

Safeguarding Policy - Campus Children's Holidays



1) Background

a) Introduction

- i. Campus Children's Holidays is committed to safeguarding the physical and emotional welfare of all the children in its care.
- ii. Effective Safeguarding arrangements should aim to meet the following two key principles:
 1. Safeguarding is everyone's responsibility: individuals should play their full part.
 2. For Services to be effective they should be based on a clear understanding of the needs and views of children.
- iii. Safeguarding is defined in this policy as
 - (a) Protecting children from maltreatment;
 - (b) Preventing impairment of children's health or development;
 - (c) Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - (d) Taking action to enable all children to have the best outcomes.
- iv) A key concept to be aware of in Safeguarding is "significant harm". If a child is suffering, or is likely to suffer, significant harm and this is due to lack of parental care, this equates to justifiable compulsory intervention in the child's family life to reduce the harm to the child. Significant harm can be due to a single one-off traumatic effect, or more long-term circumstances.
- v) We will take every reasonable step to ensure that Campus, and the helpers who work for Campus:
 - (a) do nothing to harm children physically or emotionally;
 - (b) act wherever possible to promote children's welfare;
- vi) Campus' Safeguarding Policy covers two main areas:
 - (a) How we ensure that children kept safe whilst they are in Campus' care;
 - (b) How we respond to any child protection concern that is raised about a child's life outside of Campus.
- vii) Child Protection is therefore, pervasive to everything that we do on Campus. In particular the following policies are fundamental to how Campus fulfils its child protection principles:
 - (a) policy B3 (projects to be run by suitably experienced co-ordinators);
 - (b) policy C2 (helpers to be adequately vetted, using DBS checks);
 - (c) policy C6 (training helpers appropriately, including in child protection);
 - (d) policy D1 (suitable children to be selected fairly);
 - (e) parts F and G (rules for the safe conduct of projects);
 - (f) part H (maintaining appropriate standards of behaviour); and
 - (g) parts I and J (dealing with problems when they occur, and afterwards).

b) Co-ordination of child protection matters within Campus Children's Holidays

- i) The EC shall appoint a Safeguarding Officer (see policy M2(3)(f)).
- ii) The role of the Safeguarding Officer shall be to ensure that trustees and co-ordinators are aware of and adhere to Campus' safeguarding policies and to monitor Campus' response to any child protection concerns regarding Campus projects or children.
- iii) The Safeguarding Officer may feel that they require a more experienced mentor to consult at times of important decisions. If this is the case, it is the Chair's responsibility to identify such a mentor, who need not be a trustee.
- iv) The Safeguarding Officer will monitor all Cause for Concern/physical intervention/incident reports generated on a week and ensure they are properly followed up within an appropriate time scale. They will also monitor forms to identify children who present too big a risk to continue to invite.
- v) The Safeguarding Officer will be responsible for ensuring an adequate level of Safeguarding training (delivered by a suitably qualified person) and supervision for all Campus projects.
- vi) Campus recognises that safeguarding is a constantly evolving area and that it must constantly review its policies and procedures in this area to ensure that they are fit for purpose. To this end, the Safeguarding Officer, Chair, Children's Officer and any other interested parties should meet once a year (prior to the Coordinator Training session) to review the policies and procedures and make any necessary updates.

2) Policies to ensure that children are kept safe whilst they are in Campus' care

a) Recruitment

- i) DBS checks are the minimum safeguard which we have: in no circumstances shall a helper be allowed to have contact with Campus children unless they have a valid enhanced DBS check from within the past three years or they are on the online service, and Campus has checked them within the last 3? years. This rule is non-negotiable (no matter how experienced the helper) as it is designed as much to protect the helper in the event of an allegation being made, as it is to protect the children in our care. If in doubt about a helper's DBS check status, check with recruitment or the DBS check organisers. (See policy C2(1)).
- ii) All helpers must read and sign the Code of Conduct at the beginning of every project. This sets out the expected standard of behaviour from helpers.

b) Training

- i) Campus ensures that all new helpers are trained in child protection before their first project (see policies C6(6) and C6(7)). The Safeguarding Officer will organise the content of these sessions and the Recruitment Officer will arrange and monitor the attendance of all new helpers at the sessions.
- ii) The EC will organise a Coordinator Training day prior to each summer. This can include such sessions as they feel are necessary that summer. Some suggested topics include behaviour management, timetable planning, budgeting, assisting children with additional needs and helper welfare. The training must always include comprehensive training in the Safeguarding policies and procedures

organised by the Safeguarding Officer. Coordinators should attend the entire day. If their absence from the entire day is unavoidable they must as a minimum be trained in the safeguarding policies by the Safeguarding Officer (at a minimum a refresher sessions if they have coordinated before).

- iii) On the first day of each summer project, prior to the children's arrivals, the Coordinators will lead training for new helpers, young helpers and experienced helpers. This will include training on the Safeguarding policies and procedures.
- iv) The Safeguarding Officer, Children's Officer, Chair and Coordinators may on occasions feel that they require external training on safeguarding in order to carry out their roles. They should seek out appropriate training opportunities including utilising the training offered by the Liverpool Safeguarding Children Board. At least one person out of the Chair, Safeguarding Officer and Children's Officer on each EC should have attended recent Liverpool Safeguarding Children Board training, though it is likely that often all three will have done. This will enable Campus to stay up to date with Safeguarding in the context of the Liverpool Authority.

c) Recording information

- i) Co-ordinators must keep records of which children are in which group, who their group leaders are and which groups have gone out on each bus on each day of the project. They must also keep a sleeping log for the project. Further information on record keeping can be found in policy G10.

d) Contact outside of Projects, including Social Media.

- i) Helpers are to have no contact with any Campus child or young helper who is under 18 outside of projects. This includes being Facebook friends with them. Helpers must be informed of this policy at the start and end of a project. The only exceptions to this are approved contact by the EC. This includes inviting YHs to projects and sending out end of project photos.

e) Physical intervention

- i) All helpers must be informed of these policies at the start of each Campus project.
- ii) Campus is not qualified to train its helpers in appropriate methods of physical intervention and thus aims not to take children on its projects whom there is good reason to believe may need to be seriously restrained in order to be managed safely in the course of an average week (policy D1(10)). However it is accepted that occasionally unforeseen incidents may arise that require physical intervention to ensure the immediate safety of a child. Even in such circumstances all other options must be utilised first, for example removing the audience should always be done in preference to restraining any child.
- iii) "Physical intervention" can cover a wide variety of situations, from holding a child to stop them running out into the road, to intervening in physically violent situations. Campus should not invite young children onto its projects who are likely to exhibit behaviour requiring physical intervention towards the upper end of the spectrum. Examples of "serious" physical intervention could include:
 - (a) Physical intervention that puts a helper at risk of harm
 - (b) Physical intervention that puts a helper's reputation at risk, for example by verbal threats

- (c) Repeated or prolonged physical intervention
- (d) Physical intervention that is necessary to prevent serious harm to the young child being restrained or to others
- iv) Any physical intervention must be used only as a last resort and must only be used in a circumstance where not to intervene would be to risk significant harm or injury to the child or someone else.
- v) If physical intervention of any sort is employed it must be of the minimum level of intervention and force and for the minimum duration required to ensure all children concerned are physically safe.
- vi) All new helpers must have the meaning of the above policies explained to them and it must be emphasised that any physical intervention with any child must be as a matter of absolute last resort and only to ensure immediate safety.
- vii) Whilst Campus is not qualified ever to teach physical intervention, helpers should be advised at the start of each Campus project on things to avoid in such situations as well as being given advice on how to de-escalate stressful situations in order to prevent them from arising, and in order to resolve them speedily, avoiding physical intervention, should they arise.
- viii) All instances of child physical intervention (including the background, the actions taken, and the witnesses present) must be recorded on an Incident Form.

f) Allegations against Campus Helpers

- i) This policy should be used whenever it is suspected that a Campus helper, EC member or indeed anyone involved with Campus in any way whatsoever has
 - (a) Behaved in a way that has harmed, or may harm, a child
 - (b) Possibly committed a criminal offence against, or related to, a child
 - (c) Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- ii) These behaviours should be considered within the context of the four categories of abuse, physical, sexual, emotional and neglect. This includes concerns around inappropriate relationships between volunteers and children or young people.
- iii) If an allegation is brought forwards, alongside the below policy, it is expected that whoever receives the allegation should read through the Liverpool Safeguarding Policy around allegations and as closely as possible follow it here: http://liverpoolscb.proceduresonline.com/chapters/p_alleg_adults_ch.html. Specific areas to look for processes are the table in Appendix A and the flow chart in Appendix B.
- iv) In the event of an allegation involving Child Protection concerns against a Campus volunteer, the Coordinator on that relevant project (or if the allegation is against a Coordinator, the Safeguarding Officer or Chair) should gather further information by talking to witnesses (both children and helpers). This should be recorded on a Cause for Concern (Helper) form.
- v) The person who has completed the form should then share the information with the Chair and the Safeguarding Officer. As a group they should then make a decision about whether they believe that it poses a risk to children to allow this helper to remain on the project. A detailed record of this decision must be recorded on the Cause for Concern (helper) form. The group should take advice from relevant members of the Knowledge Group (with Safeguarding expertise) if they are struggling with this decision.

- vi) If there is uncertainty about whether it poses a risk to children to allow this helper to remain on the project the advice of the Liverpool Safeguarding Children Board's Local Authority Designated Officer ("LADO") should be sought. The duty safeguarding officer can be contacted for advice on 0151 225 8101.
- vii) If the Coordinator, Chair and Safeguarding Officer decide that it does pose a risk to children to allow this helper to remain on the project then:
 - (a) The Volunteer must immediately be sent home and escorted off site, and suspended from all Campus activities until the conclusion of the investigation
 - (b) Liverpool LADO must be informed.
 - (c) The Chair and Safeguarding Officer will keep the Trustees informed
- viii) In the event of an allegation involving Child Protection concerns against the Chair or the Safeguarding Officer:
 - (a) If the allegation only involves one of these officers the above policy can be used but with a different officer (for example the Children's Officer) appointed to the group making the initial decision regarding whether the helper poses an immediate risk to children if they remain on project.
 - (b) If the allegation involves both the Chair and the Safeguarding Officer, another trustee should be appointed to deal with the allegation and they must immediately seek the advice of the relevant members of the knowledge group (with Safeguarding experience) and the LADO.
- ix) Once the immediate response about the presence of this helper on project has been carried out the allegation should be dealt with via the internal review procedure.
- x) Any concerns that a member of Campus has not followed the Campus Code of Conduct should be referred by the coordinator to the Chair, and dealt with via the internal review procedure. as detailed in the guide.
- xi) The outcome of any investigation or action will be communicated in writing to all appropriate parties.
- xii) The parents of any children involved, should be informed about the allegation and the progress of the case, as well as the outcome of the procedure.
- xiii) Confidentiality is paramount. The need to keep trustees informed must be balanced with the need to protect the privacy of those involved. Unless at the discretion of the Complaint Co-ordinator it is deemed necessary - trustees should be informed of the general circumstances of any complaint but not the identities of any persons involved or the specific details. Upon resolution they should be informed of the general principles of the resolution but not the specifics
- xiv) Full records of allegations, the follow up, action taken and decisions reached must be kept on the Cause for Concern (Helper) Form or where required a longer, more detailed document. This should be kept until the person reaches normal retirement age.
- xv) If an allegation is made against a Young Helper, it is for the discretion of the coordinators, working with the Chair and the Safeguarding Officer, to decide whether it is most appropriate for the allegation to be dealt with using this policy or using the normal policy for behaviour management of children. This decision should be made with regard to (amongst other things); the age of the Young Helper involved, the relative age of the child affected by the allegation and the severity of the allegation. Detailed records should be kept on the Young Helper's

record form and should be borne in mind when deciding whether to invite the Young Helper on future projects.

3) Policies for responding to any child protection concern that is raised about a child's life outside of Campus

a) Child Protection Concerns

- i) A child protection concern could be:
 - (a) A disclosure from a child
 - (b) A helper noticing something about a child e.g. their appearance or behaviour, which causes them to feel concerned about that child.
- ii) The categories of child abuse are:
 - (a) Physical abuse, such as hitting, scalding, poisoning or otherwise causing physical harm to a child, including fabricating symptoms of illness in a child. Bruising
 - (b) Emotional abuse, such as treating children as worthless, imposing age inappropriate expectations on children both lower or higher than their age, children seeing or viewing ill-treatment of others (Domestic Violence).
 - (c) which can include lacking emotional warmth or viewing things likely to damage the child e.g. domestic violence
 - (d) Sexual Abuse, including both contact and non-contact activities, such as the viewing of pornographic material, or grooming children in preparation for abuse.
 - (e) Neglect, which can include not providing appropriate supervision, protection, access to appropriate medical care, nutrition or clothing.
- iii) These definitions are not exhaustive. All volunteers will receive training in what to look for, and how to deal with any suspicions or issues.

b) How helpers must act in the event of a disclosures by a child

- i) A disclosure is when a child mentions anything which gives the helper cause to feel uneasy or concerned about the child's welfare. It is distressing for both the helper and the child, and so co-ordinators and other helpers must support both. The Helper's Manual (Appendix 1) also gives guidelines on what to do in the event of a disclosure, and these should be discussed with all helpers (including young helpers) at the start of a week.
 - (a) Remember that disclosure is rare
 - (b) No helper can promise to keep a secret that a young person tells them, and must make it clear to the child that they will not be able to promise this; if you are concerned about a child or young helper's wellbeing, then you have a duty to inform LSS. However, do not interrupt a child in the middle of a disclosure.
 - (c) If a child tells a helper about an incident of abuse, they should not be asked leading questions or any question that could in any way suggest a particular answer to a child. The helper should simply listen, and reassure they child that he or she is safe, and has done nothing wrong. You may ask clarifying questions in order to fully understand what is happening.
 - (d) Helpers should receive support from the co-ordinator or other

experienced helpers, and should feel able to discuss the event with another trusted helper; however, child confidentiality is also important, and the number of people aware of the child involved and the nature of the disclosure should be kept to a minimum. Helpers must be reminded that they are not to share details of their concern with anyone outside of the project.

- (e) The disclosure and any subsequent actions should be recorded in a statement which the helper concerned signs and dates; this may be required by LSS or the police.

c) Responding to disclosures or other child protection concerns

- i) Upon becoming aware of a child protection concern the helper involved must immediately inform the coordinators. The helper has responsibility for filling out section 1 of the Cause for Concern form.
- ii) The coordinator then has responsibility for responding to the child protection concern by following the procedure overleaf. All decisions must be made by the coordinator and they have responsibility for carrying out any necessary actions. The coordinator must also fill in the Cause for Concern form.
- iii) The coordinator can seek support from the Safeguarding Officer, members of the Knowledge Group (with relevant Safeguarding experience) and by phoning Liverpool's Careline or Early Help to support them in making any necessary decisions.
- iv) The helper who initially raised the concern has the right to ask the coordinator for information on what action was taken in response to the concern in order to satisfy themselves that appropriate action has been taken. The coordinator can choose how much information it is appropriate to share with the helper, bearing in mind the child and their family's right to confidentiality.