



# Young Lewisham Project Safeguarding Policy

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## **Introduction**

The Young Lewisham Project is part of a wider safeguarding system for children.

Safeguarding and promoting the welfare of children is everyone's responsibility. At the Young Lewisham Project everyone that comes into contact with young people and their families has a role to play.

This policy has been developed to support all staff, volunteers and trustees in the implementation of the Project's commitment.

The Young Lewisham Project believes that a young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all young people and to keep them safe. We are committed to practice in a way that protects them.

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

Children Act 1989

United Convention of the rights of the child 1991

Data Protection Act 1998 & 2018

Sexual Offences Act 2003

Children Act 2004

Protection of Freedoms Act 2012

Children and Social work Act 2017

Safeguarding and Vulnerable Groups Act 2006

Children and Families Act 2014

The Care Act 2014

Education Act 2002

Adoption and Children Act 2002

Female Genital Mutilation Act 2003

Children and Young Persons Act 2008

Sexual Violence and Sexual Harassment between Children and Schools and Colleges 2018

Relevant Government Guidance on Safeguarding Young People

This policy may be amended at any time in line with Government or Local Authority updates.

## **Aims and Objectives of the Policy**

The aim of this policy is to ensure that all employees and those who undertake work on behalf of the Young Lewisham Project maintain a proper focus on safeguarding young people and that this is reflected both in sound individual practice and internal policies and guidance. In order to fulfil this responsibility effectively, all staff, volunteers and Trustees should make sure their approach is child-centred.

No single setting can have a full picture of a child's needs and circumstances. If young people and families are to receive the right help at the right time. Everyone

This policy covers all individuals working at all levels and grades, including consultants, contractors, trainees, casual and agency staff and volunteers, (collectively referred to as staff in this policy).

### **Definition of a child:**

We define a child as **anyone who has not yet reached their 18th birthday**. This is in line with the United Nations Convention on the Rights of the Child and civil legislation in England and Wales.

### **Everyone working with young people must:**

- give the highest priority to young people's welfare by valuing them, listening to and respecting them.
- all young people regardless of age, disability, gender, racial or ethnic origin, religious belief and sexual identity have a right to protection from harm or abuse.
- recognise that some young people are additionally vulnerable because of their level of dependency or their communication needs.
- recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to young people.
- respond quickly and appropriately to disclosures of abuse by a young person.
- respond quickly and appropriately to allegations against staff, other adults and themselves.
- be alert to the risks which abusers or potential abusers may pose.

This policy is open to all parents, carers, young people and partner organisations and can be found on our website [www.younglewisham.org.uk](http://www.younglewisham.org.uk)

The Young Lewisham Project is committed to reviewing this policy regularly.

## **Definitions of Abuse**

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them.

The following definitions are based on those from Working Together to Safeguard Children (Department of Health, Home Office, Department for Education and Employment, 2015)

### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a

family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another

child or children.

## **Physical Abuse**

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

## **Emotional Abuse**

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

## **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all our staff should be aware of Young Lewisham Project's policy and procedures for dealing with it.

## **Neglect**

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a young person from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care

or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse and

that some young people are subjected to more than one form of abuse at any time. These four definitions do not minimise other forms of maltreatment.

Recent guidance notes other sources of stress for young people such as social exclusion, domestic violence, the mental illness of a parent/carer or drug and alcohol misuse. These may have a negative impact on a young person's health and development and if a young person's well-being is adversely affected by any of these areas the same procedures should be followed.

## **FGM**

Female Genital Mutilation (FGM) is illegal in the UK. It is a practice that takes place worldwide in at least 28 African countries and in parts of the Middle and Far East. It also takes place within parts of Western Europe and other developed countries, primarily among immigrant and refugee communities.

## **Radicalisation, Extremism and Grooming**

The pathway to radicalisation can be described in the following steps: a young person who is vulnerable to radicalisation due to personal circumstances contact with an individual holding extremist views and who is encouraging the young person to share these views radicalisation based on a particular extremist ideology that appears credible to the young person an absence of protective factors that can positively influence the young person and stop the radicalisation process. Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may come into contact with adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet on-line. Contact on-line may be through social media such as Facebook, Twitter or YouTube but young people may be invited to join discussions on less well-known sites such as Kik, Whisper, Messenger, Yik Yak or Omegle. Extremists often use these sites because they are harder to monitor and they can hide their identity. Extremists often manipulate and "groom" young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

## **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still

have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however

professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

## **Recognising Abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

### **Physical signs of abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or games
- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)

Cigarette burns

- Bite marks
- Broken bones
- Scalds

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- Injuries which have not received medical attention
- Neglect-under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains.

## **Signs, Symptoms and effects of FMA**

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college •

Be particularly reluctant to undergo normal medical examinations

- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

## **Changes in Behaviour which can also indicate physical abuse**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outburst
- Flinching when approached or touched
- Reluctance to get changed, for example, wearing long sleeves in hot weather
- Depression Withdrawn behaviour
- Running away from home.

## **Signs of Radicalisation and Extremism**

- Out of character changes in dress, behaviour and beliefs
- Changes in their friendship group or associating with people who hold extremist beliefs
- Losing interest in previous activities
- Changes in use of social media with increased secrecy
- Owning several mobile phones or devices
- Showing sympathy for extremist causes
- Advocating extremist messages
- Glorifying violence
- Accessing extremist literature and imagery.

## **Emotional signs of abuse**

The physical signs of emotional abuse may include:

- A failure to thrive or grow particularly if a young person puts on weight in other circumstances: e.g. in hospital or away from their parents' care,

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- Sudden speech disorders
- Persistent tiredness
- Development delay, either in terms of physical or emotional progress. •

Changes in behaviour which can also indicate emotional abuse include: •



## Obsessions or phobias

- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Being unable to play
- Attention seeking behaviour
- Fear of making mistakes
- Self-harm
- Fear of parents being approached regarding their behaviour

## Signs of Sexual Abuse

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal area
  - Bruising or bleeding near genital/anal areas
  - Sexually transmitted disease Vaginal discharge or infection
  - Stomach pains
  - Discomfort when walking or sitting down
  - Pregnancy.
  - Sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
  - Fear of being left with a specific person or group of people
  - Having nightmares
  - Running away from home
  - Sexual knowledge which is beyond their age or developmental level
  - Sexual drawings or language
  - Bedwetting
  - Eating problems such as over-eating or anorexia
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- Self-harm or mutilation, sometimes leading to suicide attempts
  - Saying they have secrets they cannot tell anyone about
  - Substance or drug abuse
  - Suddenly having unexplained sources of money

- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way with adults.

### **Signs of Child Sexual Exploitation (Grooming)**

- Going missing for periods of time or regularly returning home late
- Skipping school or being disruptive in class
  - Appearing with unexplained gifts or possessions that can't be accounted for
- Experiencing health problems that may indicate a sexually transmitted infection
- Having mood swings and changes in temperament
- Using drugs and/or alcohol
- Displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- They may also show signs of unexplained physical harm, such as bruising and cigarette burns.

### **Signs of Neglect**

The Physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions.

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### **Changes in behaviour which can also indicate neglect include:**

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends

- Mentioning being left alone or unsupervised.

**Peer on peer abuse is most likely to include, but may not be limited to:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **Responding to abuse**

**Reporting All concerns, no matter how small, need to be reported to the designated person, whose details maybe found at the end of this policy.**

## **Female Genital Mutilation (FGM)**

Whilst all our staff will speak to the designated safeguarding lead (or deputy) with

regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

## **Mental Health**

All our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We understand that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Young Lewisham Project Tutors, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that tutors and other members of staff at Young Lewisham Project are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Young Lewisham Project can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If any of our Young Lewisham Project staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following

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our child protection policy, and speaking to the designated safeguarding lead or a deputy.

At Young Lewisham Project it is essential that our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All our staff will make themselves clear as to the Young Lewisham Projects policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

## **Serious violence**

All Young Lewisham Project staff will make themselves aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal.

All our staff make themselves aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice

for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **What Young Lewisham Project staff do if they have concerns about a child**

All Staff working with the children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow Young Lewisham Projects child protection policy and speak to the designated safeguarding lead (or deputy).

### **Options will then include:**

- managing any support for the child internally via the Young Lewisham Projects own support processes;
- undertaking an early help assessment; or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

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## **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

## **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

## **What will the local authority do?**

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required; • any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989.
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## **Keeping Children safe in education 2021**

A child centred and coordinated approach to safeguarding

Young Lewisham Project's staff, volunteers and Trustees are an important part of the wider safeguarding system for children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all of us at Young Lewisham Project will make sure our approach is child-centred. This means that we will consider, at all times, what is in the best interests of the child.

At Young Lewisham Project we don't have a full picture of a child's needs and circumstances. We understand if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

### **The role of YLP staff**

All staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from

escalating.

All staff have a responsibility to provide a safe environment in which children can learn

All staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff should expect to support social workers and other agencies following any referral.

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## **What Young Lewisham staff should look out for:**

### **Early help**

All staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation; • is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency

assessment as appropriate. Young Lewisham Project staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment

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for statutory services if the child's situation does not appear to be improving or is getting worse.

Young Lewisham Project staff should never assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

### **Information Sharing:**

Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

### **Working Together Act 2018**

Young Lewisham Project recognise that Children maybe be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day to day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

Young Lewisham Project recognise anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision will be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking. This child centred approach is supported by:

The Children Act 1989. This act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 and before making decisions about action to be taken to protect individual children under section 47. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4)), including those who are provided with accommodation under section 20 and children taken into police protection (section 46(3)(d))

The Equality act 2010, which puts a responsibility on public authorities to have due



regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated

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any less favourably than others in being able to access effective services which meet their particular needs.

The United Nations Convention on the Rights of the child (UNCRC). This is an international agreement that protects the rights of children and provides a child centred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information.

In addition to practitioners shaping support around the needs of the individual children, local organisations (Young Lewisham Project) and agencies should have a clear understanding of the collective needs of children locally when commissioning effective services. Safeguarding partners should use the (JSNA) Joint Strategic Needs Assessment to help them understand the prevalence and contexts of need, including specific needs relating to disabled children and those relating to abuse and neglect, which in turn should help shape services.

## **Care Act 2014**

Young Lewisham Project work with young people in care and in the criminal justice system. We engage, involve and support all our young people as well as our partners, agencies and their families in the care of these Young People.

We look at the following Young person's needs:

- Mental Health and Wellbeing
- Help prevent problems before they start
- Communicate and give advice
- Make sure people are getting what they need
- Understanding the care and support they need and are in
- How people support them

## **Safeguarding Disabled Children 2009**

Young Lewisham Projects building is not as of yet open to disabled children.

### **Children with special educational needs and disabilities or physical health issues**

Young Lewisham Project are aware that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and staff at Young Lewisham Project will ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being

disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

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- communication barriers and difficulties in managing or reporting these challenges.

Young Lewisham Projects Governing bodies and staff, will, therefore ensure that their child protection policy reflects the above and to address these additional challenges, schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

## **The responsibility of governing bodies, proprietors and management committees**

### **Legislation and the law**

Young Lewisham Projects Governing bodies and staff know that we have a strategic leadership responsibility for young Lewisham Projects safeguarding arrangements and ensure that we comply with our duties under legislation. Young Lewisham Project ensure all policies, procedures and training at the YLP are effective and comply with the law at all times.

### **Young Lewisham Projects approach to safeguarding**

YLP's Governing bodies and staff ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at our heart.

Where there is a safeguarding concern, Young Lewisham Projects governing bodies and staff ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

### **Safeguarding policies and procedures.**

Young Lewisham Projects governing bodies and staff ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

These policies should include:

an effective child protection policy which:

reflects the whole school/Project approach to peer on peer abuse.

reflects reporting systems.

describes procedures which are in accordance with government guidance;

refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;

includes policies as reflected elsewhere, online safety and special educational needs and disabilities (SEND)

where appropriate, reflects serious violence.

is reviewed annually and updated, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and

is available publicly via Young Lewisham Projects website.

behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)

a staff behaviour policy (sometimes called the code of conduct) which include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.

safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions.

These policies and procedures, are provided to all staff, volunteers on induction.

- **child protection files** are maintained
- **appropriate safer recruitment policies** are in place

### **Multi-agency working**

Young Lewisham Project work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

### **The designated safeguarding lead**

Young Lewisham Projects governing bodies have ensured an appropriate senior member of staff, from the Young Lewisham Project's leadership team, is appointed to the role of designated safeguarding lead and takes lead responsibility for safeguarding and child protection (including online safety).

This responsibility should not be delegated.

The designated safeguarding lead at Young Lewisham Project and deputy liaise with safeguarding partners, and work with other agencies in line with Working Together to Safeguard Children.

During term time, the designated safeguarding lead and/or deputy are always available (during school hours) for staff to discuss any safeguarding concerns.

The designated safeguarding lead and deputy undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated every two years.

### **The Role of the Designated Safeguarding Lead (DSL) is to**

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

- Obtain information from staff, volunteers, young people or parents/carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully. To request further information as appropriate.
- Report any non-urgent concerns to DSL of the referral partner for the young person such as school or other referral service
  - He/she will also consult with a statutory child protection agency such as Social Services or the NSPCC to clarify any doubts or worries.
- The DSL should make a referral to a statutory child protection agency or the police without delay.

If you are concerned about a young person you can discuss this with colleagues to find out if they have noticed any changes or know of any reasons why the young person may be acting differently. However, an actual disclosure of abuse should not be discussed with anyone other than the nominated Safeguarding Officers. It is the right of any individual to make direct referrals to the child protection agencies. The DSL has a duty to provide the individual with information to assist self-referral.

### **If You suspect that abuse may have occurred:**

#### **DO:**

Do treat any allegations extremely seriously and act at all times towards the young person as if you believe what they are saying.

Do tell the young person they are right to tell you.

Do reassure them that they are not to blame.

Allow the young person to continue at his/her own pace.

Ask questions for clarification only.

Avoid asking questions that suggest a particular answer.

Do be honest about your own position, who you have to tell and why – do not promise to keep secrets.

Do tell the young person what you are doing and when, and keep them up to date with what is happening.

Do take further action – you may be the only person in a position to prevent future abuse – tell the designated person immediately.

Record in writing what was said using the young person's own words as soon as possible using the Reporting Allegations or Suspicions of Abuse form.

Completed forms and accompanying written reports are to be kept locked in the Project's safe.

#### **DON'T:**

Don't make promises you can't keep.

Don't interrogate the young person – it is not your job to carry out an investigation – this will be up to the police and social services, who have experience in this.

Don't cast doubt on what the young person has told you, don't interrupt or change

the subject.

Don't say anything that makes the young person feel responsible for the abuse.

Don't do nothing – make sure you tell the designated Safeguarding Officer immediately – they will know how to follow this up and where to go for further advice.

## **Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## **Why is all of this important?**

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.

Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

## **Reporting Procedures - Do NOT DELAY**

It is vitally important that any disclosure made in confidence is recorded factually as soon as possible; this is whether or not the matter is taken to another authority.

An accurate account should be made of:

Date and time of what has occurred and the time the disclosure was made

Names of people who were involved

What was said or done by whom

Any action taken by the group to gather information and refer on

Any further action, e.g. suspension of a worker or volunteer Where relevant, reasons why there is no referral to a statutory agency

Names of person reporting and to whom reported

(a form can be found on page 38 of this document)

The DSL will then use the appropriate reporting systems for the situation. This may be reporting the matter to Social Services or the police. This is why recording all information impartially and accurately is vital as this could be used for evidence for later use.

If staff or volunteers encounter abuse or suspicious situations of concern for example, a young person might tell, a friend may say something, or a volunteer might notice something, then this must be reported confidentially to the DSL. The first step would be to discuss the concerns with the DSL and for the officer to take the appropriate action. If the DSL and deputy are unavailable, contact the NSPCC Child Protection Helpline to seek advice.

If it is thought returning to the home would put the young person in immediate danger, advice should be sought from the NSPCC or Social Services.

### **A co-ordinated approach – safeguarding is everyone’s responsibility**

Young Lewisham understands that everyone who works with children has a responsibility for keeping the safe. No single practioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

It is vital that everyone working with children and families, including those who work with parents/carers, understands the role they should play and the role of other practioners. They should be aware of, and comply with, the published arrangements set out by the local safeguarding partners.

## **Recruitment**

Young Lewisham Project carries out safe recruitment checks on everyone who works for us. All roles require a Disclosure and Barring Service (DBS) and references before the individual joins us. Many individuals, will be subject to an enhanced DBS check and a check of social media because their role may bring them into regular contact with children and vulnerable adults.

outside the organisation, will need to show an understanding of safeguarding that is relevant to the role that they are applying for.

## **Expectations of staff**

Everyone working for Young Lewisham Project has a responsibility to familiarise themselves with this safeguarding policy and the procedures that go with it. They must maintain a proper focus on the safety and welfare of children and vulnerable adults in all aspects of their work.

Anyone who works for Young Lewisham Project must inform their manager if they or any adult living in their household become(s) the subject of an allegation involving a safeguarding concern or abuse against a child or vulnerable adult. If anyone is in doubt whether the situation or allegation is relevant they should:

- refer to the [definitions of safeguarding and protection of vulnerable adults](#)
- seek advice from the Operations manager

Any allegations of misconduct towards children and/or vulnerable adults by those working for Young Lewisham Project will be managed.

## **DBS checks:**

Types of DBS checks

- Basic DBS check – this provides details of convictions and conditional cautions considered to be ‘unspent’ under the terms of the Rehabilitation of Offenders Act 1974.
- Standard DBS check –this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or

law allows for certain old and minor matters to be filtered out.

- Enhanced DBS check – this provides the same information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) as a Standard DBS check, plus additional information held by police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed. The position being applied for/or activities being undertaken must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.68

- Enhanced DBS check with children's barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children's barred list, along with a check of the Police National Computer records plus additional information held by police as above. The position being applied for or activities being undertaken must be eligible for an enhanced DBS check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check. In addition, this check can also include information as to whether an individual is subject to a section 128 direction. However, they have to use specific wording in the position applied for field

All paid staff and volunteers over the age of 18 are required to undergo an Enhanced DBS check.

The Young Lewisham Project will pay for the cost of this, but it is the individual's responsibility to report to our designated provider with the completed application form and supporting documentary evidence.

Staff whose DBS checks are pending will not be allowed to work unsupervised until their checks are complete.

## **Induction and Training for Staff and Volunteers:**

A copy of this policy is to be provided to all staff and volunteers as part of their induction. It must be reviewed, explained and guidance given during induction, including how to respond to disclosures of abuse.

All staff and volunteers should participate in training courses on safeguarding children and young people as part of their continuing professional development (CPD).

The induction must also include the health and safety procedures of the Project.



From this training staff and volunteers should be able to recognise signs of abuse and to action the appropriate reporting systems for this.

All new project staff and volunteers must be adequately supervised and their progress reviewed on a regular basis (especially during their probationary period).

## **Whistle Blowing**

The Young Lewisham Project assures all staff and volunteers that it will fully support and protect anyone who, in good faith, reports their concern that a colleague is, or may be, abusing a young person. Where there is a complaint there may be three types of investigation, namely a criminal investigation, a child protection investigation, a disciplinary or misconduct investigation. The results of the police and child protection investigation may influence the disciplinary investigation, but not necessarily.

## **Concerns about poor practice**

If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue.

If the allegation is about poor practice by the DSL or if the matter has been inadequately handled and concerns remain, it should be reported to the second DSL and subsequently to the Chair and or nominated safeguarding trustee who will decide how to proceed and whether or not to initiate disciplinary proceedings.

## **Alleged Abuse by Staff, Volunteers or Trustees:**

Any suspicion that a young person may have been abused by a member of staff or volunteer should be reported as soon as possible to the DSL, who will take the necessary steps to ensure the safety of the young person and any other young people who may be at risk.

The severity of the allegation, information and evidence available can often determine the next steps to be taken – informing the police and children’s social care.

In most circumstances the options available to the employer are no further action, disciplinary/dismissal, discontinue the use of the service (freelancers/external companies).

Allegations made to the police should be passed straight to the forces designated liaison officer, who will immediately contact the Local Authority Designated Officer (LADO). This is also the case if an incident is reported to children’s social care.

The parents/carers of the child should be contacted as soon as possible following advice from the police and/or children’s social services. If the designated officer is the subject of the suspicion/allegation, it should be reported to the second designated officer and subsequently the Chair, who will follow the procedures outlined above.

In all circumstances a report should be written and made available to the

## **Chair. Internal Inquiries and Suspension:**

The Chair (or in their absence the Vice Chair or Treasurer) will make an immediate decision whether or not to suspend the staff/volunteer member pending further inquiries.

Management Committee will assess and decide whether the staff/volunteer member may be reinstated and how this can be sensitively handled. It may be difficult to reach a decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases the decision must be based upon the available information. The welfare of the young person must remain paramount throughout.

## **Online safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Young Lewisham Project has an effective whole school/project approach to online safety which empowers to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Young Lewisham Project ensures online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any staff training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

## **Information security and access management**

Young Lewisham Project is directly responsible for ensuring we have the appropriate level of security protection procedures in place, in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

## **Reviewing online safety**

Technology, and risks and harms related to it, evolve and change rapidly. Young Lewisham Project carries out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.

## **Social Media Guidelines:**

The use of Social Networking sites (e.g. Facebook, Twitter) can be very beneficial to leaders and youth workers both professionally and personally. However, the pace of

social media is constant and the speed is instant! It can offer invaluable opportunities to communicate with people near and far, but it can also be fraught with potential

risks and difficulties. The following guidelines are provided to ensure best practice.

Ideally no member of staff should share any personal information or accept “friend” requests from any young person who attends or has attended the Young Lewisham Project. In certain circumstances this proves extremely difficult and therefore the following guidelines should be taken into account to protect the staff member and the young people we work with.

Consider having separate professional and personal ‘profile’ accounts. This will allow you to keep your professional and private lives completely separate. If you do allow young people access to your personal social networking profile, then you must ensure that they do not have access to private information about you which may compromise either you and/or the Young Lewisham Project. This includes personal contact information and private arrangements with friends/family, etc.

Many sites offer a ‘restricted profile’ option which allows certain ‘friends’ to only see a limited amount of information. This should be used and checked thoroughly to ensure that you are aware of exactly which information can be viewed.

It is strongly recommended that you do not post any information about yourself on the internet which may be embarrassing, inappropriate, compromising or offensive, no matter who can view it. This includes your use of language, your posting of (or tagging of) photographs and the posting of stories and experiences.

When young people contact you personally away from work via social networking sites or any other media, it is strongly recommended that you keep a copy of correspondence sent and received. You should also take every reasonable step to ensure that the young person does not form an inappropriate attachment to you. Such an attachment may be misconstrued by third parties and may give the young person false expectations and impressions. If you suspect that there is a danger of this you are advised to limit the contact as much as possible outside of work and inform the designated Safeguarding Officer immediately.

It is strongly recommended that where possible you do not allow young people to have any of your personal phone numbers, home address or any other information which may lead to significant contacts away from work which may be hard to recount later, e.g. conversations which cannot be recorded. If young people need to have a contact number/address or visit your home, make sure this is for planned group activities where others are also present and ensure an adequate young people: adult ratio. If using Facebook or any other site to advertise events or to make arrangements, it is vital you take reasonable steps to ensure that no information which may compromise the safety of young people is made public.

You should also remember that there is a legal age limit of 13 years old for access to sites such as Facebook.

If, when viewing an internet site, you become aware of a situation in which a young person is potentially in danger, it is vital that you report it immediately to either your Safeguarding Officer, the police or another relevant authority depending upon the situation.

Where you have any significant or regular contact with a young person via a social networking site, you should ensure that your Safeguarding Officer and the young person’s parents/carers are aware that the contact is taking place.

### **Legal Responsibility:**

In certain circumstances the misuse of social media websites can constitute a criminal offence or otherwise give rise to legal liability against you and the Project. It

may also cause embarrassment to staff and young people and could lead to instant dismissal.

Uploading, posting, forwarding or posting a link to any of the following types of material on a social media website, whether in a professional or personal capacity, will amount to gross misconduct (this list is not exhaustive):

Pornographic material (writing, pictures, films and video clips of a sexually explicit or arousing nature)

A false and defamatory statement about any person or organisation

Material which is offensive, obscene, criminal discriminatory, derogatory or may cause embarrassment to the Project, our clients or staff

Confidential information about the Project or any of our staff or clients (which you do not have express authority to disseminate)

Any other statement which is likely to create any liability (whether criminal or civil and whether for you or the Project)

Material in breach of copyright or other intellectual property rights or which invades the privacy of any person

Any such action will be addressed under the Project's Disciplinary Policy and is likely to result in summary dismissal.

If you notice any use of social media by other staff, volunteers or young people in breach of this policy please report it to the Safeguarding Officer.

If you notice any content posted on social media about the Project (whether complimentary or critical) please report it to the Safeguarding Officer.

### **Remember:**

Not to upload, post or forward any content belonging to a third party unless you have permission

Never to contribute to a discussion if you are angry or upset. Return to it later when you can contribute in a calm and rational manner

If you feel even slightly uneasy about something you are about to publish then you shouldn't do it. If in doubt always discuss it with the Safeguarding Officer

Don't discuss colleagues or young people without their prior approval

Avoid publishing your contact details where they can be accessed and used widely by people you did not intend to see them and never publish anyone else's details.

Be aware that what you publish will be public for many years.

### **Information sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.  
Schools

and colleges have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, it is important for governing bodies and

proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

**The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

Where children leave Young Lewisham Project, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, to allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators

(SENCOs) or the named persons with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or

college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. More information on the child protection file is.

### **Confidentiality:**

Whilst the general principle is that information obtained about children/young people and their families must be shared with them and not with others, there are exceptions. The public interest in safeguarding the welfare of children/young people overrides the public interest in maintaining confidentiality, and the law permits the disclosure of confidential information where this is necessary to safeguard a child/children/young people. Effective information-sharing underpins integrated working and is a vital element of both early intervention and safeguarding.

Disclosure of confidential information should be justifiable in each case, for example to provide information to professionals from other agencies working with the child/young person, and where possible and appropriate, agreement of the person concerned should be obtained.

### **Staff training**

Governing bodies at Young Lewisham Project ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training is regularly updated.

In addition, all staff receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Governing bodies recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

Governing bodies ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of Young Lewisham Projects safeguarding approach and wider staff training.

Whilst considering the above training requirements, governing bodies have regard to staff Standards which set out the expectation that all staff manage behaviour

effectively to ensure a good and safe educational environment and requires staff to have a clear understanding of the needs of all pupils.

### **Code of Conduct**

### **The Role of Staff and Volunteers**

In your role at Young Lewisham Project you are acting in a position of authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model and are expected to act appropriately.

## **Responsibility**

You are Responsible for:

Prioritising the welfare of children and young people

Providing a safe environment for children and young people

Ensuring equipment is used safely and for its intended purpose

Having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.

Following our principles, policies and procedures

Including our policies and procedures for child protection / safeguarding, whistle blowing and online safety

Staying within the law at all times

Modelling good behaviour for children and young people to follow

Challenging unacceptable behaviour and reporting any breaches of the code of conduct to George Smith, Operations Manager

Reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures

This includes behaviour being displayed by an adult and directed at anybody of any age.

## **Rights**

You should:

Treat children and young people fairly and without prejudice or discrimination

Understand that children and young people are individuals with individual needs

Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation.

Challenge discrimination and prejudice

Encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

## **Relationships**

You should:

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Promote relationships that are based on openness, honesty, trust and respect  
Avoid favouritism

Be patient with others

Exercise caution when you are discussing sensitive issues with children or young

people

Ensure your contact with children and young people is appropriate and relevant to the work of the project you are involved in

Ensure that whenever possible, there is more than one adult present during activities with children and young people

If a situation arises where you are alone with a child or young person, ensure that you are within sight or hearing of other adults.

If a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child or young person are.

Only provide personal care in an emergency and make sure there is more than one adult present if possible

Unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

## **Respect**

You should:

Listen to and respect children and young people at all times.

Value and take Children's and young people's contributions seriously, actively involving them in planning activities wherever possible.

Respect a young person's privacy as far as possible.

If you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

## **Unacceptable Behaviour**

When working with children and young people, you must not:

Allow concerns or allegations to go unreported

Take unnecessary risks

Smoke, consume alcohol or use illegal substances.

Develop inappropriate promises to children and young people.

Engage in behaviour that is in any way abusive

Including having any form of sexual contact with a child or young person

Let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account.

Act in a way that can be perceived as threatening or intrusive.

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Patronise or belittle children and young people.

Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children or young people.

## **Code of Conduct for Staff, Volunteers and Trustees towards each**



## **other We seek to involve staff, Volunteers and Trustees to**

Ensure that our services meet the needs of our clients

Provide new skills and perspectives

Increase our contact in the local community we serve

Provide the opportunity for all to develop their own skill.

## **All Staff, Volunteers and Trustees must:**

Treat each other fairly and equally

Do not discriminate unlawfully against any person

Allow others to express themselves and understand that all views are important even if they are not the same as their own – as long as no offence is caused even if unintentionally.

Speak to the Young Lewisham projects Operations Manager, George Smith in the first instance if they have any issues with the work of others.

## **Equal Opportunities**

Understand, respect and work at all times without prejudice to race, age, ethnic origins, disability, gender, physical and mental health, religion, sexuality or cultural background.

Understand that all forms of discrimination, including bullying and harassment are unacceptable and contravene the Young Lewisham Projects Diversity and Equality Policy.

Perform his/her duties with honesty, integrity, impartially, objectivity and a positive attitude.

Work together and help each other out wherever possible.

Ask questions if in doubt about any instructions-as many times as you like.

## **Upholding this Code of Behaviour**

You should always follow this code of conduct and never rely on your reputation or that of our organisation to protect you.

If you have behaved inappropriately you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you may be asked to

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leave the Young Lewisham Project. We may also make a report to statutory agencies such as the police and/or the local authority child protection services.

If you become aware of any breaches of this code, you must report to George Smith, Operations Manager. If necessary you should follow our whistleblowing procedure and safeguarding and child protection procedures.

## **Contact Details for Reporting Allegations or Suspicions of Abuse:**

**If you have any concerns about a young person being abused you should inform the DSL(s) detailed below:**

George Smith (Tutor/Youth Worker)

Young Lewisham Project

124 Kilmore Road, Forest Hill, London SE23 2SR

Tel: 020-8291-9771

### **Second Safeguarding Officer:**

Anna Lumley

Young Lewisham Project

124 Kilmore Road, Forest Hill, London SE23 2SR

Tel: 020-8291-9771

### **Important Contacts Outside Young Lewisham Project:**

Lewisham's Children's Social Duty Care Team

Tel: 020-8314-6660

Tel: 020-8314-6000 (out of hours)

Local Authority Designated Officer (LADO)

Tel:020-8314-3114

LADO referral Forms to: [LewishamLADO@Lewisham.gov.uk](mailto:LewishamLADO@Lewisham.gov.uk)

Education Designated Officer In the event of an allegation about an educational setting

Tel: 020-8314-6220

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Lewisham Safeguarding Children Board:

Third Floor, Laurence House, 1 Catford Road, London, SE6 4RU

Tel: 020-83143396 Email: [safeguardingboard@lewisham.gov.uk](mailto:safeguardingboard@lewisham.gov.uk)

NSPCC Child Protection Helpline

Tel: 0808-800-5000 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

(Free 24 hour service providing counselling, information and advice to anyone concerned about a young person at risk of abuse – good for initial advice)

Catford Police Station

333 Bromley Road, Catford, London SE6 2RP

Tel: 0300-123-1212 or 101 or 999

### **Reporting Allegations or Suspicions of Abuse Form:**

Your Name		
Your Position		
Young Person's Name		
Young Persons Address		
Parents/Care rs Name		
Parents/Care rs Address		
Contact Number Young Persons Date of Birth		

Date and Time of incident		
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<p>Your Observations</p>	<p>(Exactly what the young person said and what you said: REMEMBER, DO NOT LEAD THE YOUNG PERSON – RECORD ACTUAL DETAILS . CONTINUE ON ANOTHER SHEET IF NECESSARY.)</p>	
<p>Action taken so far</p>		

	External Agencies Contacted (Date and Time)	
Police	Yes / no	
If Yes Name and contact Number		
Details Received:		
Local Authorities Children's Social Care	Yes / No	
If Yes - Which		
Name and Contact details		

Details Of Advice Received		
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Local Authority		
Yes / NO		
If Yes - Which		
Name and Contact		

Details Of Advice received		
Other (e.g. NSPCC)  If Yes – which  Contact Name and Number		

Details of advice received.		
Signed by		Date
Print Name		

Reviewed by: Dominique Gorman Date: 03/01/2023 Next Review Date:  
03/01/2024



