



## **Safeguarding Children Policy & Procedure**

This policy applies to all staff, including senior management and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of EnhanceAble.

### **Purpose**

- To safeguard children and young people who use EnhanceAble's services. This includes the children of adults who use our services.
- To provide all staff and others involved in providing EnhanceAble services with the overarching principles that guide our approach to safeguarding.

EnhanceAble works directly with children of all ages with a range of additional needs and disabilities. EnhanceAble recognises its legal and ethical responsibility to safeguard these children and promote their health and welfare and keep them safe. EnhanceAble further recognises that this is the responsibility of everyone who comes into contact with children and families. EnhanceAble therefore is committed to work with all other relevant agencies to this end where appropriate.

The Champions of Safeguarding programme is seen as the cornerstone of regional and local support for voluntary and community organisations. The role of a champion is to utilise the Safe Network core safeguarding standards for children and young people within the voluntary and community sector. EnhanceAble is fully committed to The Safe Networks Champions programme and has identified the Chief Executive Officer, Julie Hagarty, as the EnhanceAble Champion.

To emphasise EnhanceAble's commitment to safeguarding children a nominated trustee will hold a

### **Legal framework**

This policy has been drawn up on the basis of laws, procedures and guidance that seeks to safeguard and promote the welfare of children, principally:

- Children Act 1989
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- CHILDREN AND FAMILIES ACT 2014

- London Safeguarding Children Board *London Child Protection Procedures*.
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2013).
- United Nations Convention on the Rights of the Child

## Principles

EnhanceAble recognises that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, culture, sexual orientation or identity, have an equal right to be safe from all types of harm or abuse, and to achieve a reasonable standard of health and development.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- EnhanceAble works with children with a range of disabilities and needs who communicate in a variety of ways which may be difficult to understand. All staff need to be vigilant when supporting this vulnerable group. Staff are also aware of other barriers within communication such as with service users whose first language is not English. In all cases staff will reassure the child that they will find someone else who can help.

Working in partnership with children, young people, their parents, carers and other agencies is essential to promoting young people's welfare.

EnhanceAble will seek to keep children and young people safe by:

- Valuing, listening to, and respecting them
- Adopting safeguarding practices, including e-protocols, through appropriate procedures
- Providing effective management for staff and volunteers, and others providing services for EnhanceAble, through supervision, support and training.
- Following a rigorous selection procedure for recruiting staff and volunteers, and others providing services for EnhanceAble, including necessary vetting.
- Sharing information regarding safeguarding and welfare with children, parents, staff, volunteers and others.
- Sharing concerns with other agencies appropriately and involving children and parents appropriately

Working together to Safeguard Children (HM government 2013) states that safeguarding children is 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; and taking action to enable all children to have the best outcomes. This guidance defines the four types of abuse as:

- Physical abuse
- Emotional abuse
- Sexual
- Neglect.

### **Training & Awareness**

All EnhanceAble staff receive training and a manual which provides greater detail.

‘All those who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of the children’ (What to do if you’re worried a child is being abused, HM government 2006) . All EnhanceAble staff are committed to their legal duty of reporting abuse and are vigilant in raising any concerns they may have, however small.

All staff are fully aware of the EnhanceAble Safeguarding Procedure.

All EnhanceAble staff are aware that protecting vulnerable children from abuse includes being proactive in promoting independence as far as possible in toileting and personal hygiene and teaching life skills to increase independence. In addition we recognise that there is a link between vulnerability and low self-esteem. Staff are therefore supported to build respectful and trusting relationships to ensure that every child is aware that their perspective and opinions are sought and valued and that each individual’s contribution is important.

Full safeguarding for children training is provided for all EnhanceAble staff which is regularly updated and reviewed; it will also include an orientation of Kingston, Richmond and Surrey safeguarding policies and where to locate them. Staff are made aware of all possible categories, examples and indicators of abuse, these categories may overlap and an abused child does frequently suffer more than one type of abuse. Each member of staff has ready access to all up to date safeguarding policies on the EnhanceAble website.

This includes the EnhanceAble Safeguarding Children Policy, Safeguarding Children Procedure and Safeguarding Children Practice Manual. All staff are issued with access policies. When policies are reviewed, staff are e-mailed with the new policy/policies and have ongoing access to policies via shared drives.

Staff also receive an induction and full core training in all areas relevant to safeguarding including: moving and handling, medication, health and safety, food , eating and drinking, confidentiality, and communication. This ensures all staff are aware of best practice at the beginning of their career with EnhanceAble.

Staff are also introduced to the EnhanceAble *Whistleblowing* Policy which sets out options for staff within the context of the organisation.

### **Recruitment**

EnhanceAble uses robust and best practice recruitment procedures to ensure that all staff are vetted before employment. This includes: DBS enhanced check, two references (one of those which must be from last employer), proof of identity, proof of any qualifications. (See EnhanceAble recruitment policy).

### **Recording**

Accurate records are kept for all service users, (See record keeping policy and medication policy). These will consist of general health and wellbeing notes and support provided. These procedures will ensure any suspected abuse is easier to identify and will highlight poor practice within the organisation.

All records pertaining to children, their condition and attendance will be kept securely. This will be both in locked cabinets (in the case of hard documents) and in password protected IT (in the case of electronic material). When an allegation is made, it may not be practical or safe to keep the details of a current investigation in the child's file. This file will be held by the manager in charge of the matter.

### **Images & Recordings**

All EnhanceAble staff will be aware of the consent procedure regarding photos and videos of children. Consent will be gained from parents before any photos are taken of their child at EnhanceAble. EnhanceAble is aware that photos once published on the internet are outside of our data control, therefore we are especially careful when placing photos online and will not do so without gaining the parent and child's express permission for each publication..

Fresh consent will always be obtained if an image is to be used in any printed material, promotional materials, on the internet or a social media network. EnhanceAble staff will exercise caution when taking photos of children (for further details see Safeguarding Manual)

- Children must be fully clothed (No swimsuits),
- Children must not be receiving invasive care
- Children must not be or appear to be in distress,

Version: 2

Next Review Date: 13<sup>th</sup> June 2019

### **Governance, Monitoring and Review.**

This policy will be reviewed annually by the CEO. EnhanceAble's trustees will be made aware of any changes to this policy.

## Safeguarding Children Procedure

### Contents

1. Introduction
2. Concept of significant harm and other definitions
3. EnhanceAble response

### Introduction

This procedure applies to all staff, including senior management and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of EnhanceAble (hereafter termed *EnhanceAble staff*).

It is designed to implement the EnhanceAble Safeguarding Children Policy 2015.

The procedure draws upon The London Safeguarding Children Board (2013) *London Child Protection Procedure 5<sup>th</sup> Edition* and HM Government (2013) *Working Together to Safeguard Children*.

It sets how and what should happen when EnhanceAble staff, whilst carrying out their duties, consider a child or young person (hereafter referred to as *child*), to be in need of further support. At its heart are two key principles:

- a. Safeguarding is the responsibility of us all
- b. A child centred approach, based on a clear understanding of the needs and views of children

The Children Act (2004) s11 places a duty on voluntary organisations (such as EnhanceAble) to safeguard and promote the welfare of children.

Through induction, supervision and training EnhanceAble promotes the values underpinning these principles and provide EnhanceAble staff with the knowledge and skills to be able to work effectively in their role in this context. This means they should:

- Be aware of potential indicators of abuse or neglect
- Be alert to the risks which individual abusers, or potential abusers, may pose to children
- Share information and contribute to any assessment as appropriate after consultation with the line manager, CEO or manager acting with the authority of the CEO. EnhanceAble is committed to the establishing of a trusting and confidential relationship with families. However, where it is considered necessary in the best interests of the child to breach a confidentiality EnhanceAble recognises it has a duty to do so. Whenever possible and appropriate the permission of the family will be sought in this situation.

Contribute to whatever actions are required to safeguard and promote the welfare of the child.

- Contribute to regularly reviewing the outcomes for the child against specific plans as appropriate
- Work co-operatively with parents unless this is inconsistent with ensuring the child's safety.
- Be aware of when it is appropriate to refer to a senior colleague or other agency.
- Be aware of the impact of abuse on a child
- Be aware of silencing factors for a child
- Be aware of barriers to a child sharing his/her concerns

For more information see Practice Manual.

## Concept of Significant Harm

Underpinning the approach to safeguarding is the concept of *Significant Harm*, introduced in the Children Act 1989, as the threshold for justifying compulsory intervention in family life in the best interests of the child.

Significant Harm is defined in the Children Act 1989 s31(9) as:

- Ill treatment (including sexual abuse and physical abuse)
- Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child including (Adoption and Children Act 2002) impairment arising from witnessing the ill-treatment of another person

There are no absolute criteria for identifying significant harm. It is necessary to consider ((HM Government (2006) *Working Together to Safeguard Children*)):

- The nature of harm
- The impact on the child's health and development
- The child's development within the context of their family and wider environment
- Any special needs such as a medical condition, communication impairment or disability that may affect the child's development and care within the family

London Safeguarding Children Board (2013) identifies five key, although not exclusive, types of abuse of children (EnhanceAble staff training materials include this information):

- Physical
- Emotional
- Sexual
- Neglect
- Child Sexual Exploitation

## EnhanceAble Response

This section sets out the expected responses of EnhanceAble staff who have, or are made aware of, possible safeguarding issues arising from concerns as to the welfare of a child.

1. Arising from information provided by a third party

EnhanceAble staff members should:

- a. Make a written note or oral recording of the details provided by the third party informant.
- b. Agree where possible with the informant that the record is an accurate reporting of his/her concerns.

- c. Determine whether the child may be at risk of being in immediate danger of significant harm (see section 4 below).
- d. Refer to your line manager/Chief Executive Officer/identified manager at the earliest opportunity and not later than 4 hours from the initial conversation with the informant.

On receipt of the information the line manager/CEO/identified manager should

- a. Record the information provided
  - b. In consultation, if appropriate, with senior colleagues and/or others, decide whether to pass the information to the relevant Safeguarding Team (see Appendix A for contact details).
  - c. Record any actions taken with reasons.
  - d. If not passed on identify and record any monitoring to be undertaken by EnhanceAble and ensure this is set up and recorded
2. Arising from observation of a child or young person with indicators of, or actual abuse, by a parent, sibling, carer or other.
- a. Record the observation and in detail (*including* who, when, what, where).
  - b. Determine whether the child may be at risk of being in immediate danger of significant harm. (If so, see **section 4** below). Wherever possible this will involve noting the views of the child.
  - c. Refer to your line manager/Chief Executive Officer/identified manager at the earliest opportunity and not later than 4ours from the initial observation.

On receipt of the information the line manager/CEO/identified manager should

- a. Record the information provided
  - b. In consultation, if appropriate, with senior colleagues and/or others, decide whether to pass the information to the relevant Safeguarding Team (see Appendix A for contact details).
  - c. Record the action taken.
  - d. If not passed on identify and record any monitoring to be undertaken by EnhanceAble and ensure this is set up and recorded.
3. Arising from observation of actions by an EnhanceAble staff member that may constitute a risk to the child:

- a. If appropriate intervene to reduce/remove the possible risk.
- b. Record the observation, and any intervention, in detail (*including who, when, what, where*).
- c. Determine whether the child may be at risk of being in immediate danger of significant harm (If so, see section 4 below).
- d. Refer to your line manager/Chief Executive Officer/identified manager at the earliest opportunity and not later than 4 hours from the initial observation.

d.1 Where the actions giving rise to concern are by the line manager or another manager refer to the CEO or other designated senior manager at the earliest opportunity.

d.2 Where the actions giving rise to concern are by the CEO refer to the Chair of the Board of Trustees or the nominated trustee (see Appendix C for contact details), your line manager or identified manager at the earliest opportunity.

On receipt of information regarding actions by an EnhanceAble staff member (other than the CEO) that may constitute a risk to the child the line manager/CEO/identified senior manager should:

- a. Record the information provided.
- b. In consultation, if appropriate, with senior colleagues and/or others, decide whether to pass the information to the relevant Safeguarding Team (see Appendix A for contact details).
- c. Record the action taken.
- d. Decide whether it is necessary to suspend the EnhanceAble staff member (see Disciplinary Procedure) pending further information or to remove him/her from work with children.
- e. In the event of any action under d above the CEO or most appropriate senior member of staff **must** refer the details of the matter to the Disclosure and Barring Service (see Appendix B for contact details).

On receipt of information regarding actions by the CEO that may constitute a risk to the child, the Chair of the Board of Trustees or nominated Trustee should:

- a. Record the information provided
- b. In consultation, if appropriate, with other Board members, decide whether to pass the information to the relevant Safeguarding Team (see Appendix A for contact details).
- c. Record the action taken.
- d. Decide in consultation with other Board members in a quorate emergency board meeting (which may be video or phone) where appropriate whether to suspend the CEO (see Disciplinary Procedure) pending further information or to remove him/her from work with

- children because it is considered that he/she may pose a risk of harm to children.
- e. In the event of any action under d above the Chair of the Board of Trustees or the nominated trustee **must** refer the details of the matter to the Disclosure and Barring Service (for contact details see Appendix B.
4. Where in 1 – 3 above an EnhanceAble staff member considers the situation to be an emergency and that a child may be in immediate danger of harm they should:
- a. Contact the contact the police by dialling 999 and reporting the relevant details (who, where, what).
  - b. Wherever possible and safe, stay with the child or place the child in the care of another person who can safely look after him/her. If you had made any provision for the safety of the child, inform the police of this.
  - c. Explain actions taken to the child and relevant parents/carers/responsible adult or other unless the said person(s) may be the perpetrator(s) of abuse in which case no discussions should be entered into and no information shared.
  - d. Record actions taken.

## Radicalisation and Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

EnhanceAble values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The

normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

EnhanceAble is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the handbook.

EnhanceAble seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The Registered Manager and Responsible Person will assess the level of risk within the home and put actions in place to reduce that risk. Risk assessment may include, anti-bullying policy and other issues specific to the home's profile, community and philosophy.

## **Response**

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Registered Manager or Responsible Person. Then Richmond Police must be contacted by dialling 999.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action.

For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

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

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires staff to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in EnhanceAble who is employed or engaged to carry out support work with children.
- If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a member of staff observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the immediately inform the registered manager. They should also contact the police.

- Where there is a risk to life or likelihood of serious immediate harm staff should report the case immediately to the police, including dialling 999 if appropriate.

## **Prevention**

We recognise that the home plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The home community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad days.
- Ensure that all children know there are staff in the home whom they can approach if they are worried or in difficulty.

## Appendices

### Contact Details for Safeguarding Teams

#### LONDON BOROUGH OF RICHMOND

Mon – Thurs 09.00 – 17.15	0208 891 7969
Mon – Fri 09.00 – 17.00	0208 891 7969
All other times (Out of Hours)	0208 744 2442

#### ROYAL BOROUGH OF KINGSTON UPON THAMES

Mon – Fri 08.45 – 16.45	0208 547 5008
All other times (Out of Hours)	0208 770 5000

#### SURREY COUNTY COUNCIL

Surrey is divided into four areas, each with a designated contact number during office hours (Monday – Friday 09.00 – 17.00).

North East (Spelthorne, Elmbridge and Epsom & Ewell)	0300 123 1610
South East (Mole Valley, Reigate & Banstead and Tandridge)	0300 123 1620
North West (Runnymede, Surrey Heath and Woking)	0300 123 1630
South West (Guildford and Waverley)	0300 123 1640
All Districts (Out of hours)	01483 517898

### Contact Details for Disclosure and Barring Service

DBS barring referrals  
PO Box 181  
Darlington DL1 9FA

01325 953795

### Contact details for EnhanceAble trustees

Chair of EnhanceAble  
Nominated trustee

Nick Ainley  
Mark Martin

[chair@enhanceable.org](mailto:chair@enhanceable.org)  
[mark.w.martin7@gmail.com](mailto:mark.w.martin7@gmail.com)

Version: 2  
Next Review Date: 13<sup>th</sup> June 2019

**This Page is intentionally blank.**



## Safeguarding Children Practice Handbook

### Introduction

This manual acts as a guide to best practice whilst working with children. This handbook should be used in conjunction with the EnhanceAble Safeguarding Procedure. It is designed to provide guidance on how to work in line with the EnhanceAble Safeguarding Children Policy which informs the procedure and to enable staff to carry out the procedure effectively when required to do so.

This manual applies to all staff, including senior management and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of EnhanceAble (hereafter termed *EnhanceAble staff*).

EnhanceAble seeks to provide a safe and supportive service for children and young people living with a disability (hereafter referred to as child/children).

- Children with a disability are often treated differently.
- They are often more isolated, both physically and socially from other children.
- They are also isolated from mainstream services and facilities.
- They are more likely to spend time in residential or other care settings and have an increased vulnerability to potential abusers.
- Many children with disabilities have significant additional needs with communication and this further increases the vulnerability to abuse, as does restricted mobility.
- They are more likely to rely on others for personal and intimate care, rendering them vulnerable to abuse.
- Children with disabilities are also particularly vulnerable to abuse as it is well known that they are often not considered to be strong witnesses.

Children are usually less badly affected by difficult events if well supported. EnhanceAble staff can contribute by:

- Taking seriously what a child says to them (through whichever system of communication he or she uses). This includes not trivialising what is said. The recent Rotherham abuse enquiry was damning of the failure of staff from a range of agencies in this regard.
- It is appreciated that sometimes what a child says may make a member of staff feel uncomfortable but the first responsibility is to the safety and wellbeing of the child.
- Providing a friendly, safe and supportive environment that help to promote the self-esteem of the child.
- Communicating with the child in an appropriate way about matters concerning the child, acknowledging his or her response, and where appropriate acting on what is said.
- Being honest, particularly in regard to what you will and will not do, and what you must or must not do.
- Being fair.
- Promoting the maximisation of autonomy by enabling the child to do as much for him/herself as is reasonable. This may require patience as it may take a child longer to complete a task if not assisted by an adult (e.g. bathing: a child may need help to get into a bath but may be able to use a flannel to wash part of him/herself.

This will help a child develop a sense of the adult being trustworthy. In times of difficulty or crisis a child is more likely to turn to an adult they trust.

### Types of abuse, indicators, and changes in behaviour associated with such abuse

TYPE	PHYSICAL SIGNS	BEHAVIOURAL CHANGES
Physical	Unexplained bruising, marks or injuries on any part of the body Multiple bruises – in clusters, often on the upper arm, outside of the thigh Cigarette burns Human bite marks Broken bones Scalds, with upward splash marks Multiple burns	Fear of parents being approached for an explanation Aggressive behaviour or severe temper outbursts Flinching when approached or touched Reluctance to get changed, for example in hot weather Depression Withdrawn behaviour Running away from home or other care setting
Emotional/psychological	Often no physical signs	Neurotic behaviour (e.g. sulking, hair twisting, rocking motion) Being unable to play Fear of making mistakes Sudden speech disorders Self-harm Fear of parent being approached re child's behaviour.

		Developmental delay in terms of emotional progress
Sexual	<p>Pain or itching in genital area</p> <p>Bruising or bleeding in genital area</p> <p>STI</p> <p>Vaginal discharge or infection</p> <p>Stomach pains</p> <p>Discomfort when walking or sitting down</p> <p>Pregnancy</p>	<p>Sudden or unexplained changes on behaviour (e.g. becoming aggressive or withdrawn)</p> <p>Fear of being left with a specific person or group</p> <p>Nightmares</p> <p>Running away from home</p> <p>Sexual knowledge which is beyond his/her age/developmental level</p> <p>Sexual drawings or language</p> <p>Bedwetting</p> <p>Eating problems (e.g. overeating, anorexia)</p> <p>Self-harm or mutilation, sometimes leading to suicide attempt</p> <p>Saying he/she has a secret that cannot be shared with anyone</p> <p>Substance misuse</p> <p>Suddenly having unexplained money</p> <p>Not being allowed to have friends (especially in adolescence)</p> <p>Acting in a sexually explicit way towards adults</p>
Neglect	<p>Constant hunger, sometimes stealing food from other children</p> <p>Constantly dirty or “smelly”</p> <p>Weight loss or being constantly underweight</p> <p>Inappropriate clothing for the conditions</p>	<p>Complaining of being tired all the time</p> <p>Not requesting medical assistance and/or not attending appointments</p> <p>Having few friends</p> <p>Mentioning being left alone or unsupervised</p>
Bullying (which may contain elements of the above)	<p>Returning home with cuts and bruises</p> <p>Torn clothes</p>	<p>Asking for stolen possessions to be replaced</p> <p>“losing” dinner money</p> <p>Falling out with previously good friends</p> <p>Moody and bad tempered</p> <p>Not wanting to go out</p> <p>Aggression towards younger siblings</p> <p>Doing less well at school</p> <p>Sleep problems</p>

### Child Sexual Exploitation Indicators

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### Female Genital Mutilation (FGM) Definition and Indicators

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

*“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”*

Extremism is defined by the Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to inter-community violence in the UK”*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that EnhanceAble staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

### **Implementing the Procedure**

It is important to note that the presence of a physical sign and/or behavioural change is not in itself proof that a child is being abused. A physical sign may have a plausible and true explanation (children do fall and break bones sometimes). However, the more indicators there are the more likely it is that a child may be being abused.

It is important to note that the presence of a physical sign and/or behavioural change is not in itself proof that a child is being abused. A physical sign may have a plausible and true

explanation (children do fall and break bones sometimes). However, the more indicators there are the more likely it is that a child may be being abused

### Stage 1 – Reacting

If in working with a child you think a child may have been abused, or you think you have witnessed abuse, it is helpful to quickly sort out in your mind why you are concerned and the basis for this. Think about

- What you have seen
- What have you heard from others
- What has been said to you directly (especially by the child\*).
- Does your knowledge and understanding of abuse inform your thinking (e.g. if you suspect abuse which indicators are evident?) before deciding what to do next. Your decision regarding the next step will be influenced by where you are (e.g. in the child's home or on EnhanceAble premises), your assessment of the immediacy and level of risk of harm, and who you think the perpetrator may be.

*\*The findings of the enquiry into sexual abuse of children in Rotherham, and other reports into abuse highlight the centrality of listening to and taking seriously what children say in safeguarding them and in identifying that abuse has taken place.*

If a child, parent or other involved adult talks to you about a matter that may involve abuse it is best to:

- React calmly.
- Be aware of your non-verbal messages but do use minimal encouragers if appropriate.
- Don't interrupt or stop someone who is talking freely about what has happened.
- Never tell a child you can keep a secret or ask the child to keep any secrets.
- Observe and listen but do not ask for more information. If you have difficulty in understanding the person's communication method, try and reassure that you will find someone who can help.
- Avoid making comments or judgements about what has been shared.\*
- Tell the child, parent or other what will happen next, and be honest about this.
- Never make promises you will not be able to keep.
- Indicate what will happen next.

\*However, acknowledgement is important. The following responses, or variations on them, can usually be used:

- What you are saying is important
- I'm glad you were able to tell me
- I will do my best to help you

- This is so important I need to talk to someone about it (be clear in your own mind who).
- You may wish to paraphrase/recap the main points to check that you have understood correctly.

Seek consent to share the information even though it may have been told to you in confidence. You will be able to share the information given, if it is your judgement that you need to override any lack of consent in the interests of the safety and welfare of the child. If in doubt, seek advice. Any sharing is on a “need to know” basis. However, the principle of organisational confidentiality applies and information shared with an EnhanceAble staff member is information shared with EnhanceAble.

The person telling you may become upset and distressed or angry. It is reasonable to acknowledge this by saying, “I can see you are angry/upset....”.

If you think the person speaking to you, or that someone present, may be the perpetrator of abuse they should not be given information nor should discussions be held with them, even if you view what has been said amounts to a “confession”.

Make contemporaneous notes wherever possible, and if not possible do so at the earliest possible opportunity. Your record should cover;

- Who, what, how, when, and where?
- Who may have been abused and by whom?
- What is the nature of the harm and injury suffered?
- How was this perpetrated?
- When & Where did this take place?
- If the concern is that the child is at risk of (further) significant harm. Why do you think this may be so?
- Who is the child at risk of being harmed by?
- How might the child be harmed and what might be the impact on them?

Limit the notes to facts rather than opinion wherever possible although you are also required to use your judgement. For example, if you believe that a child, who has been harmed, may be harmed again, you should judge the situation and remove/protect the child. There is no certainty that further harm will take place, but you have looked at the situation and made a reasoned decision.

Recorded information must be stored securely and only available to those who need to know (at this stage line manager, CEO)

These notes will form the basis of the information you will share at stage 2. You need to decide what to do next.

## Stage 2 – Reporting

Where the concern is that the child is in imminent or immediate danger of significant harm, call the police by dialling 999.

In addition to the information collected they will need to know who you are. You should also inform them of your decision as to your actions in the immediate future to secure the safety of the child.

You must use your judgement but the options may include;

- Staying with the child provided this is safe for both the child and you.
- Emergency action to ensure the safety of the child, and yourself, as far as is practicable.

The police will now be responsible for the matter under the London Safeguarding Children Board *London Child Protection Procedures*.

Doing nothing is not an option given the level of concern shown was sufficient to take notes. Even if you reach a view that there is a plausible explanation (a child did fall off a bike) it is good practice to record this so that any patterns may be identifiable,

**If you witness or suspect abuse you must inform your line manager/CEO as soon as is practically possible, and at least within 24 hours.**

In addition to the information referred to above, and that you have recorded, it will help your line manager to know whether the parents/child/other are aware that you would be referring the matter. They will also need to know:

- The child's disability
- How the child and family communicate (language)
- If the child uses other means of communication (e.g. gesture, Makaton)
- Name and address of the child's GP and social worker

Responsibility now rests with the manager to whom the matter has been reported. He/she must decide whether the matter should be reported to the relevant Safeguarding Team. If yes, the information above, along with any other known information, will be shared with them and the relevant Safeguarding Team.

The relevant Safeguarding Team will now be responsible for the matter under the London Safeguarding Children Board *London Child Protection Procedures* or their own.

In the event of a concern over the safety of a child arising from witnessing the actions of a colleague employed by EnhanceAble the matter should be referred to either your or the employees line manager and a decision reached as to whether to refer to the relevant SPA and/or Disclosure and Barring Service.

In the event of a concern over the safety of a child arising from a member of the public or other non EnhanceAble personnel reporting the actions of a colleague employed by EnhanceAble the matter should be referred to either your or the employees line manager and a decision reached as to whether to refer to the relevant SPA and/or Disclosure and Barring Service.

In the event of a concern over the safety of a child arising from the actions of the CEO the matter should be reported to your line manager and to the Chair of the Board or designated Trustee. The Chair or the named Trustee will follow the EnhanceAble Safeguarding Children Procedure

### **Images & Recordings**

EnhanceAble staff may wish to use still or moving images, or recordings, of children known to EnhanceAble for educational, training or promotional purposes.

Permission from the child and parent/guardian must be sought in advance and preferably in writing to;

- Take the image
- Store the image (securely)

Before using the image the image should be showed and/or sent to the child and parent/guardian and their permission to use requested.

Written (or email) permission must be received from the parent/guardian and child (via parent/guardian) before the image is used.

Should permission be denied the image should not be used and should be deleted/destroyed.

Parents/guardians should be advised that the image has been destroyed/deleted.

The steps outlined above must be followed before any fresh use of an image/recording.

Use of images/recordings from other sources is likely to involve copyright law and advice should be taken. Before using any images/recordings of children EnhanceAble should seek the permission of the parent/guardian and child.

