

**Safeguarding Policy**

**Document Owner: Matt Brown**

**Approved by: Judi Wood and Dave Boden**

**Date Approved:**

**Next Review Date: September 2024**

**Version:** 3

**Security Classification:** Public

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Revision Date | Revised by | Section Revised |
| 1 | 17/08/23 | Matt Brown | Keeping Children Safe in Education  Part Seven – DBS  Grace Foundation Information |
|  |  |  |  |
|  |  |  |  |

**IM GROUP SAFEGUARDING STATEMENT**

IM Group recognises the importance of its work with children and young people and adults in need of protection and its responsibility to protect everyone entrusted to our care.

This organisation is committed to the safeguarding of children and vulnerable adults and ensuring their well-being. Specifically:

We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.

We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.

All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.

We recognise that we all have a responsibility to help prevent the physical, sexual, psychological, financial and discriminatory abuse and neglect of vulnerable adults and to report any such abuse that we discover or suspect.

We recognise the personal dignity and rights of vulnerable adults and will ensure all our policies and procedures reflect this.

We believe all adults should enjoy and have access to every aspect of the life of the organisation unless they pose a risk to the safety of those we serve.

We undertake to exercise proper care in the appointment and selection of all those who will work with children and vulnerable adults.

**We are committed to:**

Following the requirements for UK legislation in relation to safeguarding children and vulnerable adults and good practice recommendations.

Respecting the rights of children as described in the UN Convention on the Rights of the Child.

Implementing the requirements of legislation in regard to people with disabilities.

Ensuring that workers adhere to the agreed procedures of our safeguarding policy.

Keeping up to date with national and local developments relating to safeguarding.

Following guidelines in relation to safeguarding children and adults in need of protection.

Supporting the Designated Safeguarding Leads in their work and in any action they may need to take in order to protect children/vulnerable adults.

Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this organisation.

Supporting parents and families.

Nurturing, protecting and safeguarding of children and young people.

Supporting, resourcing, training, monitoring all those who undertake this work.

Supporting all in the place of organisation affected by abuse.

**We recognise:**

Children’s Social Services (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child. Adult Social Care (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a vulnerable adult.

Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.

Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns to our agency’s headquarters.

Safeguarding is everyone’s responsibility.

*If you have any concerns for a child or vulnerable adult then speak to one of the following who have been approved as Designated Safe Guarding Leads for this organisation.*

*IM Group – Judi Wood (jwood@imgroup.co.uk)*

*Grace Foundation – Matt Brown (mattbrown@grace-foundation.org.uk)*

*Signed:*

*Position:*

*Date:*

***A copy of the full policy is available from Head Office***

***We will review this statement and our policy and procedures annually.***

**IM GROUP SAFEGUARDING POLICY**

**PART ONE - UNDERSTANDING ABUSE AND SAFEGUARDING**

**ABUSE**

Defining child abuse or abuse against a vulnerable adult is a difficult and complex issue. A person may cause abuse by inflicting harm or failing to prevent harm. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or vulnerable adult.

In order to safeguard those in our organisations we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

*1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*

*2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.*

Also for adults the UN Universal Declaration of Human Rights with particular reference to Article 5 which states:

*No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

**SAFEGUARDING**

Safeguarding is defined in Working Together to Safeguard Children 2018 as:

• protecting children from maltreatment

• preventing impairment of children’s health and 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

**KEEPING CHILDREN SAFE IN EDUCATION**

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors. Training for all staff for engaging with young people at a basic level will form part of an induction into any volunteer or training programme so that staff have a basic awareness. This will raise awareness in the workplace where we have young people attending IM Group as part of work placement. It will also assist staff who work in the community with young people. For those working in schools, please read part 1 of Keeping Children Safe in Education which can be found here:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf>

**PART TWO – DEFINITIONS OF ABUSE**

**Definitions of abuse**

The four definitions of abuse below operate in England based on the government guidance ‘Working Together to Safeguard Children (2006)’.

**Physical Abuse**

Physical abuse 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**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**PART THREE - SIGNS AND SYMPTOMS OF ABUSE**

The following signs could be indicators that abuse has taken place but should be considered in context of the child’s whole life.

**Physical**   
Injuries not consistent with the explanation given for them   
Injuries that occur in places not normally exposed to falls, rough games, etc   
Injuries that have not received medical attention   
Reluctance to change for, or participate in, games or swimming   
Repeated urinary infections or unexplained tummy pains   
Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation  
Cuts/scratches/substance abuse

**Sexual**  
Any allegations made concerning sexual abuse  
Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour   
Age-inappropriate sexual activity through words, play or drawing   
Child who is sexually provocative or seductive with adults  
Inappropriate bed-sharing arrangements at home   
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations   
Eating disorders - anorexia, bulimia

**Emotional**  
Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.    
Depression, aggression, extreme anxiety.    
Nervousness, frozen watchfulness  
Obsessions or phobias  
Sudden under-achievement or lack of concentration   
Inappropriate relationships with peers and/or adults   
Attention-seeking behaviour   
Persistent tiredness  
Running away/stealing/lying

**Neglect**   
Under nourishment, failure to grow, constant hunger, stealing or gorging food, Untreated illnesses,   
Inadequate care, etc

**PART FOUR - HOW TO RESPOND TO A CHILD WISHING TO DISCLOSE ABUSE**

Ensure the physical environment is welcoming, giving opportunity for the child or vulnerable adult to talk in private but making sure others are aware the conversation is taking place.

* It is especially important to allow time and space for the person to talk
* Above everything else listen without interrupting
* Be attentive and look at them whilst they are speaking
* Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
* Try to remain calm, even if on the inside you are feeling something different
* Be honest and don’t make promises you can’t keep regarding confidentiality
* If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
* Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

**Helpful responses:**

* You have done the right thing in telling
* I am glad you have told me
* I will try to help you

**Don't say:**

* Why didn't you tell anyone before?
* I can't believe it!
* Are you sure this is true?
* Why?  How?  When?  Who?  Where?
* I am shocked, don't tell anyone else

Where there is a concern that a child, young person or vulnerable adult may have been abused or a direct allegation of abuse is been made, it is important the person receiving this information does the following:

* Make notes as soon as possible (preferably within one hour of the person talking) including a description of any injury, its size, and a drawing of its location and shape on the child's body.
* Write down exactly what has been said, when s/he said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity).
* Write down dates and times of these events and when the record was made.
* Write down any action taken and keep all hand written notes even if subsequently typed up.

If a young person reports, following a conversation, about any form of abuse you should listen and take their allegations seriously.

Any member of staff receiving a) a disclosure of abuse from a young person, b) noticing signs or symptoms of possible abuse in a young person or c) having a cause for concern over a young person, will make notes as soon as possible (within the hour) writing down as exactly as possible and using the young person’s own words, what was said or seen and in what context the disclosure was made (please use Appendix 1). It is the young person’s perspective that should be recorded, giving the time and location. Events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. If you are working within an education establishment this should then be given to the DSL (designated safeguard lead) immediately. If this has taking place at an IM Group site the form should be given to either Judi Wood (DSL IM Group) or Matt Brown (DSL Grace Foundation).

You might consider it necessary to report any concerns directly to children’s social care and/ or the police. All police forces have Child Protection teams who investigate allegations of abuse that will normally takes responsibility for investigating concerns. Do not under any circumstances investigate the allegation yourself.

At all times you should explain to the young person the action you are taking. It is important to maintain confidentiality, but you should not promise that you won’t tell anyone as you may need to do so to protect the young person, you could also seek advice at anytime from the NSPCC Helpline 0808 800 5000 or help@NSPCC.org.uk. If you have concerns about the safety or welfare of a young person or a vulnerable adult, it is your responsibility to take action by passing it on to the DSL.

**PART FIVE - PRACTICE GUIDELINES**

As an organisation working with children, young people and vulnerable adults we wish to operate and promote good working practice. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusation.

**Code of Conduct**

* All children, young people and vulnerable adults are entitled to personal privacy and the right to decide how much physical contact they have with others, except in circumstances such as a medical emergency.
* When giving first aid (or applying sun cream etc), encourage the child, young person or vulnerable adult to do what they can themselves but, in their best interests giving appropriate help where necessary.
* Do not compare a child, young person or adult with another in the group; rather encourage and affirm and, if possible, give them responsibility for appropriate tasks.
* Build healthy relationships and be a good role model by setting an example. You can't expect others to observe the ground rules if you break them yourself.
* Take care to give the quieter and/or well behaved attention and resist allowing the demanding individuals to take all your time and energy.
* Be consistent in what you say and ensure that other team members know what you have said. This avoids manipulation.
* If children and young people in particular are bored they often misbehave, so review your programme regularly.
* **NEVER** smack or hit anyone and don't shout. Change voice tone if necessary.
* Call on support from other leaders if you feel so angry you may deal with the situation unwisely.
* Lay down ground rules e.g. no swearing, racism or calling each other names, respect for property, and make sure everyone understands what action will be taken if not adhered to.
* Every person is unique and will respond in different ways to different forms of discipline. It follows therefore each child should be dealt with on an individual basis.

**PART SIX - WORKING IN PARTNERSHIP**

The diversity of organisations and settings means there can be great variation in practice when it comes to safeguarding children, young people and vulnerable adults. This can be because of cultural tradition, belief and religious practice or understanding, for example, of what constitutes abuse. We therefore have clear guidelines in regards to our expectations of those with whom we work in partnership, whether in the UK or not. We will discuss with all partners our safeguarding expectations. Good communication is essential in promoting safeguarding, both to those we wish to protect, to everyone involved in working with children and vulnerable adults and to all those with whom we work in partnership. This safeguarding policy is just one means of promoting safeguarding.

**PART SEVEN – DBS**

Staff requiring a DBS check will be encouraged to sign up to the DBS update service. Where an employee does not have the DBS automatic update service a new DBS check will need to be carried out every 10 years.

**IM GROUP INFORMATION**

**WORKING IN SCHOOL (EDUCATION ABBASSDORS AND MENTORING IN SCHOOLS)**

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors and training for all staff for engaging with young people at a basic level will form part of an induction into any volunteer or training programme so that staff have a basic awareness. This will raise awareness in the workplace where we have young people attending IM Group as part of work placement. It will also assist staff who work in the community with young people.

The Principal in any school will put in place mechanisms to assist staff to understand and discharge their roles and responsibilities. The Principal will also ensure that everyone knows what safeguarding is and that it is taken seriously and who to report concerns to within an educational establishment. This will usually be the designated safeguard lead also known as the DSL. The DSL is responsible for reporting and processing any concerns.

You are in a position of trust, power or influence over a young person by virtue of the work or nature of the activity being undertaken. You should therefore, consider your responsibility of that person, the young person when working with them. The school should provide a safe place in which a young person can learn and therefore, you should always be aware of the needs of the young person and be vigilant for any possible signs of abuse. You should not spend time alone with young people, especially away from others and not have any unnecessary physical contact with young people. It is important that you do not take young people alone in a car journey, however short. You should not contact or meet with young people away from the educational establishment and should ensure that your personal relationships do not affect young people around you. There is sometimes a cross over between friends or relatives you may have on Facebook and also have links to the young people that you are working with in an educational establishment. If you are aware of any of these potential points of crossing over between personal and work responsibilities, please discuss them with Judi Wood.

**TRIPS, VISITS AND WORK EXPERIENCE**

You may be involved with young people working at IM Group or at their school or within the community. The educational establishment will have a policy on trips and visits that will provide a checklist of stages that must be worked through and signed off before any trip or visit is taken.

Where the school organises work experience placements, they will ensure that the placement provider has policies and procedures in place to protect young people from harm. Please note that if any staff members organise work experience themselves for their own children or family members to attend work experience, this must be with the approval of their line manager at IM Group.

Consideration must be given in particular to the nature of the supervision and frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the staff member providing the teaching/ training/ instruction/ supervision to the young person on work experience will be unsupervised themselves and providing the teaching/ training/ instruction frequently (more than 3 days in a 30 day period, or overnight, or if the person is classed under the DBS as a barred person).

**GRACE FOUNDATION INFORMATION**

**SAFEGUARDING AWARENESS**

Grace Foundation are part of the IM group and will therefore following the guidance in this document. Much of their time is spent in school and will, as mentioned in this document, operate under the individual safeguarding policy of each school. In addition to IM policies and procedures, all employees of Grace Foundation will have mandatory Safeguarding and Keeping Children Safe in Education training as part of their induction process. Furthermore, refresher training on both these areas is given every year (September), taking into account the latest guidance. A record of this training is kept centrally and is available on request.

**SAFER RECRUITMENT**

The Grace Foundation will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

* There is a written job description for the post
* Those short listed have been interviewed
* Safeguarding has been discussed at interview
* Two written references have been obtained, and followed up where appropriate
* A DBS has been completed (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information)
* Qualifications where relevant have been verified
* A suitable training programme is provided for the successful applicant
* The applicant has completed a probationary period
* The applicant has been given a copy of the organisation’s safeguarding policy and knows how to report concerns
* Annual Safeguarding Training and an update on KCSIE will be provided.

**APPENDIX 1**

**SAFEGUARDING CONCERN FORM**

Name of School/Academy: Student’s name and tutor group:

Date: Time: Location:

Please give details of your concern (write down exactly what has been said, when they said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity)

Person Reporting the concern and position at IM/Grace Foundation:

Signed: Date:

Please unsure that this is handed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. If this is not possible, please hand it to a member of the Ethos Team or to the member of staff who is hosting you.

Handed to:

Signed:

Date: