

Safeguarding and Child Protection Policy

YMCA Brunel Group fully recognises its responsibilities for safeguarding and child protection.

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| Policy agreed (date): | August 2021 |
| Policy published (including on website) (date): | August 2021 |
| Next review (date): | November 2021 |

Key Safeguarding Personnel

| Role | Name | Tel. | Email |
|--|--|--|--|
| Designated Safeguarding Lead (DSL) | Name for each childcare setting | Name for each childcare setting | Childcare setting email |
| Deputy DSL(s) (DDSL) | Name for each childcare setting | Name for each childcare setting | Childcare setting email |
| Director of Children's Services | Julia Honeywell | 01225 325900 | <u>JuliaHoneywell@ymca-bq.org</u> |
| Chief Executive and registered person for childcare | Mike Fairbeard | 01225 325907 | <u>MikeFairbeard@ymca-bq.org</u> |
| Chair of Trustees | David Pendle | 01225 325900 | |

The key safeguarding responsibilities within each of the roles above are set out in legislation

YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

SUPPORT & ADVICE

ACCOMMODATION

FAMILY WORK

HEALTH & WELLBEING

TRAINING & EDUCATION

YMCA Brunel Group, is a charity (1074660 England & Wales) and a company limited by guarantee (3719773 England & Wales).

Registered Office: International House, Broad Street Place, Bath, BA1 5LH. T 01225 325900 E admin@ymca-bq.org

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| Wiltshire Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): Out of hours: | 0300 456 0108 0300 456 0100 |
| Bath and North East Somerset Children's Social Work Services: Out of hours: | 01225 39 61 11 01454 61 51 65 |

If you believe a child is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

YMCA Brunel Group is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- Non-statutory interim guidance: COVID-19: safeguarding in schools, colleges and other settings
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB) and for Bath and North East Somerset the Local Children Safeguarding Board
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

The aim of this policy is to ensure:

- all our children are safe and protected from harm.
- safeguarding procedures are in place to help children to feel safe and learn to stay safe.
- adults in our communities are aware of the expected behaviours and our legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates children's health and safety; behaviour management and preventing bullying; supporting children with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, policy is consistent with all other policies adopted by us and should be read alongside the following policies relevant to the safety and welfare of our children:



- SEND policy
- Teaching and Learning policy
- Equality Statement
- Behaviour policy
- Staff Behaviour Policy
- Health and safety policy
- Whistleblowing policy
- Administration of medicines

This policy applies to all staff in our settings.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the group, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in setting.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children we care for and any child under the age of 18 who comes into contact with us. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at setting or outside of setting hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2021). Manager, leaders and staff who work directly with children have also read Annex A.

Our Trust Board

As key strategic decision makers and vision setters for the Brunel Group, the trustees will make sure that our policies and procedures are in line with national and local safeguarding requirements. Trustees will work with the senior leaders to make sure the following safeguarding essentials are in place:

Courses

Policy/Procedures

Staffing



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| Children taught about online safety Staff Behaviour Policy (for safer working practice) D/DSL training KCSiE Part 1 (and Annex A for staff working directly with children) Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing | Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse (HBA) Peer on Peer abuse Mental Health Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review | Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) |
|---|--|--|

Allegations management

Our Director for Children’s Services is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) or the Local Allegations Designated Officer (LADO) and other partner agencies in the event of an allegation of abuse being made against the managers or leaders of the settings. Our Chief Executive oversees this work.

See also ‘Managing allegations against adults.’

Audit

The manager or leader and the D/DSL complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our Director monitors our safer recruitment practice seeking advice and support from the local authority

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2021).

At YMCA Brunel Group we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff and regular volunteers who work at our settings
- Our Chief Executive and all senior staff who are in contact or visit our settings and who work at Head office See also Training.

Staff Behaviour Policy (for safer working practice)

YMCA Brunel Group is committed to positive academic, social and emotional outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.



Visitors

All visitors complete a signing in/out form and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer, social worker) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at our setting.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity.

Curriculum – teaching about safeguarding

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for them to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The EYFS curriculum and specifically PSED includes the following objectives:

- Developing self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At YMCA Brunel Group all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- Referral tools used by the Local Authority as appropriate and as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP/LSCB website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2021) along with notes from safeguarding training, are important reference documents for all staff. As is our YMCA level 1 setting training on the signs and symptoms of abuse.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP/LSCN that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in our work areas for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL



using the standard form. It is the responsibility of each adult in setting to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice or dialling 999 to seek immediate assistance

During setting time, the DSL and/or a DDSL is always available during opening hours for staff to discuss any safeguarding concerns. **Senior YMCA managers are also available to be contacted by phone or email.**

The voice of the child is central to our safeguarding practice and children are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown
- Those not attending for whom we have concerns

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend settings regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP/LSCB procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a child, we follow our procedures for making contact with the family to check whereabouts.

Children with Special Education Needs and Disabilities (SEND)

Children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the child's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children with SEND, including communication barriers. Staff recognise that children with SEND can be disproportionately affected by bullying.

To address those additional challenges, extra care and support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify children with additional communication needs and whenever possible, these children are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Peer on Peer abuse

All children have a right to learn in a safe environment. While peer on peer abuse is mostly associated with school age children, it is unacceptable and will be taken seriously. It is likely to include, but not limited to:

- bullying (including cyber or on-line bullying)

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not just



managed through the systems set out in the behaviour policy.

Peer on peer abuse will be addressed within. All of our childcare settings including under 5's and school age clubs for after school and at holiday time.

We minimise the risk of peer-on-peer abuse by providing:

- a relevant curriculum and ethos, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Children may raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- Staff will be aware of children's concerns and looking after each other and caring for others feelings and emotions will always be at the heart of our work

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. In BANES this will be communicated through social care and the police. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental health

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

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- they have a duty 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.

If staff have a mental health concern about a child this is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting children and their families from the risk of radicalisation is part of the YMCA's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Staff use their judgement in identifying children who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child or family. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Exceptional operating circumstances

If the setting is required to change the way we offer our provision to children due to exceptional



circumstances e.g. during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes

Record keeping and information sharing

The setting:

- liaises with partner organisations (alternative provisions, schools and other nurseries, local authority etc, to ensure any safeguarding records for children are shared on transition:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our setting.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that children have in extended and blended families.

- keeps clear written records of all child safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all child safeguarding and child protection records are kept securely in a locked location.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Local Authority Record Keeping Guidance which includes details about file retention.

Information about children at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.



Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP/LSCB Escalation Policy is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making and action planning.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the DSL and /or senior leaders.

If a staff member feels unable to raise an issue with senior leadership or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The Local Authority -Wiltshire Council or Bath and North East Somerset
- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- The Chair of the YMCA Brunel Group Trustees

Managing allegations against YMCA staff (including YMCA visitors to the setting and volunteers)

YMCA Brunel Group follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the setting for easy reference and the procedure set out for Bath and North East Somerset.

Where anyone in the setting has a concern about the behaviour of an adult who works, visits or volunteers at the place of work, they must immediately consult the setting leader who will refer to the Designated Officer for Allegations (DOFA) or the Local Allegations Designated Officer (LADO)

Any concern or allegation against the setting leader will be reported to the senior management team or the Chief Executive.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Staff may be suspended as a neutral act and arrangements for pay will be clarified at this time.

All members of staff and volunteers have read, signed to confirm they have understood the setting's Staff Behaviour Policy (for safer working practice).

Training

Induction

The welfare of all our children is of paramount importance. All staff and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:



- Plan of support for individuals appropriate to the role for which they have been recruited.
- Confirmation of the conduct expected of staff within the setting – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 2 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this YMCA level 1 setting session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, PeopleHR, staff meetings) as necessary and at least annually.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to setting's needs. Their knowledge and skills are refreshed at least annually eg via manager/leader meetings or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour in Wiltshire.

Safer Recruitment

At least one person on any interview panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Trustees

As well as the setting's safeguarding induction programme, the trustees responsible for children and safeguarding should complete the YMCA level 1 safeguarding and child protection training.

Monitoring and review

Trustees ensure that safeguarding is an agenda item for regular meetings to discuss across the YMCA Brunel.

The setting leader ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated trustee meets the Director for Children's Services annually to monitor the effectiveness of this policy.



All other policies relating to YMCA Brunel Group are available for you to read at the childcare setting or on our web site.

Signed on behalf of YMCA Brunel Group
(original signed copy held at registered office)



Mike Fairbeard

Role of Signatory

Chief Executive

Date of Review of Policy

November 2021



Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case-by-case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

