

## Safeguarding Children and Adults at Risk Policy And Procedure

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|                                     |                    |
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## 1. Rationale

The purpose of the policy is to:

- help practitioners to protect children, young people and adults at risk (referred to as our service users) who use the services of the Springboard Project.
- help practitioners promote our service users' welfare and provide activities accordingly.
- provide guidance and expectations to practitioners working for the Springboard Project in order to keep our service users safe from harm; to provide opportunities for our service users to grow and flourish; and to support partner agencies where needed.
- ensure the Trustees are aware of their responsibilities.

The Springboard Project believes that no child, young person or adult should experience abuse of any kind, this includes anyone who would fall under the definition of protected characteristic as defined by the Equality Act 2010.

### What are the legislative requirements?

Whilst we believe that safeguarding is a moral and ethical imperative, there are legislative requirements that govern our work and each practitioner has a responsibility to both understand and adhere to the following:

- [Children Act 1989](#)
- [United Nations Convention on the Rights of the Child 1991](#)
- [Human Rights Act 1998](#)
- [Sexual Offences Act 2003](#)
- [Children Act 2004](#)
- [The Mental Capacity Act 2005](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Protection of Freedoms Act 2012](#)
- [Children and Families Act 2014](#)
- [Social Services and Wellbeing Act 2014](#)
- [Care Act 2014 \(revised 2016\)](#)
- [The General Data Protection Regulation 2016/679](#)
- [Children and Social Work Act 2017](#)
- [Working together to safeguard children 2018](#)
- [NICE guideline \*\*When to Suspect Child Maltreatment\*\* \(Clinical Guideline 89, 2009\)](#)

## 2. Scope

### Who does this policy apply to?

This policy applies to all Trustees, staff and volunteers, and anyone working on behalf of The Springboard Project. For the purpose of this policy, this grouping will be referred to as 'the practitioners'.

### 3. Safeguarding

#### What do we mean by safeguarding?

##### Children and Young People

The government guidance on safeguarding children is provided in the document [Working Together, 2018](#). This defines children and young people to be any person who has not reached their 18th birthday. The guidance uses the terminology 'children' to refer to both children and young people.

The guidance defines safeguarding and the promotion of welfare as:

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

##### Adults at Risk

The government guidance on safeguarding for adults at risk is provided in the document, [Care and Support Statutory Guidance, 2018](#).

Safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- is experiencing, or at risk of, abuse or neglect
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements.

The guidance defines safeguarding as protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

Organisations should always promote the adult's wellbeing in their safeguarding arrangements. People have complex lives and being safe is only one of the things they want for themselves. Professionals should work with the adult to establish what being safe means to them and how that can be best achieved. Professionals and other staff should not be advocating 'safety' measures that do not take account of individual well-being, as defined in Section 1 of the Care Act. (Care and Support Statutory Guidance, 2018)

## What are our principles for working?

We recognise that as an organisation we are not experts in the law, statutory thresholds or in the various areas of concern, however, we can be 'experts' in our clients. We will look to be client centred and aim to understand the lived experience of each service user by:

- being curious - asking, encouraging, listening and observing
- working collaboratively with the client, family and partners as appropriate
- being accountable to service users, each other and partners
- sharing information appropriately at the right time with the right people, for more information on what to do if you suspect someone is at risk of harm or is being harmed see appendix 1
- getting help and support at the earliest opportunity proportional to the risk presented, for contact details and referral information see appendix 2.
- advocating on behalf of our service users, empowering them to voice what they want and if an adult, make decisions where possible.
- recognising that disabled children are three times more likely to be abused than other children and their increased vulnerability to be abused is the fact that they are still less likely to get the protection and support they need when they have been abused. See appendix 3 for types of abuse and their signs and symptoms.

## 4. Responsibilities

### What do we want our practitioners to be aware of?

Safeguarding is everyone's responsibility relating to the promotion of welfare as well as protection from harm. Our practitioners will be attentive to this when planning and executing duties including ensuring our activities are developmentally appropriate, offer learning opportunities, whilst being fun and safe.

We will stay alert to possible abuse recognising that this is not one identifiable 'thing' and there are many signs and symptoms. We do not want our practitioners to view protection of children as a 'tick-box' exercise. Instead, we want our practitioners to be curious and recognise when there is something that is concerning them about the child or adult.

We will ensure that the practitioners have training that allows them to recognise the signs and symptoms, and information will be freely available for practitioners to check against if they are worried about a child or adult. We, also, recognise that we work with children and adults where we have to be particularly alert to the need for early intervention.

We want our practitioners to be aware of the 5 R's in safeguarding:

- **Recognise:** Practitioners are familiar with the signs and symptoms of abuse
- **Respond:** Practitioners are able to respond to the child/adult appropriately.
- **Report:** Practitioners know how to report both within and outside of the agency.

- **Record:** All concerns are noted on a record of concern form (appendix 4), discussed and stored appropriately.
- **Refer:** Everyone knows how to refer and the organisation procedure for this.

For further guidance and support with your concern please see appendix 5 our Safeguarding Flowchart

## **What are the responsibilities of the Trustees?**

Trustees must take reasonable steps to protect those connected with the charity from harm. This includes:

- people who benefit from your charity's work
- staff
- volunteers
- other people connected to its activities

This should be a key governance priority for all charities, regardless of size, type or income. This does not just apply to those working with children or people who are traditionally considered to be at risk.

Trustees must make sure that the charities assets are used only to support or carry out the charity's purposes. Assets, beneficiaries or reputation must not be exposed to undue risk.

Trustees of charities which work with vulnerable groups, including children, must always act in their best interests and ensure they take all reasonable steps to prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also it enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

People may use the charity to get to children, vulnerable people, or their records for inappropriate or illegal purposes. Trustees must be alert to this and actively manage the risk that the charity may be deliberately targeted; that its culture may allow poor behaviour to take place; or that people in a position of trust may abuse this.

This means that at the Springboard Project we will ensure all Trustees have the relevant information, access and opportunities to be able to discharge these duties. This will include a commitment to an annual review of all safeguarding policies and procedures.

## **What are the responsibilities of the Designated Safeguarding Lead?**

- To take the lead in ensuring that appropriate arrangements for keeping children, young people and adults safe are in place at Springboard.
- To promote the safety and welfare of children, young people and adults involved in Springboard's activities at all times.
- Take a lead role in developing and reviewing Springboard's safeguarding policies and procedures.

- Take a lead role in implementing Springboard's safeguarding policies and procedures: ensuring all safeguarding concerning children and young people who take part in Springboard's activities are responded to appropriately.
- Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with Springboard may present a risk to children or young people. This includes:
  - assessing and clarifying the information
  - making referrals to statutory organisations as appropriate
  - Consulting with and informing the relevant members of the organisation's management
  - Liaise with, pass on information to and receive information from statutory child protection agencies such as, local authority child protection services and the police. This includes making formal referrals to agencies when necessary.

## 5. Compliance monitoring arrangements

As a part of practitioners' induction training, they will be provided with the opportunity to read all relevant policies, including this policy, and sign that they have read and understood Springboard's commitment to Safeguarding and the role they play in ensuring this is upheld.

### **What will we do to support the implementation of this policy?**

We will ensure that practitioners and volunteers;

- have access to a Designated Safeguarding Lead (DSL) and a deputy.
- are recruited as per the Safer Recruitment Policy
- have access to training and development opportunities relevant to their role.
- know how to report and escalate concerns regarding service users.
- know how to report and escalate concerns regarding the working practice of a practitioner both within and outside of Springboard.
- have opportunities to discuss ideas, share concerns and highlight issues.
- have regular supervision that supports reflective practice.
- have procedures that promote safe working, detail actual practice and are reviewed regularly.
- can easily access relevant information that will support them in identifying concerns.

### **What other policies align with this?**

- Code of Conduct
- Safer Recruitment
- Lone and safer working
- Behaviour management
- Professional and personal boundaries;
- Information Sharing
- Risk Management
- Working for Others
- Whistleblowing

- Complaints
- Disciplinary
- Health and Safety
- Equality and Diversity
- Social Media
- The Staff Handbook

### How will we ensure operational oversight?

Safeguarding is a standing item on all Trustee's meetings, the DSL will give a brief overview of cases and actions being taken and update the board member responsible for safeguarding.

Members of the board will have access to master training/policy logs to gain oversight of the training that all members of the team have, as well as which policies the charity has completed. This master log will also automatically highlight those due to be renewed. Links will be provided to training certificates and current versions of policies and procedures to enable to board to audit them at any time.

### When will this policy be reviewed?

Safeguarding underpins all the work that we do at Springboard, therefore this policy will be reviewed annually. This should not restrict more frequent reviews being undertaken e.g. when new legislation/guidance is released or a review of practice highlights learning opportunities.

## 6. Training to ensure compliance with this policy

All staff and volunteers are required to complete an enhanced DBS check pre-appointment, and every three years thereafter.

### Springboard Staff and Volunteer Safeguarding training matrix

|   | Trustee | Designated Safeguarding Lead and Deputy | Administration Staff | Operational Staff | Volunteers (appropriate to group age) |
|---|---------|---|----------------------|-------------------|---------------------------------------|
| Charity trustee safeguarding training (NSPCC)   | X       |   |                      |                   |                                       |
| Safeguarding children level 1                   |         |   |                      |                   | X                                     |
| Safeguarding children level 2                   |         | X                                       | X                    | x                 |                                       |
| Safeguarding vulnerable adults                  |         | X                                       | X                    | X                 | X                                     |
| FGM   |         | X                                       |                      | X                 |                                       |
| Preventing Radicalisation and Violent Extremism |         | X                                       |                      | X                 |                                       |
| Modern Slavery                                  |         | X                                       |                      | X                 |                                       |
| Child Criminal Exploitation and County Lines    |         | X                                       |                      | X                 |                                       |
| Domestic Abuse                                  |         | X                                       |                      | X                 |                                       |
| Modern Slavery                                  |         | X                                       |                      | X                 |                                       |
| Designated Safeguarding Lead (Level 3)          |         | X                                       |                      |                   |                                       |

All training must be renewed every 2 years, regardless of position.

## 7. Document Control

### Change History

| Version | Date<br>(DD/MM/YYYY) | Author/ Lead | Job title | Details of change | Archiving location |
|---------|----------------------|--------------|-----------|-------------------|--------------------|
|         |                      |              |           |                   |                    |
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|         |                      |              |           |                   |                    |



## Appendix 1 – What to do if you suspect someone is at risk of harm or is being harmed

### Where might information come from?

- A declaration by the child – verbally or using signs or their behaviour;
- Another child;
- A member of staff – their observations or feelings;
- The family of the child concerned – the family/carers may perceive their report as 'normal' but Challengers may still consider the information to be a safeguarding concern;
- A member of the public;
- Another professional.

### What if a child is the 'perpetrator' of the harm

If the concern is about a child causing harm to another child then both children must be considered as at risk of harm and the incident(s) reported appropriately for each child.

### Listening to the child

- If the child makes an allegation/discloses information which raises concern, we should:
- See and speak to the child;
- Listen to what they say;
- Collect accurate information;
- Treat the child as competent and intelligent;
- Take the child and their declaration seriously;
- A record of all conversations and actions must be kept using a record of concern form
- Clarify the concerns;
- Offer reassurance about how s/he will be kept safe;
- Do not promise to keep the declaration a secret. Reassure the child (or the reporting person) that they have done the right thing to tell;
- Explain that the information may be passed to Children's Services and/or the Police.

Children are clear about what they want from an effective safeguarding system and therefore should guide the behaviour of practitioners. Children have said they need:

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them

- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views
- Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations.

Consideration must always be given to issues of diversity so that the impact of cultural expectations and obligations are taken into consideration. It is vital that if there are any communication difficulties, appropriate support is sourced.

Whilst the child's view should be considered, it remains the responsibility of Springboard staff/the professional to take whatever action is required to ensure the safety and best interests of that child and any other children.

## Appendix 2 – Referrals and Contact Details

If you are concerned about the safety or welfare of a child you must call the Integrated Front Door team for advice.

- Discuss the concern/referral with your line manager but this should not delay or obstruct any referral.
- Do it quickly – do not delay.
- Report to Integrated Front Door before you call any other agency.
- Record in writing discussions about a child's welfare. Make sure you reach a clear and explicit recorded agreement about who will be taking what action, or that no further action will be taken
- Within 24 hours follow up the referral with a copy of the Springboard's record of concern form or the Integrated Front Door team's own referral form.

### Children

#### Contacting the Integrated Front Door:

Contact Number – 01403 229900

Email – [WSChildservices@westsussex.gov.uk](mailto:WSChildservices@westsussex.gov.uk)

Request Support From IFD for a Child – [Click Here](#)  
Request Support From IFD for an Adult – [Click Here](#)

### Adults

#### West Sussex Adult Services:

Contact Number – 01403 642121

Make a Referral – [Click Here](#)

## Recording and reporting concerns

Record all actions, decisions and names of professionals using Springboard's Record of Concern Form

The person making the referral should provide as much of the information listed below as they can within the same working day and as soon as possible;

- Full name, date of birth and gender of child/ren
- Full family address and any known previous addresses
- Identity of those with parental responsibility
- Ethnicity, first language and religion of children and parents/carers
- Any need for an interpreter, signer or other communication aid
- Any impairments child/ren have
- Any significant/important recent or historical events/incidents in the child or family's life
- Cause for concern including details of any allegations, their sources, timing and location
- Identity and current whereabouts of the suspected/alleged perpetrator
- Child's current location and emotional and physical condition

- Whether the child is currently safe or is in need of immediate protection because of any approaching deadlines (e.g. child about to be collected by the alleged abuser)
- Child's account and the parent's' response to the concerns if known
- Referrers relationship and knowledge of the child and parents/carers
- Known current or previous involvement of other agencies/professionals
- Information about parental knowledge of, and agreement to, the referral

## **How to contact Springboard's Designated Safeguarding Lead when you have a safeguarding concern**

- All safeguarding incidents must be checked and closed by the DSL or Deputy DSL.
- The DSL role is to provide advice, and help co-ordinate safeguarding referrals.
- Staff may feel that their immediate line manager has not made the right decision or taken the concern seriously. In this case the Designated Safeguarding Lead must be contacted.

### **Designated Safeguarding Lead**

Luke Woodjetts

[Luke.woodjetts@springboardproject.com](mailto:Luke.woodjetts@springboardproject.com)

### **Deputy Safeguarding Lead**

Vickie Harvey

[Vickie.harvey@springboardproject.com](mailto:Vickie.harvey@springboardproject.com)

### **Informing parents**

Springboard will always inform and involve families when we contact the IFD about their child – unless we are advised not to by the Local Authority – this will be highly unusual.

Practically staff need to consider:

- Whether or not it is safe to speak to the family before contacting the Children's Services – the integrated Front Door
- If in doubt call Children's Services, IFD, first and get advice about how/if Springboard should inform the family.
- When the family is informed record their reaction about the incident/referral.
- Inviting families to meetings about their child's care alongside advice Springboard have asked for and/or received from a Children's Services IFD teams. These meetings need to be recorded and notes and any documents generated shared with the family.
- Do not wait to tell the family if this delays a referral.
- Contact with Children's Services, IFD Team, should be a positive experience for the child, family and Springboard – the child's safety and happiness should be the outcome. Springboard should promote this aspect to families.

- Springboard staff do not need parental permission to contact the Children's Services about a concern but involving and describing the concern to parents may improve trust and the quality of the relationship Springboard has with the child's family.
- Reason/s for proceeding without parental agreement must be recorded.
- Children's Services must be told that the parent has withheld her/his permission.

## Appendix 3 – Types of Abuse - Signs and Symptoms

### What is physical Abuse?

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes: hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones and drowning.

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

### What is Neglect?

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

### What is Emotional Abuse?

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

### What is Sexual Abuse?

When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online.

### What is Child Sexual Exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

### What is Bullying?

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally

### What is Child Trafficking?

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or

sold. Children are trafficked for: sexual exploitation, benefit fraud, forced marriage, domestic slavery, forced labour and committing crimes

## **What is Criminal Exploitation?**

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

## **What is Domestic Abuse?**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or have been in a relationship. It can also happen between adults related to one another. It can seriously harm children and young people, and experiencing domestic abuse is child abuse.

## **What is Female Genital Mutilation (FGM)?**

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.

## **What is Grooming?**

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

## **What is Financial Abuse?**

Financial abuse is the mistreatment of someone in terms of their money or assets, such as their property. Financial abuse often occurs alongside other forms of abuse.

## **What is Organisational or Institutional Abuse?**

Organisational or Institutional abuse is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

## **What is Self-neglect?**

Self-neglect is when someone neglects themselves and/or their accommodation.

It has to be acknowledged that it is difficult to work with people who self-neglect as it can be seen as a "lifestyle" choice but this is often not the case; however, it is not as simple as just needing a deep clean

If you're worried about a child, it can be hard to know what to do. For more information and advice on different types of abuse, how to spot the signs and what you can do to help keep children safe please follow the link below.

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>





**Child or young person**

(Were there any obvious signs in the child e.g. bruising, bleeding, changed behaviour? Did the child say something?)

**What actions have you taken?**

(Who have you spoken to and when?)

**Is there a follow up or support plan?**

(What actions need to be carried out, when, and who by)

|  |  |  |  |
|--|--|--|--|
| <b>Do parent carers know?</b>                      | <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Has a referral been made to the Social Care team?</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Has a referral been made to another agency?</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <b>If yes, to who?</b>                                   |  |
| <b>Staff Signature</b>                             |  | <b>Date</b>  |  |
| <b>Manager Signature</b>                           |  | <b>Date</b>  |  |

## Appendix 5 – Safeguarding Flow Chart

- The safety of children is our first priority.
- Tell your Leader or a senior member of Springboard staff immediately.
- ACT IMMEDIATELY – The leader or senior member of Springboard staff makes a referral to the local authority safeguarding/ Integrated Front Door team.
- If your line manager or Springboard does not respond in the right way you must make the referral to the local authority safeguarding team/Integrated Front Door yourself.

