classed as a serious incident. You must inform the Innovista Director and Finance Department so that it is reported to the Charity Commission in the Annual Return.

B. Support

Once concerns, suspicions and disclosures of abuse have been addressed, we have a responsibility to offer support to all those who have been affected.

Child and other family members

The team leader (supported by you) should use the Support Plan for Young Person form to assess whether additional support is required by the child or family members and agree how this will be provided. A copy of completed support plans must be sent to you.

If the perpetrator is under 25 and from a Thrive area, it may be appropriate to provide support to them also, using the same process.

Workers (staff and volunteers)

You are responsible for ensuring that all supervisors follow the below process for affected workers.

- Discuss with you the support resources available to workers from Thrive.
- Answer questions the worker has, or refer them to you if you are better placed to answer questions. Confidentiality must not be breached and only the information that is strictly necessary to allow the worker to process the situation and move forwards should be shared. If the worker reported the initial concern, and it was subsequently referred to MASH, they have the right to know the outcome of the MASH process.
- Discuss with the worker if they feel they require any further support. If they do, agree on the sources and nature of support and inform you of what has been agreed.

4.5 Whistle blowing

Innovista has a whistle blowing policy available in the staff handbook.

Everyone should feel able to raise concerns about poor or unsafe practice, or potential failures in our safeguarding regime. If you feel unable to raise an issue with Thrive, or you feel your concerns are not being addressed, you can use the NSPCC whistleblowing channels: 0800 028 0285 (8am-8pm Mon-Fri) or help@nspcc.org.uk.

4.6 Raising concerns about staff

If a youth worker or team leader is implicated or suspected of wrong-doing in a situation, then the Safeguarding Designated Person must be informed.

If the Safeguarding Designated Person is implicated or suspected of wrong-doing in a situation then the Safeguarding Trustee must be informed.

5.0 Safe Recruitment, Supervision and Support of workers

5.1 Recruitment of workers

The safe recruitment procedure in "Appendix H: Safe recruitment procedures" will be used for all appointments: volunteers and paid staff. The only exception is for workers who have been recently appointed to work in one team and are moving to work in another ('recently' shall be considered to be within the last 2 years), and for whom a written recommendation from the first Team Leader is received. In such instances, all documentation should be reviewed by the new Team Leader and the usual requirements for updating of DBS checks every 3 years and updating safeguarding training shall be followed.

Appointing Young Leaders

In law, young leaders/helpers under the age of 18 are children and cannot be treated as adult members of a team.

- For staffing ratios, the young leader needs to be counted as a child and not as a leader.
- A young leader must be supervised by an adult leader at all times.
- The Safeguarding Children Policy and Procedures apply to a young leader under the age of 18 just as it does to any other child.
- If a young leader goes on a residential trip ideally they should have separate sleeping accommodation to both the adult leadership team and the children they are working with.
- Young leaders over the age of 16 and under the age of 18 will need to be appointed under the procedure outlined in "Appendix H: Safe recruitment procedures" if they are working in a regulated activity with children in a group to which they do not belong. All young leaders over the age of 18 are considered as adults and need to be appointed under the procedures outlined in "Appendix H: Safe recruitment procedures".
- It is recommended that young leaders should be appointed to lead a peer group not immediately below their own age. E.g. a sixteen year old being given leadership experience would not be placed in a leadership role with 13 – 15 year olds, but at least one age group below.

5.2 Providing effective management for staff and volunteers through training, supervision, and support

Thrive will ensure staff and volunteers have access to sufficient training and support to enable them to act in accordance with this policy. The content of this policy forms the basis of a training programme for all staff and volunteers. Individual's progress through training will be tracked by their Team Leader. All frontline workers must update their safeguarding knowledge every two years. Staff will be trained in appropriate restraint techniques and how to diffuse volatile situations.

DBS Disclosure Levels

Innovista is registered with the Churches' Child Protection Advisory Service, who conduct DBS checks on our behalf and inform us of developments in policy and best practice. An Enhanced Disclosure is applied for all frontline workers.

We ask all workers to register for the DBS Update service so that DBS clearance can be obtained without needing to renew certificates.

Supervising workers

Team Leaders are responsible for ensuring that adequate supervision is provided for all staff and volunteers in their team.

Job descriptions and volunteer agreements define:

- Who the worker is accountable to.
- Who the worker is responsible for.
- Frequency of supervision.

All new workers need to be supervised more closely until their supervisor is sure they are working safely and within the code of conduct. Workers should help one another maintain the culture of good practice that is the key to safeguarding children.

Supervision and support procedures:

- Safeguarding is a standing item on individual and group supervision agendas.
 - Supervisors should be aware if the worker is involved with any young people who have been flagged as having a safeguarding concern.
 - They should ensure the workers actions are appropriate and that the worker is feeling confident in working with that young person.
 - They should check the worker's level of emotional involvement, and that any necessary information sharing between Thrive and other agencies or partners is taking place.
- Safeguarding is a standing item on the agenda of Team Meetings and Project/Activity team meetings.
- Workers will debrief after each session, giving an opportunity to remind each other of good practice and highlight any inappropriate behaviour.

Appendices

Appendix A: Incident Report Form

Incidents/disclosures must be passed on to your Team Leader/the Designated Person within 24 hours. You do not need to complete this form before doing so, but where this is the case please complete it within 48 hours of the incident so that it is fresh in your mind. Please email, pass on or post the completed form to the Designated Person, marking the envelope or email as 'Confidential' and for the eyes of the addressee only. You must also submit any hand written notes that you took at the time of the incident or disclosure.

Child's full name:

Date and time of incident/disclosure:

Location of incident/disclosure:

Who was present at the time:

Describe the incident/disclosure in detail (where relevant quote the child exactly):

If relevant, describe any bruising/other injuries you have noticed and the demeanour of the child:

Please record what you said and what questions you asked, providing exact quotes where relevant:

Have you taken any action as a result? Please record here if so:

Name: _____

Signed: _____ Date: _____

Date and time Team Leader/Designated Person was informed: _____

Please permanently delete or destroy your copy of this form once the Designated Person has confirmed their receipt of it.

Appendix B: Young People with Additional Needs

Young people with additional needs may require extra care and support when taking part in Thrive activities to ensure not only their wellbeing, but the wellbeing of other young people in attendance. Where we have regular contact with a young person with additional needs, detailed information regarding their needs and support must be kept on their file. Workers should take into account any guidelines given in the file when interacting with the young person. If young people with additional needs are involved in particular projects or activities, the plans must clearly take this into account.

Workers must address the young person's disability when carrying out a risk assessment for activities. Activities can be changed or adapted, or the young person themselves can be offered additional support. You should also take into account the needs of other young people when taking appropriate precautions. For example, a 'strapping' young man of 17 may have a mental age of 11 and therefore wish to join in a boisterous game of football amongst those of this age group. In this case, the young person may need to leave the activity but Thrive can still engage with them; one worker could play some 1:1 football with them away from the game.

Young people who have a disability can also be at greater risk of abuse, because:

- They may require more physical contact with others (e.g. therapist, care worker) than those without disabilities, requiring a higher level of personal care (e.g. washing, toileting).
- They may have limited understanding and behave in a non-age appropriate way. For example, a young person of 17 might behave in a manner more akin to a 2-3 year old and demand cuddles or to sit on a worker's lap.
- They are reliant on physical contact for communication, or have learning difficulties, which mean they cannot fully understand what is communicated to them or express themselves in ways that can be understood. This can make it difficult to set boundaries which take into account their needs, and can also make it harder to uncover abuse when it is occurring – particularly if workers don't possess relevant communication skills such as British Sign Language.
- The definition of what constitutes abuse is wider for young people with disabilities. (This can include force-feeding, financial abuse, over-medication and segregation.)
- The attitudes of others can endanger a young person; e.g. the belief that a young person with a disability can't be sexually abused because they are seen as asexual, leading to overlooking risk signs.

Appendix C: Recognising the Signs of Abuse¹

Somebody may abuse or neglect a child or young person, by inflicting harm, or 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 a stranger.

The following signs may signal the presence of child abuse or neglect, but they are not definitive. If you recognise any of these as a concern with a young person please follow the reporting procedures outlined in "[4.0 Responding to concerns/allegations](#)".

Some signs and symptoms are common to all forms of abuse – low self-esteem and changes in behaviour, for example. Clusters of signs and symptoms are particularly important rather than isolated instances – although some signs on their own can be particularly significant. Significance should be attached to any mismatch between an injury and the account of how it happened.

1. Physical abuse

Definition - when somebody injures a child or does nothing to prevent it. This not only includes physical violence but also giving children alcohol or drugs. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill-health to a child they are looking after. This situation is described using terms such as: fabricated illness, fictitious illness by proxy or induced illness. The most serious cases of physical abuse can result in brain damage and even death.

Signs

- Unexplained burns, bites, bruises, broken bones or black eyes.
- Fading bruises or other marks noticeable after an absence from school.
- Child seems frightened of the parents and protests or cries when it is time to go home.
- Child shrinks at the approach of adults.
- Child refuses to discuss injuries.
- Improbable explanations for injuries.
- Fear of undressing.
- Significant change of behaviour without explanation.
- Child reports injury by a parent or another adult caregiver.
- Caregiver offers conflicting, unconvincing or no explanation for the child's injury.
- Caregiver describes the child as "evil," or in some other very negative way.
- Caregiver uses harsh physical discipline with the child.
- Caregiver has a history of abuse as a child.

2. Emotional abuse

Definition - when caregivers continuously fail to show love and affection to a child. This might include sarcasm, threats, criticism, yelling and taunting. The effects are serious and long-lasting.

Signs

- Extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity or aggression.
- Child is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
- Delays in physical or emotional development.

¹ The following categories of child abuse are recognised throughout England and Wales by the Department of Health, Department of Education and Employment and the Home Office in "Working Together to Safeguard Children" (1999).

- Self-harm or mutilation.
- Suicide attempts.
- Lack of attachment to the caregiver.
- Continual self-deprecation.
- Depression/withdrawal.
- Social isolation – child does not join in and has few friends.
- Drug or solvent abuse.
- Caregiver constantly blames, belittles or berates the child.
- Caregiver is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Caregiver overtly rejects the child.

3. Neglect

Definition - when caregivers fail to meet a child's basic needs for food, warmth, clothing or medical attention. Neglected children may be very withdrawn or very aggressive, and can develop health problems or have difficulty coping at school.

Signs

- Constant hunger.
- School absence or lateness.
- Begging or stealing food or money.
- Child lacks needed medical or dental care, immunisations or glasses.
- Consistently dirty and has body odour.
- Inappropriate clothing for the weather.
- Ostracised at school.
- Substance abuse.
- Child states that there is no one at home to provide care.
- Developmental delays.
- Caregiver appears indifferent to the child.
- Caregiver seems apathetic or depressed.
- Caregiver behaves irrationally or in a bizarre manner.
- Caregiver undertakes substance abuse.

4. Sexual abuse

Definition - when a child is used for sexual gratification (including by other under 18s). Both boys and girls are sexually abused, and it can happen to very young children — even babies — as well as older ones. The effects of sexual abuse are enduring.

Victims may first be '**groomed**' by an adult, who forms a trusting relationship with them (and sometimes with their caregivers) with the intent of later having sexual contact. The act of grooming a child may include activities that are legal in and of themselves like giving gifts and attention, and can make children less likely to report concerns because they now know, trust and care about the person. Similarly, caregivers are less likely to believe potential accusations from someone they have grown to know and trust.

Victims may be **sexually exploited**, receiving 'something' (e.g. accommodation, affection, money) as a result of them performing, and/or another or others performing on them, sexual activities. Sometimes a third party receives these 'rewards' instead. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Such exploitation can be a part of '**organised abuse**', involving one or more abuser and a number of related and non-related abused young people and children. The abusers concerned may be acting together to abuse children, or may be using an institutional framework or a position of authority to recruit children for abuse.

Signs

- Difficulty walking or sitting.
- Child suddenly refuses to change for P.E. or to participate in physical activities.
- Nightmares or bedwetting.
- Blatant lying/cheating/stealing in hope of being caught.
- Sudden changes in appetite.
- Bizarre, sophisticated or unusual sexual knowledge or behaviour.
- Pregnancy or contraction of a sexually transmitted infection, particularly if under age 14.
- Child runs away and/or cannot account for their whereabouts after unexplained absences.
- Eating disorders.
- Sudden possession of expensive gifts.
- Child becomes depressed or suicidal.
- Child becomes fearful or refuses to see certain adults for no apparent reason – for example showing dislike of a babysitter.
- Caregiver or other adult is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Caregiver or other adult is secretive and isolated.
- Caregiver is jealous or controlling with family members.

5. Domestic abuse

Definition - domestic abuse almost always impacts on children in the household and is harmful and abusive to children. It affects their emotional well-being, behaviour, attainment, and long term life chances: the younger the child the greater the risk.

Domestic abuse is defined as; any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

6. Faith abuse

Definition - faith abuse is the psychological manipulation and physical harm inflicted on a person by using the teachings of their religion. This is perpetrated by members of the same or similar faith, and includes the use of a position of authority within the religion.

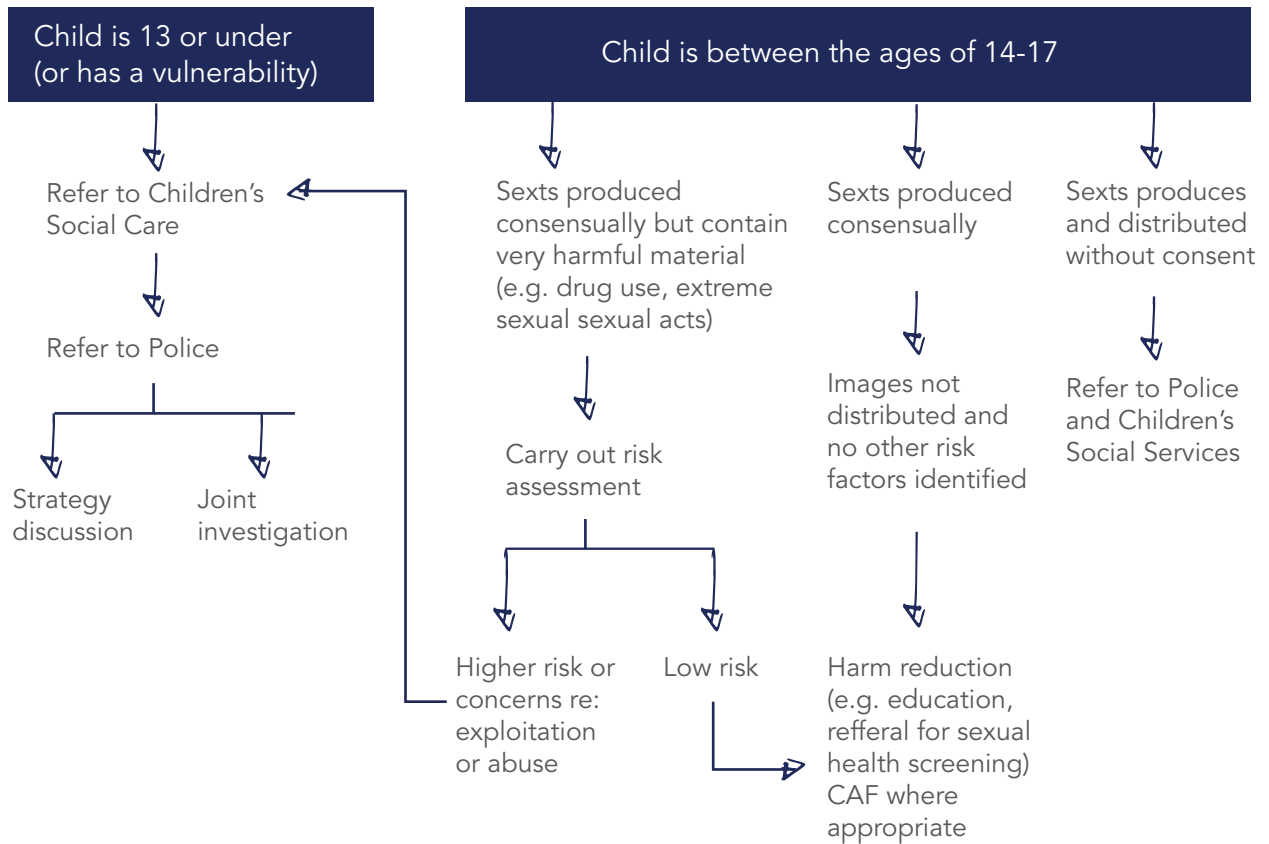
7. Forced Marriage

Definition - forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family).

Sexting - Response process for professionals

This flowchart (adapted from 'Medway Local Authority Response Process for Professionals') will help you to make a decision about the actions you need to take.



Appendix D: Guidelines for youth work in designated staff/volunteer houses

If you are a live-in volunteer your house can become a Designated Thrive House, which means Thrive youth work can take place in your home. If you wish to Designate your house, please speak with your Team Leader. We will then carry out a police check for all adult household members and add your address to our insurance. Please do not start carrying out youth work at your home until your supervisor confirms with you that it has been Designated. Please note: homes of staff members are automatically Designated.

Youth work happening in Designated Houses must abide by the following guidelines:

Do	Don't
<ul style="list-style-type: none"> • Use a 'House Diary' to record young visitors who enter the house. Include names, times of entry and exit, and other useful information e.g. if any young person was distressed. Keep the diary in a safe place and discuss it with your supervisor once a month. • Make caregivers aware of when, where and what activities are being offered to young people in the house. • End activities for young people in a Designated House by 10:00pm. • Be considerate to neighbours and others sharing your house - you are responsible for the behaviour of young people while they are in your house. • Use the utmost discretion if asked to lend money to a guest. Do not give in to pressure and consider both the long and short term impact of your decision (creating dependency and precedence vs alleviating immediate need). If you lend money, inform your supervisor as soon as possible and detail the amount, any terms attached, and your rationale for doing so. • Have a set of rules of behaviour which each person in the house will agree to and uphold; ask young people to leave if they break these rules. • Think carefully about the security of your personal effects. Consider fitting 'star key' locks to bedroom doors if you only have an upstairs toilet that young people may need to use. • If you live in the Designated House, another DBS checked adult who is <i>not</i> a family member must be present during Thrive activities. 	<ul style="list-style-type: none"> • Let a young person into your house during school time. If they are distressed get to the cause as quickly as possible and take appropriate action. Young people are required by law to attend school during normal school hours. If the young person says they have been officially excluded from school, go to a public place with them. • Organise events with an 'open door' policy – stick to invitation only. • Give out your house keys to a young person. • Allow a single female or a female only group into an all male house, or a single male or male only group into an all female house. Where possible, avoid being left with an opposite gender group when members of a mixed group leave your house. In the case of married couples, the husband should not allow a female only group into the house if his wife or another female team member is not present and vice versa. • Allow a young person of any gender to go into your bedroom for any reason.

No young person should ever stay the night in your home unless due to exceptional circumstances such as a domestic crises (i.e. sleepovers are not permitted). This may be a sudden one-off event e.g. a single-parent who has a serious accident leaving a child potentially alone at home or a situation that gradually escalates in severity such as a volatile relationship between a teenager and their parent / carer that flares up into violence. The situation may be compounded if it occurs late at night, e.g. a young person arrives on a team members doorstep claiming to have been kicked-out or to have run away.

Providing accommodation is a high-risk activity: the intentions may be entirely honourable but the perception to the outside world may be very different. **Providing accommodation should therefore be a last resort** after all other possibilities have been exhausted. In family dispute situations reconciliation should always be the objective. You should fully explore possible accommodation options such as other family members who live locally, but do not assume that just because someone is a family member they are able to offer safe and suitable accommodation. Young people should never share a room with an adult. Either a spare bedroom must be available or e.g. a camp bed in the lounge. You must make a written report of all such incidents and give it to your supervisor.

The age of the young person to whom the accommodation is being offered is critical.

- Never offer accommodation to 13s and under.
- Never offer accommodation to anyone of the opposite gender if an adult of the same gender is not also present.
- Offer one night only for 14 and 15 year olds with the intent of finding a proper solution the following day.
- 16 and 17 year olds may stay for a longer period subject to the written agreement of parent/ carer. However, always stipulate the period up front, e.g. 1 week or 1 month.
- 18 year olds can legally make their own choices although we would always encourage the participation of the parent / carer in the decision making process.

Such decisions should not be made without consultation first. You must inform the Team Leader in order to approve (or not) the recommended decision. The Team Leader will inform the local church leader and Designated Person at the earliest opportunity (twenty four hours maximum). In some circumstances a representative of Social Services may also need to be involved.

Appendix E: Guidelines for planning and carrying out trips/residentials

Pre-planning:

Give careful consideration to the gender mix of the group you will be taking; mixed gender groups should be accompanied by both male and female leaders. Single sex groups should be accompanied by a leader of the same sex. You must give special consideration to accommodation and hygiene requirements of any LGBT (lesbian, gay, bisexual, transgender) young people; you may need to ask them directly about their needs and preferences. Research the destination(s) carefully and pre-visit the site if possible.

Rules that apply for normal activities may need to be revised and communicated again to the young people and team before embarking on the trip.

If the trip involves an overnight stay then additional factors will need to be considered. If it is a purpose-built centre then detailed liaison should take place with the management. If it is a camping trip this will present other challenges including equipment preparation, hygiene etc. that need to be worked through by the leaders.

Sleeping Arrangements:

- Adults need to sleep in separate sleeping quarters, preferably adjacent to the young people for supervision.
- There must be adequate provision for each gender, e.g. separate male and female sleeping quarters. Be aware that it may be more appropriate for some LGBT young people to sleep on their own.
- Safe access to toilet facilities during the night must be available.

Appendix F: Responding to allegations against staff/volunteers

Concerns or allegations relating to Innovista staff or volunteers must be responded to in a manner which strikes a balance between the need to protect young people from abuse, and the need to protect staff and volunteers from false or unfounded accusations.

- Allegations may be false, malicious or misplaced and may be deliberate or innocent of such intent.
- An over hasty or ill-judged decision immediately to suspend a member of staff when an allegation of abuse is made can have a detrimental effect on the person's career. There may be other options to suspension.
- Regardless of motives, any allegations may be well-founded and must therefore be treated with an open and enquiring mind.
- All concerned will wish to be reassured that responsible agencies will act appropriately when allegations of abuse are brought to their attention.

Use the document ['How to respond to allegations against staff or volunteers'](#) to guide your response. It is saved in the Safeguarding folder.

Appendix G: Bullying or abuse?

It can be difficult to discern if the behaviour of one child(ren) towards another child(ren) is bullying or abuse. If the former, the relevant Team Leader should be informed and appropriate anti-bullying steps should be taken. If the behaviour is abuse then it must be dealt with according to the child protection procedures outlined in Section 3 of this document. The following checklist can help inform your decision about whether behaviour is bullying or abuse, however *if in doubt, seek the advice of your supervisor*.

Bullying	Abuse
<ul style="list-style-type: none"> • The difference of power between the bully and the person being bullied is relatively small. • The bullying behaviour may be from a number of children/young people acting in a group rather than from one child acting alone. It may also, but not necessarily, be directed towards a group of other children rather than an individual child. • The behaviour involves teasing or making fun of someone, excluding a child from games and conversations, pressurising other children not to be friends with someone, spreading hurtful rumours or circulating inappropriate photographs/images/drawings, cyberbullying, shouting at or verbally abusing someone, stealing someone's possessions, making threats, or harassment on the basis of race, gender, sexuality or disability, forcing someone to do something embarrassing, harmful or dangerous. • Please note: these behaviours can be bullying but can also be abuse. They are more likely to be a child protection concern if the victim suffers significant harm as a result of the behaviour. • The behaviour has not previously been a concern and the bully or bullies may have been responding to group pressure. • The behaviour is perceived as bullying by the victim. 	<ul style="list-style-type: none"> • The difference of power between the child who is abusing and the person being abused is significant e.g.: <ul style="list-style-type: none"> - There is an age difference of more than two years. - There is a significant difference in terms of size or level of ability. - The abuser holds a position of power (such as being a young leader). - The victim is significantly more vulnerable than the other child. • The behaviour involves sexual assault or physical assault (other than the most minor physical assault). The child who is the victim of the behaviour may have suffered significant harm. • The behaviour, if sexual, is not part of normal experimentation that takes place between children and young people e.g. <ul style="list-style-type: none"> - There is a significant difference in age, dominance or understanding between the children/young people. - The behaviour was accompanied by the use of threats or bribes. - The behaviour was carried out in secret (although you should bear in mind that many teenagers choose to conceal sexual activity from adults in their life). • The behaviour is not a one-off incident and is part of a pattern of concerning behaviour on the part of the child or young person who is abusing. • The behaviour may not necessarily be perceived by the victim as abusive, particularly if it is sexual in nature.

The document '[How to respond to allegations made against another child](#)' can guide you in the response you deem most appropriate. It is saved in the Safeguarding folder.

Appendix H: Safe recruitment procedures

The appointment procedure for volunteers is as follows:

- Step 1: Informal chat with team leader. The person may wish to visit the team. If so, the **visit must be supervised throughout**. It is recommended that no more than two visits are made until Step 7 is reached.
- Step 2: The candidate is issued with a role description, an Information for Volunteers sheet and asked to complete an application form.
- Step 3: On receipt of the application form, the team leader and their manager will:
- Arrange for three references to be taken. These should be received prior to interview.
 - Arrange an interview for the candidate. At least two people will interview the candidate: the team leader and their manager (or another approved person). If the role is for frontline work, the interview should include an observation of them interacting with young people.
- Step 4: Make the provisional appointment decision. The Team Leader will inform the candidate.
- Step 5: Prior to confirming the appointment and any work with young people the Team Leader is responsible for arranging:
- a DBS check. If the volunteer had a DBS check for another organisation within the past two years they can start volunteering whilst waiting for their Thrive DBS. However they must NOT be left of their own with young people; i.e. they cannot carry out any 1:1 work.
 - for the candidate to be given basic Safeguarding Training.
 - for the candidate to be given a copy of the Safeguarding Children Policy and Procedures handbook and sign to confirm that they have read it and commit to upholding it.
 - a volunteer agreement.
- Step 6: Once all of the above have been completed and checked by the Team Leader, the person may begin their work.
- Step 7: The new volunteer must attend the next training event for Safeguarding Children.

Appointing Paid Staff and Interns

The appointment process for paid workers should contain all of the elements of the process described for volunteers, but will inevitably be more formal and will contain some additional elements:

- A full job description and person specification should be drawn up.
- The post will be advertised appropriately.
- Applicants will be shortlisted.
- The interview will be formal and competitive, with a number of candidates being interviewed for a single post.
- There must be an exploration of the candidate's understanding of and commitment to safeguarding procedures within the interview.
- The candidate's right to work in the UK will be checked (this is a statutory requirement for all paid employment situations in the UK).
- A contract of employment will be issued.

Team Leaders will always be appointed by the Thrive Director, an appropriately qualified Innovista staff member and representatives of the partner church (and/or plant).

Appointing workers from overseas

If a team is going to receive help from volunteers from overseas, for example as part of a short-term training programme, you should apply the same principles as when appointing a worker locally. Please note that these procedures apply only when those from overseas will be working with children from the UK. If adults from overseas only have responsibility for children that they bring with them in their own party these procedures do not need to be followed.

Before the volunteer arrives in the UK:

- Each volunteer should complete and return an application form for volunteer workers.
- The sending church or organisation should be asked to obtain declarations from their local police force that there is no known reason why the volunteer cannot work with children. However, not all countries work to the same standards for their criminal records and so the information you see may not match with the UK standard.
- If the individual has lived in the UK, a DBS check will also be carried out.
- Each volunteer must supply two relevant and appropriate references regarding their suitability for work with children.
- Before they start work with young people, the volunteers should be introduced to Thrive's Safeguarding Policy and Procedures.