

# Safeguarding Policy

## Introduction

This policy outlines our approach to safeguarding children, young people and vulnerable adults (for the purposes of this policy children are under the age of 14, young people are 14-17 years old and vulnerable adults are 18-25 years old) and is written in accordance with the [Children Act 2004](#) and the [Safeguarding Vulnerable Groups Act 2006](#) and with reference to [Working together to Safeguard Children \(2015\)](#)

It will be reviewed, added to, or modified from time to time and may be supplemented in appropriate cases by further statements related to the work of **Badu Community CIC**. Copies and subsequent amendments will be made available to all employees.

The success of this policy depends on the active support of all employees to achieve its objectives.

Badu Community CIC recognises the need for a well-defined policy setting out the standards it aims to achieve for safeguarding children and young people within our care.

This Safeguarding Policy sets out the organisation and arrangements for achieving this aim including the detailed responsibilities for key staff.

The definition of a vulnerable adult is a person who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

## Policy Statement

### We recognise that

- The welfare of the child, young person or vulnerable adult is paramount
- All children, young people and vulnerable adults regardless of age, disability, gender, racial heritage, religious belief or lack thereof, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- All our staff and volunteers need to be carefully selected and trained and accept responsibility for safeguarding children, young people and vulnerable adults they come into contact with

### The purpose of the policy is to

- **Next annual review date: 5<sup>th</sup> Nov 2021**

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## Organisation and Responsibilities

The Director/ CEO is Nana Badu and is responsible for: All safeguarding allegations against staff and volunteers

Head of Community is c5vf b responsible for: safer recruitment and relaying safeguarding information to all members of the team

Workers are responsible for: Keeping participants safe

## All Employees

All employees are responsible for

- Making sure they understand the part they play regarding safeguarding children, young people and vulnerable adults.
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## Designated Safeguarding Officer:

The Designated Safeguarding Officer is responsible for:

- Monitoring the implementation of this policy across *all of Badu Community's clubs and activities* and reporting any concerns to the **trustees** and the authorities.
- Keeping records of concerns raised against a member of staff or volunteer on their staff file
- Making a referral to DBS
- Responding in a timely manner to any suspected abuse allegations
- Keeping written records in line with our **Data Protection Policy**
- Referring a case on to other agencies where necessary

## Working in Partnership

### General Arrangements for Implementing the Safeguarding Policy

#### Safer Recruitment

#### Safer Working

#### Staff and Volunteer Code of Conduct

### Good Practice Guidelines for Working with children, young people and vulnerable adults

- Plan activities so that they involve more than one member of staff, volunteer, or other relevant accompanying (e.g. youth leader) adult being present, or are at least in sight or hearing of others

## Safeguarding Policy

- When meeting with a child, young person or vulnerable adult this should take place as publicly as possible. If privacy is needed other staff and volunteers should be informed of the meeting
- Don't exaggerate or trivialise safeguarding issues
- Don't let allegations made by a child, young person or vulnerable adult go without being addressed and recorded
- Don't deter anyone from making allegations through fear of not being believed
- Don't engage in or permit abusive behavior between young people e.g. ridiculing, bullying
- Don't engage in sexually provocative or rough physical games with a child, young person or vulnerable adult
- Don't make suggestive remarks or gestures or tell jokes of a sexually inappropriate or discriminatory nature
- Don't show favouritism to any individual
- Don't allow yourself to be drawn into inappropriate attention-seeking behavior, such as tantrums or crushes but deal with such behavior firmly and fairly
- Don't give a child, young person or vulnerable adult your personal contact details and do not communicate with them outside of the work you are doing with them
- Do respect a person's right to privacy

### Physical Contact

Staff and volunteers should not have unnecessary physical contact with children, young people or vulnerable adults. There may, however, be occasions when physical contact is unavoidable or positively desirable or necessary for safety reasons, for example

- Providing reassurance for a distressed person
- When teaching sports
- When working with a person with a disability who requests such assistance
- Giving direct assistance when fitting outdoor activity equipment, e.g. harness
- Administering first aid

Wherever possible there should be an attempt to ask the person to agree to such contact. Where appropriate, staff should explain their actions. This should be conducted openly and

ideally with another member of staff or volunteer present. Staff should be aware of their positioning so that, where possible, others can clearly see the assistance being given.

Staff and volunteers should avoid doing things of a personal nature that the person can do themselves. However, when working with people with disabilities, personal care and help is sometimes required.

In very rare circumstances there may be a need to physically restrain a young person for their own or other's safety. See Appendix B for further guidance about restraint.

### Social Media

### Photography

## Safeguarding Policy

### Residential Trips away

By following basic safeguarding best practices we can protect children, young people and vulnerable adults participating in our programmes.

- Adults should ideally not share a bedroom with a child or young person, however, this may be necessary where the adult is the child or young person's carer
- Bedrooms of only two young people should be avoided if possible
- Bedrooms should not be mixed male and female. The exception to this may be where there are transgender young people
- Adults and young people must use private shower facilities

### Responding to Safeguarding Concerns

Staff and volunteers may become concerned about a person in a number of ways

- A child, young person or vulnerable adult may tell (disclose) that s/he or someone else has been or is being abused
- There may be concerns due to the person's behavior or presentation
- Concerns may be raised about the behavior of an adult, who may be a member of staff, volunteer, another professional or a member of the public
- A parent, carer, relative or member of the public might share their concerns about a child, young person or vulnerable adult
- In all cases the following procedures must be followed.
- When a child, young person or vulnerable adult wants to confide in you
- Stay calm and listen carefully to them
- Show them that you take what they are saying seriously
- Encourage the child, young person or vulnerable adult to talk, but do not interrupt whilst they are recalling events
- Ask questions only to clarify your understanding of what you are being told. Do not investigate. Do not ask them to repeat his/her account
- Do not promise to keep the information secret. Explain that you have to pass the information on to those who can help. Tell the child, young person or vulnerable adult what you are going to do next
- Do not confront any alleged abuser
- As soon as you can, write down what the young person has said, using the child's own words
- Report to your Designated Safeguarding Officer as soon as you can, and definitely before the end of the shift/day (see next section for relevant designated safeguarding officers)
- Reporting a young person's disclosure of abuse is not a betrayal of the young person's confidence. It is your duty and is also necessary to allow protective action to be taken in relation to the young person and any other children.

If you feel a young person may be going to tell you about abuse, but then stops or tells you something else, let them know that you are always ready to listen to them and/or remind them of the Childline number 0800 1111

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If the child, young person or vulnerable adult has communication difficulties or English is not their first language, pass this information on so that an appropriate interpreter can be identified.

If you become concerned about a child, young person or vulnerable adult (due to the young person's behavior, presentation or other reason)

- Do not trivialise or dismiss your concerns
- If the behavior may be sexually harmful to other young people do not explain it away as 'normal'
  
- Report your concerns to your Designated Safeguarding Officer as soon as you can, and before the end of the shift/day (see next section for relevant designated safeguarding officers)  
**Designated Safeguarding Officer: Lauren Swick 0204 506 2518 [Lswick@badusports.com](mailto:Lswick@badusports.com)**

Information that may seem trivial can frequently form the missing piece of the puzzle and lead to protective action being taken.

Children, young people or vulnerable adults who display sexually harmful behavior need to have an assessment of their needs, including possible needs for protection.

If you become concerned about the behavior of an adult

- Do not dismiss your concerns
- Do not confront the person about whom you have concerns
- Report your concerns to your Designated Safeguarding Officer as soon as you can, and definitely before the end of the shift/day (see next section for relevant designated safeguarding officers)

It is **VERY IMPORTANT** you do not ignore or dismiss suspicions about another professional or colleague, however well or little you know them, or whatever position they may occupy in their organisation.

If your concerns are about your Designated Safeguarding Officer speak to the other safeguarding officer

Your concerns will be taken in confidence and even if they are subsequently seen to be mistaken, you will not suffer any adverse consequences for raising the concern. The only exception to this would be where it could be conclusively shown that the concerns were raised maliciously.

If a parent, carer or other member of the public tells you of their concerns about a young person or the behavior of an adult

- Do not leave it to them to make their own referral to social care services. You should make your own report
- Take adequate details about their concern and the identity of the young person
- Report your concerns to your Designated Safeguarding Officer as soon as you can, and definitely before the end of the shift/day (see next section for relevant designated safeguarding officers)

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Concerns raised by members of the public should always be taken seriously and where necessary **Badu Community CIC** should take responsibility to make the referral to social care services.

If you are dissatisfied with the response to any of your concerns above, raise these again with your Designated Safeguarding Officer. If you are unable or unwilling to do this you can approach another **Designated Safeguarding Officer**

### Designated Person

### Training

### Working with Partner Agencies

Working with partner agencies is a key part of our work. It is important in these circumstances that there is clarity of responsibility for different aspects of safeguarding between the two parties., this can be done through a service level agreement

### Concerns about the behavior of a member of staff or a volunteer

## Confidential Information and Retaining Records

All children, young people and vulnerable adults, and their families, are entitled to their privacy. However, where there are concerns about the safety or welfare of a child, young person or vulnerable adult, those concerns and the necessary personal information will need to be shared with those who can make decisions about action to safeguard the child, young person or vulnerable adult.

There is nothing in any legislation that prohibits the sharing of confidential and personal information where there are concerns about the safety or welfare of a child, young person or vulnerable adult, or where a criminal act may be, or may have been committed.

Employees should make written notes at the earliest opportunity and these should be passed to the Designated Safeguarding Officer. The Designated Safeguarding Officer must keep all written documents relating to a safeguarding issue in a secure place.

These detailed records should be kept until *Badu Community* is confident that the information is held accurately with the agency responsible for taking further action to safeguard the child, young person or vulnerable adult i.e. partner agencies, social services or the police. A chronology of decisions made and actions taken can then be kept on file, once the detailed records are deleted or destroyed. This record should be held for 50 years.

More information can be found in the government document [Working Together to Safeguard Children](#)

### **Appendix A Recognising Signs and Symptoms of Abuse**

#### **Definitions of Abuse**

“Child abuse and neglect” is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development. Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm. Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child. Working Together to Safeguard Children sets out definitions and examples of the four main categories of abuse

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories can overlap and an abused child does frequently suffer more than one type of abuse.

#### **Physical Abuse**

Physical abuse may involve poking, pushing, hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. It can also include “fabricated” or “induced” illness where a parent or carer simulates the symptoms of, or deliberately causes, ill health in a child.

#### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child’s emotional development. This may involve

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying, causing children frequently to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children
  
- Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

#### **Sexual Abuse**

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Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse includes abuse of children through sexual exploitation.

### Sexually Harmful Behavior

A significant proportion of sexual abuse is carried out by children and young people on their peers. Such abuse should always be taken as seriously as that perpetrated by an adult. The behavior should not be dismissed as “normal”. A referral to social services should always be made.

### Organised Abuse

This is sexual abuse where there is more than a single abuser and the adults concerned appear to act in agreement to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

### Child Sexual Exploitation(CSE)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. 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.

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

## Recognising Signs of Abuse

Recognising possible abuse is a complex and complicated procedure and it is not the responsibility of *Badu community* employees to decide whether a child or young person has been abused or is at risk. However, there is a responsibility to act on any concerns and report them to a Designated Person. The following information is designed as a guide to help raise awareness of the different signs of abuse.

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### Physical Abuse

Most children collect accidental injuries and bruises from time to time, and bruises caused in this way are likely to be on the external bony parts of the body such as the knees, shins, elbows and forehead. Most children who have developed language skills will be able to describe how an injury was caused. Any injury should be considered in the context of the child's history and developmental stage, and any explanation given.

The following circumstances are possible indicators of physical abuse and should trigger concerns

- Delay in the presentation of the injury
- An injury which is not consistent with the explanation given
- Changing or differing accounts of how the injury occurred
- An unexplained injury

Types of bruising which may indicate physical abuse include

Types of injury which may indicate child abuse include

### Emotional abuse

This form of abuse almost always accompanies other forms of abuse. It includes persistent criticism, denigration, rejection and scapegoating. It has an important impact on a child's mental health, behavior and self-esteem.

The following are possible indicators of emotional abuse

### Sexual abuse

Although there are some indicators relating to sexual abuse, in many cases this form of abuse is well hidden, with the only overt signs being a child's behavior in general or towards an individual, and this may be attributable to many things unrelated to sexual abuse. This makes sexual abuse very difficult to identify

The following may be indicators of sexual abuse

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behavior.

Young people who are being sexually exploited may

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### **Neglect**

There are no specific features which indicate neglect, other than that the child's basic needs are not adequately met. Neglect is a pattern, not an event, so it is important to consider the standard of care the child received over time; a pattern of neglect may be missed if each individual event is considered in isolation.

The following may be indicators of neglect

### **Recognising Potential Risk to an unborn Child**

In some circumstances, agencies or individuals are able to anticipate the likelihood of significant harm with regard to an expected baby. Indicators may include

- Domestic abuse within the household
- Alcohol and substance misuse by mother, leading to possible harm to the unborn child, or by others with risk to newborn
- Secret or hidden pregnancy or the mother's mental health problems

These concerns should be addressed as early as possible in order to provide sufficient time for full assessment and support so as to enable the parents (wherever possible) to provide safe care.

### **People with Disabilities**

- A need for practical assistance in daily living, including intimate care from what may be a number of carers
- Carers and staff lacking the ability to communicate adequately with the child
- A lack of continuity in care leading to an increased risk that behavioural changes may go unnoticed
- Physical dependency with consequent reduction in ability to be able to resist abuse
- An increased likelihood that the child is socially isolated
- Lack of access to "keep safe" strategies available to others
- Communication or learning difficulties preventing disclosure
- Parents' or carers' own needs and ways of coping conflicting with the needs of the child
  
- In addition to the indicators of abuse and neglect listed above, the following indicators must also be considered in relation to disabled children:
  - Force feeding, or impatience in feeding leading to under feeding/under nourishment
  - Unjustified or excessive physical restraint
  - Rough handling
  - Extreme behavior modification, including the deprivation of liquid, medication, food or clothing or social contact
  - Misuse of medication, sedation, heavy tranquillisers
  - Invasive procedures against a child's will
  - Deliberate failure to follow medically recommended regimes
  - Misapplication of care programmes or regimes
  
- Ill-fitting equipment (e.g. callipers, sleep board causing injury or pain, inappropriate splinting)
- Undignified or culturally inappropriate intimate care practices.

Some sex offenders may target children and young people with disabilities in the belief they are less likely to be detected.

### Specific Forms of Abuse

#### Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

#### Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation, radicalisation or to perform criminal acts.

Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female and they could be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues.

#### Bullying and cyberbullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – e.g. at school, at a youth club, at home, in the workplace or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

#### Sexting

Sexting means sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet

If a young person tells you they have received a Sext never view, download or print the image – you can ask them to describe the content.

CEOP, Childline and Internet Watch Foundation are available to give advice and support to young people affected by Sexting.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for youth organisations when responding. It also presents a range of risks which need careful management. On this basis the phrase 'youth produced sexual imagery' has been introduced to ensure clarity.

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- 'Youth produced sexual imagery' best describes the practice because:
  - 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
  - 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
  - 'Imagery' covers both still photos and moving
- 
- The types of incidents which may be encountered are:
  - A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
  - A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
  - A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18
- 
- The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and the police should always be informed.

A referral should always be made if

- An adult is involved
- The child is under 13
- It involves unusual sexual acts
- The young person is being coerced, blackmailed or groomed
- The young person has special needs
- There is immediate risk of harm, e.g. suicide

Police now have discretion (Outcome 21) whether to prosecute as they do not want to criminalise young people unnecessarily

### **Female Genital Mutilation**

Female genital mutilation (**FGM**) comprises all procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons as defined by the World Health Organisation (WHO). Also referred to as 'cutting' or 'female circumcision'.

It is illegal to perform FGM or allow it to happen.

It can be carried out when a girl is newborn, during childhood or adolescence, just before marriage or during pregnancy. It is common for it to be done to girls around the time of puberty

### **Breast Ironing**

In the procedure, hot objects, including stones and hammers, are used to pound and beat girls' breasts to stop them growing, in the belief it makes them less desirable to men and discourages premarital pregnancy and rape. Performed on girls as young as 8 until the end of puberty

Breast ironing is both physically and psychologically damaging. It can cause infections and abscesses and has been linked to breast cancer, problems with breastfeeding, and severe depression

### **Forced Marriage**

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Forced marriage is a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse.

### Peer on peer abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

### Organised Abuse

Organised or multiple abuse involves one or more abusers and a number of children.

Organised and multiple abuse occur as part of a network of abuse across a family or community and within institutions such as residential homes, schools, sports clubs and voluntary groups

### Radicalisation

Radicalisation is when someone starts to believe or support extreme views. They could be pressured to do things by someone else. Or they might change their behaviour and beliefs.

This could happen if they feel:

- isolated and lonely or wanting to belong
- unhappy about themselves and what others might think of them
- embarrassed or judged about their culture, gender, religion or race
- stressed or depressed
- fed up of being bullied or treated badly
- angry at other people or the government
- confused about what they are doing.

Someone who has been radicalised might believe that sexual, religious or racial violence is OK. They might have links to extreme groups that preach hate like Nazi groups or Islamic extremists like Daesh, also known as ISIS or IS.

Having extreme views can be dangerous and can often lead to harmful and illegal activities involving violence, attacks, discrimination or hate

### Honour Based Violence

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for

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perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect,

The perceived immoral behaviour which could precipitate a murder include:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships;
- Leaving a spouse or seeking divorce.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Victims are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

### **Appendix B Restraint**

#### **Definition of Restraint**

Restraint is an intervention that prevents a person from behaving in way that threatens to cause harm to themselves, to others, or to property, by reducing the ability of a person to move their arms, legs, body or head freely.

#### **After an Incident**

If a child, young person or vulnerable adult has been restrained it is important that their parent, guardian or carer is contacted at the earliest opportunity and given details of the circumstances leading to restraint and the physical acts involved.

It is distressing to be involved in restraint, whether as the person being restrained, the person doing the restraining, or someone observing or hearing about what has happened. All those involved in an incident should receive support, which can be accessed through their line manager, to help them talk about what has happened and, where necessary, record their views.

## **Appendix C Local Safeguarding Children Boards and Other External Agencies**

### **External Agencies who can offer support**

[The Disclosure and Barring Service \(DBS\)](#)

[NSPCC](#) Tel: 0844 892 1026

NSPCC Child Protection Helpline (24 hours): To report or discuss concerns about a child's welfare. Tel: 0808 800 5000 or textphone: 0800 056 0566 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline Tel: 0800 1111

[Save The Children](#). Tel: 020 7012 6400 Freephone: 0800 814 8148

[Child Exploitation Online & Protection Centre \(CEOP\)](#)

[UK Safer Internet Centre](#) Tel: 0344 381 4772

## Safeguarding reporting form

All concerns should be recorded as soon as possible after the concern was raised in accordance *with Badu Community CIC Safeguarding Children and Young People's Policy*.

Information should be provided on this form in a factual manner. Any concerns expressed by young people should be a reflection of what was actually said; do not try and interpret any of the information. Any views, opinions or observations should be recorded clearly identifying this.

### BASIC INFORMATION

Date..... Time .....

Location .....

Name of child / young person .....

Age .....

Ethnicity of child / young person .....

Details of any disability .....

Name, address, and telephone number of parents / carers, legal status (if any)

.....

.....

.....

Name and role of person completing form

.....



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What does the child/young person want to happen next? .....

.....

Who else has the young person told/who else knows of these concerns? .....

.....

Please tick to confirm that you have reinforced *Badu Community* Safeguarding Children and Young policy and procedures

**ACTION TAKEN**

What actions have you taken, if any?

.....

.....

.....

.....

To who in *Badu Community* have you reported your concerns?

.....

When was this information shared? (Date / time) .....

**SIGNED**

Child / young person .....

Staff / Volunteer .....

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TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD

Designated Lead's Name ..... Date .....

Outcome .....

.....

Referred on To .....

No further action Report to be filed

Designated Lead's signature

.....

This form should be kept in a secure and safe place in compliance with *Badu Community* Protection Policy, Confidentiality Policy and Safeguarding Children Policy