

**OVERWORLD  
AMP**



# YOUNG PERSON PROTECTION

JUNE 2024

## Table of Contents

<b>INTRODUCTION</b> .....	<b>2</b>
<b>AIMS</b> .....	<b>2</b>
<b>DEFINITIONS</b> .....	<b>2</b>
<b>LEADERSHIP &amp; MANAGEMENT</b> .....	<b>3</b>
<b>ROLES &amp; RESPONSIBILITIES</b> .....	<b>4</b>
<b>YP PROTECTION PROCEDURES</b> .....	<b>6</b>
<i>Appendix 1 – YP Protection Recording form</i> .....	<i>9</i>
<i>Appendix 2 - Skin map</i> .....	<i>10</i>
<i>Appendix 3 – Dealing with Disclosures</i> .....	<i>12</i>
<i>Appendix 4 - Allegations against adults who work with Young People</i> .....	<i>14</i>
<i>Appendix 5 - Lower Level Concerns (LLCs)</i> .....	<i>15</i>
<i>Appendix 6 - Sexual violence &amp; sexual harassment between Young People</i> .....	<i>17</i>
<i>Appendix 7 – Missing Young Person</i> .....	<i>19</i>
<i>Appendix 8 - Online Safety</i> .....	<i>22</i>
<i>Appendix 9 - Mental Health &amp; Emotional Wellbeing of Young People</i> .....	<i>23</i>
<i>Appendix 10 - Transgender Young Person Policy</i> .....	<i>27</i>
<i>Appendix 11 – Whistleblowing in a safeguarding context</i> .....	<i>29</i>
<i>Appendix 12 - Briefing sheet for temporary staff &amp; Volunteers</i> .....	<i>30</i>
<i>Appendix 13 - What is YP abuse?</i> .....	<i>31</i>
<i>Appendix 14 – Transporting YP</i> .....	<i>35</i>
<i>Appendix 15 Procedure for Meeting Visitors to the Organisation</i> .....	<i>38</i>

## INTRODUCTION

Legal safeguarding duties at Overworld AMP Ltd apply to all individuals under 18 years & adults at risk. Our service users, YP (Young Persons), are often neurodivergent & have significant social, emotional, & mental health needs. This makes them more vulnerable to risks such as serious youth violence, criminal & sexual exploitation, self-injurious behaviour, substance misuse, & online grooming.

We are committed to safeguarding & promoting the welfare of all YP accessing our services. Our safeguarding framework includes:

- **Preventing Harm:** Proactive measures to protect YP & staff.
- **Promoting Wellbeing:** Creating an environment that supports physical, emotional, & psychological health.
- **Creating Safe Environments:** Ensuring physical & emotional safety in our centre & external activities.
- **Education on Rights & Responsibilities:** Teaching YP about their rights, respect, & responsibilities.
- **Timely Response to Issues:** Addressing specific issues & vulnerabilities as they arise.
- **Access to Support Services:** Ensuring YP & staff have access to necessary support services.
- **Supporting Development:** Providing opportunities for personal & educational development through a bespoke, interest-based & holistic package.
- **Promoting Equality & Inclusion:** Ensuring all YP & staff are treated equally & inclusively.

For over 18's the Organisation will also follow the six key principles that underpin adult safeguarding, as set out in the Care Act 2014;

- **Empowerment:** People are supported & encouraged to make their own decisions & informed consent. *"I am asked what I want as the outcomes from the safeguarding process & these directly inform what happens."*
- **Prevention:** It is better to take action before harm occurs. *"I receive clear & simple information about what abuse is, how to recognise the signs & what I can do to seek help."*
- **Proportionality:** The least intrusive response appropriate to the risk presented. *"I am sure that the professionals will work in my best interest, as I see them, & they will only get involved as much as needed."*
- **Protection:** To support & protect those in greatest need. *"I get help & support to report abuse & neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."*
- **Partnership:** Working collaboratively with other agencies. *"I know that staff treat any personal & sensitive information in confidence, only sharing what is helpful & necessary. I am confident that professionals will work together & with me to get the best result for me."*
- **Accountability:** To be transparent about, & responsible for, our safeguarding practices. *"I understand the role of everyone involved in my life & so do they."*

Safeguarding is a collective responsibility, & we maintain an attitude of "it could happen here" at all times.

## AIMS

- To provide staff with the framework & tools to promote & safeguard the wellbeing of YP & in so doing ensure they meet their statutory responsibilities
- To ensure consistent good practice across the Organisation
- To demonstrate our commitment to protecting YP

## DEFINITIONS

Within this document:

**Child protection** is an aspect of safeguarding but is focused on how we respond to YP who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the Organisation, full time or part time, in either a paid or voluntary capacity.

For the purposes of our policies **YP**, Young Person, refers to under 18s & adults who have an Educational, Health & Care Plan (EHCP) or could otherwise be classed 'at risk'

**Parent** refers to birth parents & other adults in a parenting role for example adoptive parents, stepparents, guardians & foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers & other people can harm YP either by direct acts & / or failure to provide proper care. Explanations of these are given within the procedure document.

**LADO** refers to a Local Authority Designated Officer is appointed when an allegation of abuse is made against an adult working with YP

**DSL** Designated Safeguarding Lead & **DDSL** Deputy Designated Safeguarding Lead are key personnel within the Organisation, trained to Safeguarding Level 3 standard & responsible for managing safeguarding best practices within the Organisation, escalating any events & working with the authorities to see those events through to completion.

**SAB** Safeguarding Adults Board. Section 43 of the Care Act requires every Local Authority to establish a Safeguarding Adults Board (SAB) for its area. The SAB operates at a strategic level, helping and protecting adults in its area from abuse & neglect through co-ordinating & reviewing a multi-agency approach across all member organisations.

## LEADERSHIP & MANAGEMENT

We have established clear lines of accountability, training & advice to support the process of YP protection & individual staff within that process.

### Designated Safeguarding Leads (DSL)

- **Mark Pickering:** DSL, available by email & phone 24/7, & on-site 10-6 pm weekdays. Markp@overworldnetwork.com
- **Stephen Mitchell:** Deputy DSL, available by email, phone, & in-person 10-6 pm weekdays. Steve.mitchell@overworld-amp.uk
- **Emma Rothery:** Deputy DSL, available by email. emma.rothery@overworld-amp.uk

Safeguarding Level 3 trained with extensive experience in social care & pastoral care for vulnerable YP. Their photos & contact details are displayed on posters around the center & on the website.

As an employer we follow safer recruitment guidance as set out in Keeping Children Safe in Education (KCSiE), please refer to our *Recruitment & Selection Policy & Procedures*.

## Working Together

Safeguarding & meeting pupil needs through strategic partnership; working with local authorities, schools, external alternative provision providers & other agencies such as charities, ensure the safety & welfare of our YP throughout their engagement with us.

## Confidentiality

- We maintain that all matters relating to YP protection are to be treated as confidential & only shared as per the 'Information Sharing Advice for Practitioners' guidance.

- There is a lawful basis for YP protection concerns to be shared with agencies who have a statutory duty for YP protection.
- Information will be shared with individuals within the Organisation who 'need to know'.
- All staff are aware that they cannot promise a YP to keep a disclosure confidential..

## **Curriculum**

YP have access to a suite of creative media learning to support engagement & re-ignite a love of learning. They receive regular guidance on safe online practice as well as a suite of AQAs covering emotional literacy, emotional regulation & safe coping skills, self-advocacy & preparing for adulthood themes.

## **Training & Awareness**

We have a robust policy framework, which all staff are required to read, understand & constantly refer to. Additionally, mandatory training includes CPD-accredited courses in both child & adult safeguarding, "Keeping Children Safe in Education (KCSiE) Pt1," & the "Prevent Duty", as part of the induction process & refreshed termly. Our Staff Supervision & Support Policy details this & ensures that staff are always alert to the possibility of safeguarding events.

## **Research & innovation**

A commitment to continual development, innovation & the application of evidence-based practice. We are neuro-affirming; we aim to create an accommodating, safe environment for our neurodiverse individuals. We follow trauma-informed approaches for individuals who have adverse childhood experiences including c-PTSD from navigating a world that is not in harmony with their neurotype.

## **Security & Supervision**

All staff undergo enhanced DBS checks. Only staff approved to transport YP can be unsupervised; otherwise, supervision is always required. CCTV operates throughout the centre, & strict access control measures are in place, including keypad entry & visitor protocols. YP are supervised at least 1:1, & all activities. If a YP goes missing, internal procedures outlined in Appendix 7 are followed.

## **Record Keeping & Continuous Improvement**

Safeguarding events are thoroughly documented & stored in compliance with the Data Protection & GDPR policy. Practice improvements & learnings are actioned by the Training & Quality Manager immediately.

Policies are reviewed & updated annually in August, or sooner if necessary, to ensure legal compliance, continuous improvement & adherence to best practices.

## **ROLES & RESPONSIBILITIES**

### **Staff responsibilities**

All staff have a key role to play in identifying concerns early & in providing help for YP. To achieve this, they will:

- ✓ Establish & maintain an environment where YP feel secure, are encouraged to talk & are listened to.
- ✓ Ensure YP know that there are adults in the Organisation who they can approach if they are worried or have concerns.
- ✓ Plan opportunities within the sessions for YP to develop skills they need to recognise, assess & manage risk appropriately & keep themselves safe.
- ✓ Attend training to be aware of & be alert to the signs of abuse.
- ✓ Maintain an attitude of "it could happen here" with regards to safeguarding.
- ✓ Be aware that mental health problems can, in some cases, be an indicator that a YP has suffered or is at risk of suffering abuse, neglect or exploitation.
- ✓ Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour & education of YP.

- ✓ Record their concerns if they are worried that a YP is being abused & report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed
- ✓ Be prepared to refer directly to social care, & the police if appropriate, if there is a risk of significant harm & the DSL or DDSL is not available.
- ✓ Follow the allegations procedures (Appendix 4) if the disclosure is an allegation against a member of staff.
- ✓ Follow the procedures set out by the local Safeguarding Children Partnership & take account of guidance issued by the DfE.
- ✓ Support YP in line with their child protection plan.
- ✓ Treat information with confidentiality but never promising to “keep a secret”.
- ✓ Notify the DSL or DDSL of any YP on a child protection plan or child in need plan who has unexplained absence.
- ✓ Understand 'Early Help' & be prepared to identify & support YP who may benefit from this intervention.
- ✓ Liaise with other agencies that support YP & provide early help.
- ✓ Ensure they know who the DSL & DDSL are & know how to contact them.
- ✓ Have a good understanding of this Policy & procedures, our Safeguarding Policy, the Positive Interactions Policy & Procedures, Staff Code of Conduct, YP on YP abuse procedures, the safeguarding response for YP absent from education & the role of the DSL.

### **Senior Management Team responsibilities:**

- ✓ Contribute to inter-agency working in line with 'Working Together to Safeguard Children' guidance
- ✓ Provide a co-ordinated offer of early help when additional needs of YP are identified
- ✓ Ensure staff are alert to the various factors that can increase the need for early help (KCSiE)
- ✓ Working with Children's Social Care or SAB as applicable, to support their assessment & planning processes including the Organisation's attendance at conference & core group meetings.
- ✓ Carry out tasks delegated by the governing body such as training of staff, safer recruitment & maintaining a single central register.
- ✓ Provide support & advice on all matters pertaining to safeguarding & YP protection to all staff regardless of their position within the Organisation.
- ✓ Treat any information shared by staff or Learners with respect & follow agreed policies & procedures.
- ✓ Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) & the relevant council procedures
- ✓ Determine if a concern about a member of staff is a 'low level concern' or an allegation.

### **DSL responsibilities** *(to be read in conjunction with DSL role description in KCSiE)*

In addition to the role of all staff & the senior management team, the DSL will

- ✓ Refer cases to social care, & the police where appropriate, in a timely manner avoiding any delay that could place the YP at more risk
- ✓ Attend appropriate training & demonstrate evidence of continuing professional development to carry out the role
- ✓ Ensure every member of staff knows who the DSL & the Deputy are, have an awareness of the DSL role & know how to contact them
- ✓ Ensure all staff & volunteers understand their responsibilities in being alert to the signs of abuse & their responsibility for referring any concerns about a YP & concerns about an adult to the to the DSL
- ✓ Ensure that those staff that need to know, are aware of those YP who have experienced, or are experiencing abuse in order to promote their educational outcomes & provide the appropriate support

- ✓ Ensure whole Organisation training occurs regularly with at least annual updates so that staff & volunteers can fulfil their responsibilities knowledgeable
- ✓ Ensure any members of staff joining the Organisation outside of the agreed training schedule receive induction training prior to the commencement of their duties
- ✓ Keep records of YP protection concerns securely & separate from the main Learner file & use these records to support the assessment & likelihood of risk
- ✓ Ensure that safeguarding records are transferred accordingly (separate from Learner files) & in a timely fashion when a YP transfers Organisation, including in-year transfers
- ✓ Ensure that where a Learner transfers to the Organisation & is on a YP protection plan or is a YP looked after, their information is passed to the new Organisation immediately & that the YP's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going
- ✓ Be aware of the training opportunities & briefings provided by bordering Councils to ensure staff are aware of the latest local guidance on safeguarding
- ✓ Develop, implement & review procedures in the Organisation that enable the identification & reporting of all cases, or suspected cases, of abuse
- ✓ Meet any other expectations set out for DSLs in KCSiE

## YP PROTECTION PROCEDURES

### OVERVIEW

The following procedures apply to all staff working in the Organisation & will be covered by training to enable staff to understand their role & responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a YP is being harmed or is at risk of harm.

The prime concern at all stages must be for the interests & safety of the YP. Where there is a conflict of interest between the YP & an professional, the interests of the YP must be paramount.

All staff are aware that children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks & bumps in YP who have limited mobility, which will include YP (for example younger siblings) visiting the centre.

**If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

1. Report it to the DSL or DDSL immediately
2. The DSL or DDSL will consider if there is a requirement for immediate medical intervention.
  - Urgent medical attention should not be delayed if the DSL or DDSL is not immediately available**
3. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible & within 24 hours of the occurrence. Include everything that has happened, including details of:
  - Dates & times of observations
  - Dates & times of any discussions in which they were involved
  - Any injuries (Skin Map in Appendix 2)
  - Explanations given by the YP / other person involved
  - What action was taken
  - Any actual words or phrases used by the YP

- ✓ The records must be signed & dated by the author

Simultaneously, the DSL will assess the information & consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, the DSL will contact YP's Social Care &, if appropriate, the police.

If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to YP's Social Care or SAB & the police if appropriate. We will use the guidance from NPCC to determine when to contact the police.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the staff member to report directly to the police. The DSL should also be made aware.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents, may place the YP at further risk

### **Following a report of concerns the DSL or DDSL must:**

1. Where appropriate, organise an internal strategy discussion to determine the next course of action as either:
  - a. A minor but formal complaint in which case the Organisation's *Complaints Procedure* will be followed
  - b. Of sufficient concern to seek consultation with the local Safeguarding Children Partnership or SAB
2. If the decision is made to refer as a matter of protection, the DSL or DDSL will contact the relevant team & will follow their advice & instruction
  - **Hampshire** 01329 225379 <https://www.hampshirescp.org.uk/report-a-concern/>  
Adult - 0300 555 1386 <https://www.hampshiresab.org.uk/keeping-safe/report-concerns/>
  - **Surrey** 0300 470 9100 <https://www.surreycc.gov.uk/children/contact-childrens-services>  
Adult 0300 470 9100 <https://www.surreysab.org.uk/concerned-about-an-adult/>
  - **Berkshire** [www.proceduresonline.com](http://www.proceduresonline.com) & chose the relevant Partnership  
Adult 07718 120601 <https://sabberkshirewest.co.uk/report-a-concern>
3. Agreement should be reached with the protection team as to who will inform whom & when. Those authorities to be notified will include the Police & may include:
  - The YP's parent/carer, if known (there are circumstances where it would be inappropriate to inform the parent/carer immediately an allegation has been made)
  - Health Services (medical treatment or in some circumstances forensic medical evidence, with the YP's informed consent) may be sought or required
  - If outside of office hours the Emergency Duty Team must be informed
4. Inform, with agreement, the YP or adult who has made the initial allegation of what the next steps are to be
5. A written report detailing the allegation, appropriate dates & times, names & designations of people contacted & information of any action or decisions taken should be completed
6. The referral should be confirmed in writing with attachments of all relevant papers including any reports, within 24 hours or the next available working day to the protection team & the responsible Individual. It is essential that staff keep copies of information exchanged, including correspondence & telephone messages. All relevant information should be recorded & kept securely. The local authority will, following an 'Initial Strategy' meeting, decide if an investigation is required. If, as part of any investigation it is necessary for the Police to interview a YP, it is important to ensure the YP is accompanied by a supportive adult of his/her/their own choice.



7. The DSL, wherever feasible, must ensure that any YP who has been abused receives any necessary counselling & support. This should always be in consultation with, & the agreement of, the Investigating Authority & Police in order not to prejudice the outcome of any criminal investigations.
8. Where criminal proceedings are possible, it will be necessary to seek the agreement of the investigating team (who may refer to the Crown Prosecution Service) for a decision on whether formal counselling/therapy can take place prior to completion of the investigation. All outcomes of investigations must be recorded in writing & held on file. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to YP's Social Care & the police if it is in keeping with the National Police Chiefs Council ["When to call the Police"](#) guidance. The rationale for this decision should be recorded by the DSL

### Appendix 1 – Recording form

<b>YP's name:</b>			
<b>Date &amp; time:</b>		<b>D.J.:</b>	
<b>Name &amp; role of person raising concern:</b>			

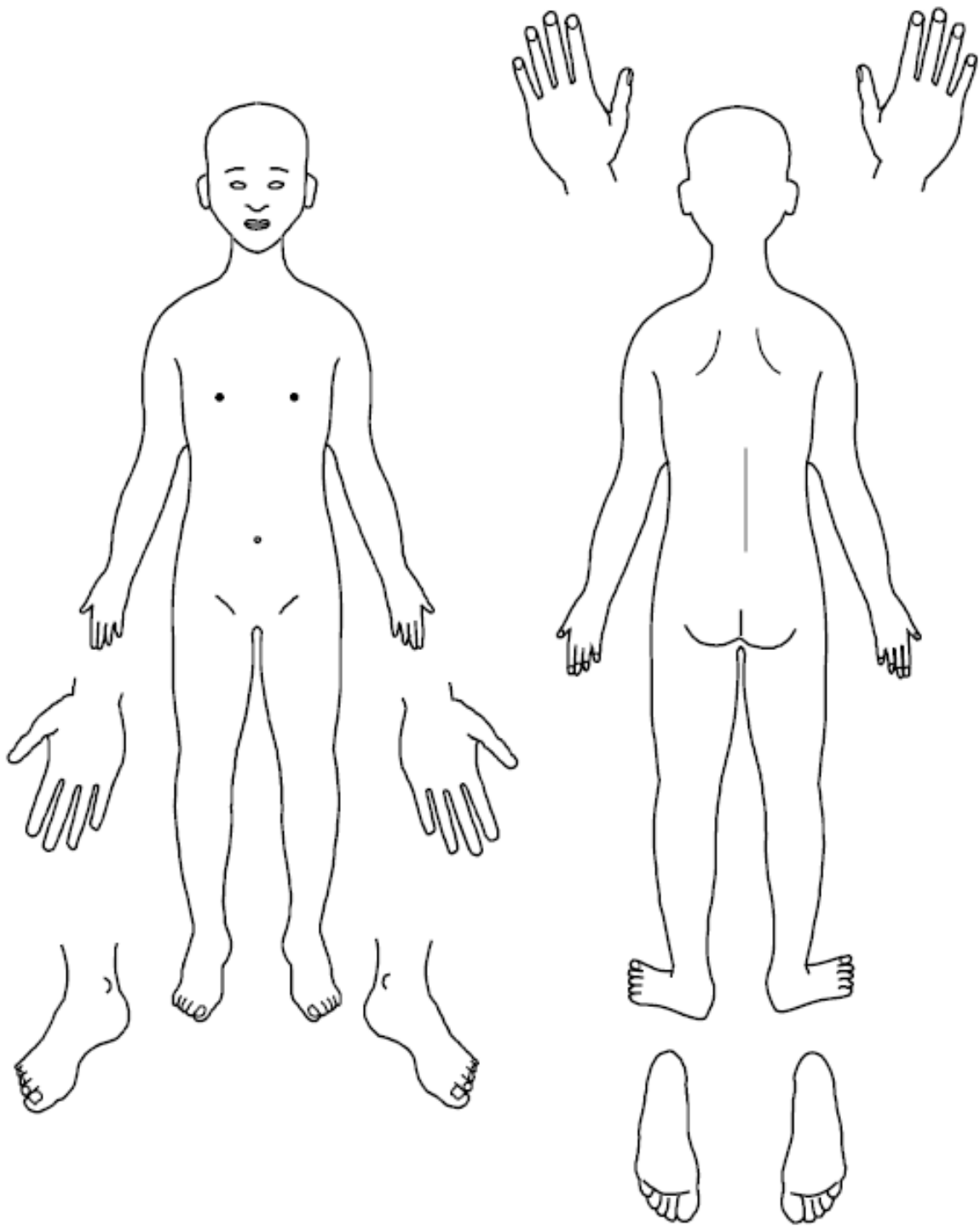
<b>Details of concern (where? when? what? who? behaviours? Use YP's words)</b>

<b>Actions taken</b>			
<b>Date</b>	<b>Person taking action</b>	<b>Action taken</b>	<b>Outcome of action</b>

**Name:**

**Designation:**

**Appendix 2 - Skin map**



Name of YP: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## Appendix 3 – Dealing with Disclosures

### All staff should:

A member of staff who is approached by a YP should maintain a positive attitude & try to reassure them. They should not promise complete confidentiality & should explain that they may need to pass information to other professionals to help keep the YP or other YP safe. The degree of confidentiality should always be governed by the need to protect the YP.

Additional consideration needs to be given to YP with communication difficulties & for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding & preferred communication method.

All staff should know who the DSL is & who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly & should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the Organisation premises at the time & have concerns about sending a YP home.

### Guiding principles, the seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said & take it seriously
- Make a note of what has been said as soon as practicable

#### Reassure

- Reassure the YP, but only so far as is honest & reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### Respond

- Respond to the YP only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (& the YP's) in any later prosecution in court
- Do not ask the YP why something has happened
- Do not criticise the alleged perpetrator; the pupil may care about him/her, & reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next & to whom you need to talk. Reassure the pupil that it will be a senior member of staff in confidence.

#### Report

- Share concerns with the DSL as soon as possible [clarify your process]
- If you are not able to contact your DSL or the Deputy, & the YP is at risk of immediate harm, contact the children's services social care department directly.

#### Record

- If possible, make some very brief notes at the time, & write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present & noticeable nonverbal behaviour, & the words used by the YP. If the YP uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts & observable things, rather than your 'interpretations' or 'assumptions'.

#### Remember

- Support the YP: listen, reassure, & be available

- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that YP may not feel ready or know how to tell somebody that they are being abused, exploited or neglected &/or they may not recognise their experiences as harmful.

#### **Review (led by DSL)**

- Has the action taken provided good outcomes for the YP?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

#### **What happens next?**

It is important that concerns are followed up & it is everyone's responsibility to ensure that they are. The member of staff should be informed, by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out. If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Chief Operating Officer &/or may contact social care. Receiving a disclosure can be upsetting for the member of staff & the organisation should offer any necessary support for them after the disclosure. This may include reassurance that they have followed the procedure correctly & that their swift actions will enable the allegations to be handled appropriately. In some cases, additional counselling might be needed, & staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

## **Appendix 4 - Allegations against adults who work with Young People**

Working Together to Safeguard Children states that organisations should have clear policies for dealing with allegations against people who work with YP. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the LADO. Complaints or concerns can be managed independently by the Organisation or college under internal procedures.

Complaints could include: -

- Breaches of the Staff Code of Conduct
- Any breach of Data Protection or Confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of YP
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate YP, or might be interpreted as such.

### **Procedure for Allegations that meet the harm threshold.**

This procedure should be used in all cases when it is alleged a member of staff, supply staff, volunteer or another adult who works with YP has either:

- behaved in a way that has harmed a YP, or may have harmed a YP; or
- possibly committed a criminal offence against or related to a YP; or
- behaved towards a YP or YP in a way that indicates he or she would pose a risk of harm to YP; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with YP.

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of YP who are placed on a Child In Need plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse &/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on YP

In any of these situations the LADO criteria for intervention will be assessed against the likelihood & impact of transferable risk to YP.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, supply staff or volunteer to the DSL as soon as possible.
- If an allegation is made against the DSL, the concerns need to be raised with a deputy as soon as possible. If there are no deputies available, then the LADO should be contacted directly.
  - **Surrey 0300 123 1650 (option 3)** or email [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)
  - **Hampshire 01962 876364** or [Link to LADO initial enquiry form & referral form](#)
  - **Berkshire** (select your region using this document) [Link to the LADOs within Berkshire](#)

- There may be situations when the DSL & DDSL will want to involve the police immediately, if the person is deemed to be an immediate risk to YP or there is evidence of a possible criminal offence.
- ! Once an allegation has been received by the DSL or DDSL, they will contact the relevant LADO as soon as possible & before carrying out any investigation into the allegation.
- ! Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the Organisation will determine how to proceed & if necessary, the LADO will refer the matter to YP's Social Care &/or the police.

When receiving information from outside agencies about Organisation staff, the LADO will assess the potential for transferable risk, & make a disclosure to the Organisation where there is the likelihood of transferable risk to YP & there is a pressing need.

If the matter is investigated internally, the LADO will advise the Organisation to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of Keeping Children Safe in Education, Working Together to Safeguard Children & their local procedures.

## Appendix 5 - Lower Level Concerns (LLCs)

The LLC policy is part of the whole Organisation approach to safeguarding. The purpose of the policy is to encourage an open & transparent culture, which enables the Organisation to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLCs will be managed independently by the Organisation under internal procedures.

Examples of LLCs include, but is not limited to:

- being over friendly with YP;
- having favourites;
- taking photographs of YP on their mobile phone;
- engaging with a YP on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language

The LLC policy will:

- Ensure that staff are clear about what constitutes appropriate behaviour, & are confident in distinguishing expected & appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves & others;
- Empower staff to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour & support the individual to correct this at an early stage.
- Provide a responsive, sensitive & proportionate handling of such concerns when they are raised.
- Help identify any weakness in the Organisation or colleges safeguarding system.

In line with the LLC policy:

- All LLCs will be shared responsibly with the DSL, recorded in writing & dealt with in an appropriate & timely manner using the form below
- All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- If LLCs are found to be escalating & are reaching the harm threshold, A referral will be made to the LADO.

**If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.**



## Low-Level Concern Form

Please use this form to share any concern – no matter how small, & even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- ! is not consistent with Overworld's Staff Code of Conduct, &/or
- ! relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with YP

You should provide a concise record – including brief context in which the low-level concern arose, & details which are chronological, & as precise & accurate as possible – of any such concern & relevant incident(s) (& please use a separate sheet if necessary).

Date of incident:

Time:

Place:

Employee(s):

Young person(s):

### Details of low-level concern:

### Post Incident Action:

[Author Name] \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix 6 - Sexual violence & sexual harassment between Young People**

### **Context**

This policy is about how staff should respond to all reports & concerns of YP-on-YP sexual violence & sexual harassment, including those that have happened outside of the centre, & or online. All staff are advised to maintain an attitude of "It could happen here"

Organisations & schools not recognising, acknowledging or understanding the scale of harassment & abuse, & /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment & in a worst-case scenario a culture that normalises abuse leading to YP accepting it as normal & not coming forward to report it.

Sexual violence & sexual harassment can occur between two YP of any age & sex. It can also occur through a group of YP sexually assaulting or sexually harassing a single YP or group of YP.

YP who are survivors of sexual violence & sexual harassment will likely find the experience stressful & distressing. This can adversely affect their educational attainment as well as their emotional well-being. Sexual violence & sexual harassment exist on a continuum & may overlap; they can occur online & offline (both physically & verbally) & are never acceptable. It is important that all victims are taken seriously & offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

Reports of sexual violence & sexual harassment are extremely complex to manage. It is essential that survivors are protected, offered appropriate support & every effort is made to ensure their education is not disrupted. It is also important that other YP, including staff are supported & protected as appropriate.

### **Policy**

We believe that all YP have a right to attend our Organisation & learn & play in a safe environment. YP should be free from harm by adults in the Organisation & by other YP.

We recognise that YP can abuse their peers & this will be dealt with under this policy & in line with the current KCSiE statutory guidance.

This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence & sexual harassment. We are clear that sexual violence & sexual harassment is not acceptable, will never be tolerated & is not an inevitable part of growing up.

We will minimise the risk of YP-on-YP abuse by:

### **Prevention:**

- Taking a whole Organisation approach to safeguarding & YP protection
- Providing training to staff
- Providing a clear set of values & standards, underpinned by the pastoral support system
- Engaging with specialist support & interventions.

### **Responding to reports of sexual violence & sexual harassment:**

- YP making a report of sexual violence or sexual harassment will be taken seriously, kept safe & be supported.
- Understanding that our initial response to a report from a YP is incredibly important & can encourage or undermine the confidence of victims of sexual violence & harassment to report or to come forward in the future.
- If the report includes an online element, staff will be mindful of the Searching, Screening & Confiscation: advice for Organisations DfE guidance.

- Staff taking the report will inform the DSL or DDSL as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the YP at greater risk).
- If a YP is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to YP's Social Care or SAB as applicable

**Risk Assessment:**

Following a report, the DSL or DDSL will make an immediate risk & needs assessment on a case-by-case basis. The risk assessment will consider:

- The YP raising the concern, especially their protection & support.
- The alleged perpetrator, their support needs, & any disciplinary action.
- All other YP at the Organisation.
- The YP raising the concern & the alleged perpetrator sharing space at Organisation.
- The risk assessment will be recorded & kept under review.
- Where there has been other professional intervention &/or other specialist risk assessments. These professional assessments will be used to inform the Organisation's approach to supporting & protecting the YP.

**Action: The DSL or DDSL will consider:**

- The wishes of the YP raising the concern.
- The nature of the incident including whether a crime has been committed & the harm caused.
- Ages of the YP involved
- Developmental stages of the YP
- Any power imbalance between the YP
- Any previous incidents
- On-going risks
- Other related issues or wider context

**Options: The DSL or DDSL will manage the report with the following options:**

- Manage internally
- Refer to Early Help (under 18s)
- Refer to Child's Social Care (under 18s)
- Report to the police (generally in parallel with a referral to Social Care/SAB)

**Ongoing Response:**

- **All** concerns, discussions & decisions made, & the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified & addressed.
- The DSL will keep the risk assessment under review.
- The DSL will manage each report on a case-by-case basis & will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim during that investigation.
- The DSL will consider how best to keep the YP raising the concern & the alleged perpetrator apart on Organisation premises & transport where appropriate.

- Where a criminal investigation into a sexual assault, rape or assault by penetration leads to a conviction or caution, the Organisation will the perpetrator's engagement with the Organisation will cease as it would seriously harm the welfare of the survivor (& potentially other YP).
- All parties & witnesses will receive appropriate support & safeguards on a case-by-case basis.
- The Organisation recognises that taking disciplinary action & providing appropriate support are not mutually exclusive actions & will occur at the same time if necessary.

### **Unsubstantiated, unfounded, false, or malicious reports**

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the YP &/or the person who has made the allegation is in need of help or may have been abused by someone else & whether this is a cry for help. In such circumstances, a referral to YP's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the DSL, should consider whether any disciplinary action is appropriate against the individual who made it.

### **Physical Abuse**

While a clear focus of YP-on-YP abuse is linked to sexual abuse & harassment, physical assaults & initiation violence & rituals from pupils to pupils can also be abusive.

These are equally not tolerated &, if it is believed that a crime has been committed, will be reported to the police.

The principles from the *Tackling Bullying Policy* will be applied in these cases, with recognition that any police investigation will need to take priority.

## **Appendix 7 – Missing Young Person**

### **Introduction**

The safety & welfare of all people visiting or using the facilities at the Organisation is of the utmost importance. All staff must be aware of what to do if a YP goes missing from our supervision or when a YP does not arrive as scheduled or when a 'collected YP' is not collected by their designated person. This document lays out the procedures that should be followed in the event of these occurrence.

### **Responsibilities**

#### **DSL & DDSL**

- ✓ Ensures all staff at the Organisation are aware of these procedures & how to report if a YP should go missing or in the event of an unknown absence
- ✓ Review any incidence of missing young persons to ensure that the Organisation correctly reports, learns & continues to operate best practice

#### **All Staff & volunteers**

- ✓ Ensure they are familiar with these procedures & adhere to all other related policies & procedures: *Safeguarding, Health & Safety & Risk Assessments*.
- ✓ Ensure that the *Visitor Log* is completed accurately & promptly & returned to the Julie Pickering at the end of each day

#### **Seniors**

- ✓ Ensuring there is a Senior on duty at all times
- ✓ Scheduling which staff are supervising which YP during their time at the centre
- ✓ Contacting placing school or Local Authority of any absence where the YP is under their care
- ✓ Ensure the *Premises Security Policy & Procedure* is followed & robust

#### **Supervising staff**

- ✓ Take responsibility for their allocated YP **at all times** from drop off to collection

- ✓ If going off-site, follow the *Lone Worker Policy & Procedure Appendix 2 of the Health & Safety Policy & Procedures*

### **Clients; Parents/ carers, Local Authorities or placing school**

- ✓ Ensure that the Organisation holds up to date contact information for at least two responsible adults, including named emergency contacts in the event that parents/carers are not available.
- ✓ Know the procedure for handover & collection of YP where relevant, particularly where there may be safeguarding issues or concerns, including parental responsibility
- ✓ Call the centre immediately if there is a risk to the YP being collected on time or if there is a change to the person collecting them

### **Julie Pickering**

- ✓ Ensures that the *Visitor Log* is completed accurately & promptly throughout the day & filed

### **Procedures aimed at reducing the risk of a missing child**

The YP people the Organisation supports, come from a variety of backgrounds & age groups with many requiring additional supports with social emotional & learning; some of which may be profound & complex.

YP attending sessions at the centre are usually transported to & from us by parents/carers some of which will stay with their YP throughout their session (always if under 8years old). Others may be dropped off & picked up by a local authority transport arrangement. Some YP while in our care may also experience time in the community, as part of further enrichment & learning opportunities.

Situations where staff might suspect a YP may be considered missing might include, but are not limited to:

- Failure to arrive for a scheduled session, whether at the centre or if arrangement has been made to meet elsewhere in the community.
- Absconding from a scheduled session, whether at the centre or in the community
- Becoming lost while out in the community through separation from supervising staff

### **Everyday measures taken to safeguard YP while in our care:**

- ✓ The Organisation ensures clients are fully aware of the points at which responsibility for the care of the YP passes from staff to them & vice versa
- ✓ Clear procedures are in place for welcoming YP & visitors on arrival at the centre including signing in & out on the *Visitor's Log*
- ✓ Supervising staff will meet & greet YP on their arrival during signing in & on their departure & sign out. They are responsible for the supervision of that YP during their visit unless this responsibility is agreed & passed on to a colleague
- ✓ The Visitor Logs will be held by Julie Pickering, Director for a period of six (6) years
- ✓ Staff will follow the Attendance Policy & follow up if any YP is late for their session
- ✓ Some YP will require movement & toilet breaks & wish to leave the classroom area so to move about the agreed areas of the centre. A suitable level of supervision is required **at all times**, this being the responsibility of the designated supervising staff member.
- ✓ Risk assessments & one to one (sometimes two to one depending on activity & location) are provided when YP leave the premises for visits or learning outside the premises.
- ✓ Staff are required to always have a mobile telephone with them when away from the premises with a YP. It is the responsibility of the supervising staff member to ensure they are contactable & the mobile contact number left with the duty manager is current.

### **Procedure to be followed in the event of a YP whilst within the centre**

1. If the designated supervising staff member becomes unaware of a YP's whereabouts & suspects that they are missing, they must immediately inform the duty manager.

2. The Duty Manager, following an assessment of the circumstances will coordinate, where necessary, an initial search of the building, including classrooms, toilets, storage areas, communal areas, & the immediate area outside of the premises
  - a. count & name check all YP people present against the register
  - b. check of all exits, to ascertain if all relevant doors were secure & if there are no other ways the YP could have left the premises
  - c. Call the YP mobile phone if applicable
  - d. note at what time the YP was last seen & conduct an in-situ risk assessment based upon age & vulnerability so to establish when, parents/carers, placing school/local authority should be notified. They will then decide at which point the police need to be contacted, if necessary.
  - e. Create a full a description of the YP as possible, including what they were wearing & any distinguishing features. If available a recent photo of the YP, for example their ID photo, can be provided to the police where this is necessary.
  - f. will speak to all staff members who have had contact with the missing YP that day, to try & build up a clear picture of events that may have influenced why they have gone missing. This & any medical or behavioural difficulties relating to this YP can be disclosed to the police to aid any search.

**Procedure to be followed in the event of a YP whilst away from the centre:**

1. Supervising staff make an initial brief search of the area
2. Call the YP mobile phone if known
3. As soon as practical make a phone call to a duty manager within the office
  - a. give details of your exact whereabouts, how long the YP has been missing from supervision & a description of what clothing they were wearing & any circumstance which may have instigated them going missing
4. Keep in contact with the duty manager who will then be following Missing Child Procedures 2a – f above
5. Continue to make a search for the YP & await instruction from the duty manager
6. Immediately report back to the duty manager should the YP return to your supervision or if seen in the area
7. Wait for additional support/the police if required

**YP not collected or delayed**

Should a YP not be collected, or their collection be delayed from the premises by their parent, carer, or designated adult. The guiding principle in dealing with any situation of this type must be to minimise distress to the YP & for them to remain in familiar surroundings &/or with familiar people for as long as possible.

1. Collecting adults must call the office if they know they are going to be late
2. On occasions when a YP is due to be collected by someone other than their parent/carers or normally authorised person (e.g., when all the above are unexpectedly unavailable), parents/carers must advise how to verify the identity of the person who is to collect the YP. This will normally be by a pre-determined password or means of identification.

**If a YP is not collected promptly & that time exceeds thirty minutes**

- ✓ The Duty Manager will call the parent/carers or designated adult & use any other emergency contact details available to determine the nature & length of delay in collection.
  - If contacts go to voicemail/ answerphone, the member of staff will leave messages giving their name & office telephone number & requesting a prompt return call
- ✓ While waiting to be collected, the YP will be supervised by a member of staff who will offer them as much support & reassurance as is necessary.

- ✓ If a YP has not been collected within the hour following agreed collection time, the Designated Safeguarding Lead (DSL) must be informed, & a decision taken as to whether Social Services needs to be called.
- ✓ If all attempts within this period to contact a parent/carer, designated person, or emergency contact fail then the DSL or duty manager should inform the Local Authority Social Services department of the situation without delay
  - Hampshire 01329 225379
  - Surrey 0300 470 9100
  - Berkshire [www.proceduresonline.com](http://www.proceduresonline.com) & chose the relevant Partnership
- ✓ The duty social worker will take ownership of the situation & decide what happens next, including whether the police need to be involved in helping to trace the parent, carer, or designated adult of the YP.
- ✓ The YP will not leave the premises with anyone other than those named on the Registration Form.
- ✓ The Organisation will ensure that there are at least two members of staff present whilst waiting for the parent/carer to collect the YP.
- ✓ Under normal circumstances, staff should not look for the parent/carer or take the YP home however, in exceptional circumstances, if the parent/carer or responsible adult has been contacted but is unable, for a given & accepted reason, to come to the premises, staff may escort the YP home with that parent/carer or responsible adult's permission. Where this does occur, this should ordinarily happen with two staff members, one of whom is a manager.
- ✓ In the event that transporting the YP somewhere is agreed to be necessary, staff should avoid if possible, transporting the YP alone in their own cars & may wish to consider using a taxi or mini cab (approved licenced drivers only). In this instance, two members of staff will accompany the YP. There may be exceptional circumstances (for example in an emergency) where solo accompaniment of the YP by an appropriate staff member is necessary. In this instance, the staff member must ensure that a duty manager or senior manager (ideally the Designated Safeguarding Lead) is made aware of the arrangement beforehand & can follow up accordingly, see *Lone Working Policy & Procedures Appendix 2 of Health & Safety Policy & Procedures*
- ✓ Incidents of late collection will be recorded & discussed with parents/carers at the earliest opportunity

## **Appendix 8 - Online Safety**

As an Organisation it is essential that we safeguard YP from potentially harmful & inappropriate online material.

A comprehensive approach to online safety empowers staff to protect & educate YP & colleagues in their use of technology & establishes the following mechanisms to identify, intervene in, & escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation & extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising & adults posing as YP or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending & receiving explicit images (e.g. consensual & non-consensual sharing of nudes & semi-nudes &/or pornography, sharing other explicit images & online bullying; &
- **commerce** - risks such as online gambling, inappropriate advertising, phishing & or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running & interrelated theme when devising & implementing policies & procedures.

We will consider how online safety is reflected as required in all relevant policies & embedded across all areas of our sessions, included in staff training & within the role & responsibilities of the designated safeguarding lead as well as discussions with parents/LAs/schools.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff & learners & review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. As an Independent Alternative Provision we align with this & ensure our staff undertake the 'Cyber Security for school staff training' at Induction to help improve our cyber resilience & pass this to our Learners. <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

Please also see our *E-Safety Policy*

## **Appendix 9 - Mental Health & Emotional Wellbeing of Young People**

### **Introduction**

Information attained by the NHS England suggests that 1 in 8 five to 19-year-olds had at least one 'mental disorder' when assessed in 2017.

Emotional disorders were the most prevalent type of disorder experienced by five to 19-year-olds & include:

- anxiety disorders (characterised by fear & worry)
- depressive disorders (characterised by sadness, loss of interest & energy, & low self-esteem)
- mania & bipolar affective disorder

All YP who have been referred to Overworld AMP Ltd have difficulties attending school due to Special Educational Needs &/or Disability (SEND) &/or Social, Emotional Mental Health (SEMH) needs.

### **Policy Statement**

The Organisation realises the importance of promoting positive mental health & emotional wellbeing. We recognise that supporting mental health & wellbeing forms part of our overall commitment to the safeguarding of young people in our care. Anyone can experience mental ill-health, so being able to talk is important to us all; you do not need to be an expert on mental health.

Often, small everyday actions can make the biggest difference. Gaming can play a significant role in supporting mental health & wellbeing. In 2020, research conducted by the University of Oxford found that playing video games may improve your mental health & make you happier.

Whilst excessive gaming can certainly be harmful, we wanted to shine a light on the benefits that gaming, & streaming, can have on people's mental health & wellbeing. There are many similar research articles that suggest that playing video games can force gamers to deeply stimulate multiple different areas of their brain, which leads to the development of a large handful of various beneficial tasks & dimensions of thinking.

### **Aim**

The Organisation will

- ✓ Create an open environment where YP can talk about how they feel without judgement
- ✓ Have staff available to check in with the YP they work with; asking them how they are feeling, as appropriate
- ✓ Give YP space to talk about what is happening globally, nationally, or locally – such as climate change, the coronavirus (COVID-19) pandemic, terrorism, crime, or a bereavement
- ✓ Work to any recommendations on the YP's EHCP

### **Responsibilities**

Anyone who works with YP has a responsibility to promote their wellbeing, recognise any concerns about their welfare & know what action to take to keep them safe.



**Seniors** will try to assign a YP to a supervising adult they feel will have the right fit to foster a relationship of trust; just knowing there is someone to turn to when they need to can have a positive impact on a YP's mental health.

**Supervising staff** will make sure the YP they work with know they are there for them. Remind them they do not need to deal with concerns on their own & talk to them regularly about where they can access support. This might include teachers, family members & services such as Childline.

### **Supporting children with mental health issues**

It can be hard for adults to recognise when a YP needs support with mental health issues & it can be difficult for YP to speak out about the challenges they are facing. So, it is crucial that anyone who works or volunteers with YP can recognise the signs that a YP may be struggling with their mental health. & that they know how to take appropriate action to support them in getting the help they need.

It can be difficult to start a conversation with children about their feelings & mental health. If you feel unable to start a conversation, please speak to your Line Manager. You can also signpost children to Childline ([www.childline.org.uk](http://www.childline.org.uk) or 0800 1111) if they need additional support before or after a conversation.

### **Helpful strategies**

- ✓ Encourage YP to think of their mental health & wellbeing as something that is continually changing, like physical health. Some days we might feel better or worse than others but there are things we can do to improve our overall mental & emotional wellbeing.
- ✓ Talk to them about strategies they can use to take care of themselves.
- ✓ Some children may struggle to express their feelings or concerns. Use language that is appropriate for their age & developmental level. Give them the time & support they need to understand what they are feeling.

### **Exercise**

Staying physically active can have positive effects on mental health. It can reduce stress, anxiety, & other mental health issues, & increase self-esteem (Mental Health Foundation, 2021; NHS, 2019).

- ✓ Encourage children & young people to build physical activity into their daily routines, such as talking a daily walk, participating in extracurricular sports activities, playing an interactive video game or helping to clean the family car.
  - Please follow the YP plan if an exercise programme is written into their time in the Organisation
  - It may be safe & appropriate to take a walk with Poppet, our therapy dog in which case the designated staff member must follow the *Lone Worker Policy & Procedure Appendix 2 of the Health & Safety Policy & Procedures*
- ✓ Explain that it is also important for your body to have time to rest as well as being physically active. Too much physical exertion may have a negative impact on a YP's physical health & wellbeing.

### **Online wellbeing**

The internet & social media are integral to many YP's lives. They can have a positive impact on people's wellbeing by helping us connect with family & friends & express ourselves in new ways. Please see the Organisation's *E-Safety Policy* for more guidance

### **Anxiety**

Anxiety can become a problem when:

- x there is not an obvious reason for it
- x it disrupts a YP's life at home or school on a regular basis
- x the problem has gone but the feeling of fear or panic has not
- x it interferes with their ability to take part in activities
- x they struggle to complete tasks that other YP do easily
- x their fear or worry seems out of proportion to the problem

- x they become anxious or fearful more easily, or more often, or more intensely than other children or young people
- x it leads to unhelpful & unrealistic thoughts about themselves & others.

Identifying the signs a child or young person with an anxiety disorder may display physical & emotional symptoms including:

- headaches & stomach aches or just feeling unwell
- dizziness/faintness/palpitations/breathlessness/sweating
- not sleeping
- not eating properly
- restlessness
- being clingy/feeling panicky/tearful
- seeming to be worried or anxious & needing lots of reassurance
- feeling down or depressed
- having difficulty concentrating
- wanting things to be perfect & getting frustrated if they are not
- expressing a sense of impending danger, panic, or doom
- lashing out at others
- hyper-alertness & difficulty keeping still

### **Challenging behaviours**

Persistently behaving in a challenging way is often how YP communicate that something is wrong - or is a sign that they may be in distress. All the YP who attend OverWorld AMP Ltd have had. Please refer to the *Positive Interactions Policy* for further information.

### **Overactivity & poor concentration**

Attention Deficit Disorder (ADD) & Attention Deficit & Hyperactivity Disorder (ADHD) include persistent symptoms of impulsivity, inattention &, with ADHD, hyperactivity.

You may notice the YP:

- being restless or fidgety
- struggling to sit still
- talking a lot & interrupting
- difficulties taking turns in games or conversation
- becoming easily distracted
- difficulties paying attention & concentrating
- not following through on instructions or failing to finish work
- social clumsiness
- impulsive behaviour – saying or doing things without thinking

YP with ADD & ADHD have difficulties with the thought processes that control attention & organise memory. This means that they often experience learning difficulties at school

### **Obsessive-compulsive behaviour**

YP with obsessive compulsive behaviour (commonly known as obsessive-compulsive disorder or OCD) have repeating thoughts, images or feelings that are distressing. They also carry out rituals or habits to temporarily feel better.

Some common obsessions:

- fears about dirt/contamination
- worries about safety & harm – to themselves & others
- anxiety if things are not symmetrical or even
- need for perfection

Some common compulsions:

- checking things repeatedly
- hoarding or collecting things that appear useless
- arranging things so they are 'just right'
- washing & cleaning
- repeating & re-doing things

Some obsessive behaviours may also be indicative of Autism Spectrum Condition

### **Low mood or depression**

If the YP is feeling is more than just sad or it has persisted for a longer time, then everyday sadness or low mood then they may have depression. YP may see themselves & the future in a negative way, feel hopeless, or no longer feel or seem themselves.

Symptoms can include:

- being moody & irritable
- not being interested in things they used to enjoy
- not wanting to go to school or go out
- often feeling tired or exhausted
- becoming withdrawn & isolating self from others
- feeling unhappy & miserable or becoming tearful
- sleep problems or sleeping a lot
- changes in appetite
- being self-critical
- feeling hopeless &/or worthless

### **Self-harm**

Self-harm is when a child or young person intentionally damages or hurts their body (*See Appendix 3 - Overworld Amp's Arrangements For Common Conditions In First Aid & Medical Needs Policy*).

### **Risky behaviour**

Risky behaviour can sometimes be a form of self-harm, although it is often misinterpreted or overlooked. When risk-taking is persistent, extreme, age-inappropriate, or compromises a child or young person's safety & wellbeing, it can be a way of communicating dysregulation.

It can highlight that a young person is struggling & may be using risk-taking to lift their mood or distract/punish themselves in some way. Discuss this with Mark Pickering the designated safeguarding lead or a deputy as a matter of priority.

### **Trauma**

[The UK Trauma Council](#) defines trauma as 'a distressing event or events that are so extreme or intense that they overwhelm a person's ability to cope, resulting in lasting negative impact.' Trauma can change the way children see their environment, the people in it & how they 'fit in.'

It is important to remember that building trust & stability in relationships with YP who have been affected by trauma is challenging, but also critical in promoting their resilience & recovery.

### **Eating disorders**

Most eating disorders develop in adolescence, & can affect anyone regardless of age, gender, ethnicity, or cultural background.

Disordered eating can present in different ways:

- severely limiting the amount of food eaten
- eating large quantities of food at once
- getting rid of food eaten by making yourself sick &/or by misusing laxatives
- Fasting
- undertaking excessive exercise
- or a combination of these behaviours.

### **Reporting**

If you are concerned that a YP is at risk of harm from themselves (or others) you will need to pass this information on.

1. Discuss this with **Mark Pickering** the DSL, **Steve Mitchell** or **Emma Rothery** (DDSLs)
2. The DSL or DDSL will inform the YP where possible that they are required to pass any concerns on.
  - a. Agree with them on how you will inform appropriate people – will you do it directly, or support the YP to do so?
  - b. Contact the parents/carers & other services, as necessary & if the YP is at immediate risk, ensure that they are taken to their GP or A&E as a matter of urgency, depending on the severity of the concern.

If you are concerned an adult staff member or volunteer is at risk of harm to themselves or others, you should pass this on to the person's line manager.

### **Additional help for young people**

NSPCC's Childline: 1-to-1 chat support & a 24-hour helpline for young people. Phone: 0800 1111 Website: [childline.org.uk](http://childline.org.uk)

HOPELINEUK: A specialist telephone service that gives non-judgemental support, practical advice, & information to young people. Phone: 0800 068 4141 Website: [papyrus-uk.org](http://papyrus-uk.org)

On My Mind: Information for young people to make informed choices about their mental health & wellbeing. Website: [annafreud.org/on-my-mind](http://annafreud.org/on-my-mind)

YoungMinds: Crisis Messenger text line for free 24/7 support in the UK if a child or young person is experiencing a mental health crisis. Text: YM to 85258 Website: [youngminds.org.uk](http://youngminds.org.uk)

NHS Go: NHS confidential health advice & support for young people under 25. Download the app to your phone. Website: [nhsgo.uk](http://nhsgo.uk)

MeToo: MeeToo is a multi-award winning pre-moderated peer support app where young people can safely & anonymously talk to each other about their worries & problems & get immediate support. Over 43,000 young people have accessed MeeToo since its launch in 2017 & it is featured on the NHS Apps Library. Website: <https://www.meetoo.help/>

## **Appendix 10 - Transgender Young Person Policy**

### **Introduction**

Gender is often an important part of an individual's identity & developing a positive sense of gender identity is part of growing up. Gender identity is often complex & there is a spectrum of gender which is wider than just boy/man or girl/woman.

### **Policy Statement**

This builds upon best practice already in place to eliminate discrimination, harassment, & victimisation; advance equality of opportunity & foster good relations. This policy seeks to provide a broad overview of the needs of transgender YP & their families.

### **Aims**

In developing practice to support trans YP, the Organisation will follow these principles:

- ✓ Listen to the YP, their parents, carers, & siblings. Wherever possible follow their lead & preferences
- ✓ No YP will be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve & are legally entitled to.
- ✓ Avoid seeing the YP as a problem & instead see an opportunity to enrich the company & to challenge gender stereotypes & norms on a wider scale.
- ✓ Challenge bullying & discrimination
- ✓ Promote positive attitudes to gender diversity by including trans issues

### **Early Help Process**

It is important that any support offered to a transgender YP starts with identifying their individual needs. It must be understood that some trans people may not want to be treated differently. Some may choose to

be known by a different name or to wear different clothes. However, most or all young trans people (& their families) will need some expert/specialist support as they grow up & develop.

Mark Pickering the Designated Safeguarding Lead or a delegated deputy, with agreement & in consultation with the young person & parent/carer will

- ✓ complete an Early Help Assessment to identify specific information that the YP would like to be shared with those working with them to avoid them having to repeat themselves.
  - When completing the assessment particular attention should be paid to the sections on emotional health & wellbeing, family & social relationships, behaviour & an action plan put in place to address these issues & ensure the young person has a robust support plan
  - The allocated Lead Professional should always be someone who knows & gets on well with the YP

Further guidance on the Early Help in the YP local area:

- Surrey [www.surreycc.gov.uk/people-&-community/family-information-service/early-help](http://www.surreycc.gov.uk/people-&-community/family-information-service/early-help)
- Hampshire <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/early-help>
- Berkshire [www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/parents-&-carers/early-help](http://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/parents-&-carers/early-help)

### **Terminology & language**

For the matter of fairness & inclusion it is extremely important that the correct gender, name, & pronouns are used correctly to address transgender pupils.

### **Names & pronoun change**

Respecting a YP's request to change name & pronoun is crucial in supporting & validating that person's identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to by staff & fellow YP.

### **Attendance to Overworld**

The YP is likely to be accessing support from professionals outside of the Organisation's provision which they may wish to keep private. Their confidentiality will be respected & maintained at all times; any record of the absence will be recorded as any other absence from a YP in our care.

### **Transphobia & Bullying**

Please refer to *Tackling Bullying Policy & Procedure*

### **Physical Education**

Sports & other Physical activities may be offered to YP as part of their Offer with Overworld AMP, this may include the use of facilities & providers outside of the organisation.

- ✓ Every effort will be made to fully involve transgender YP in such physical activities & to ensure they are comfortable with any arrangements put in place
- ✓ No young transgender person will be denied the opportunity to participate but may choose to opt out

### **Changing Room Facilities**

Wherever possible private changing facilities will be sought (as those found at most swimming pools). The use of changing room facilities will also be given careful consideration & adjustment made where possible with the agreement of the YP.

### **Toilet Facilities**

The Organisation has traditional male & female toilets. The male toilets have cubicals & urinals. Transgender YP will be able to use these toileting facilities without the knowledge (if they so wish) of their gender identity

### **Clothing**

There is no uniform, dress code or prejudice however, everyone will be expected to apply common sense when dressing to attend the centre or external venues e.g. gym, as part of their plan.

### **Media Interest**

Confidential information about YP will not be shared with other parents. The Organisation will not engage with the press over this issue without discussion with the YP & their parent/carer first. Staff must know their

duties & responsibilities around data protection so that they fully understand why information is protected, & when, how & to whom certain information can be released. Please see the Organisations *Data Protection, GDPR & IT Policy & Procedures*.

### **Confidentiality**

Staff must not disclose information that may reveal a YP's transgender status or gender non-conforming presentation to others, including parents/carers & other members of the Organisation unless legally required to do so or because the YP or parent/carer has given permission for them to do so.

Trans YP & staff have the right to discuss & express their gender identity openly & to decide when, with whom, & how much to share information.

When contacting the parent or carer of a trans YP, staff should use the YP's legal name & the pronoun corresponding to their gender assigned at birth unless the YP, parent/ carer has specified otherwise

### **Mental health**

Please refer to *Appendix 8 - Mental Health & Emotional Wellbeing of YP* for the Organisation's policy on positive mental health & how to escalate if you suspect the YP is struggling with their mental wellbeing

## **Appendix 11 – Whistleblowing in a safeguarding context**

While the Organisation has a separate whistleblowing policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy & should be read in conjunction with the Employee Handbook.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, & the policy protects staff from being punished for raising concerns.

Within **our** Organisation, the **Mark Pickering** is the DSL & responsible for all staff. If you are concerned that any member of staff within the Organisation is not following safeguarding processes or behaving in a way that is placing YP at risk, you should speak to the DSL.

If your concern is about the DSL, you should raise this with a DDSL

If you would prefer to raise your concerns outside the Organisation environment you are able to contact the Surrey LADO 0300 123 1650 (option 3) or email [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) or NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations.

If you believe that a member of the Organisation staff is harming a YP (an allegation) & this has been reported to the DSL & no action has been taken, or the member of staff you have concerns about is the DSL, then you are able to contact the Surrey LADO 0300 123 1650 (option 3) or email [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk)

If you believe that a YP is being abused by individuals outside the Organisation, you should make a referral to Child's Social Care team

Hampshire Report child abuse | Children & Families | Hampshire County Council ([hants.gov.uk](http://hants.gov.uk))

Surrey 0300 470 9100 Concerned about a child - Surrey Safeguarding Children Partnership ([surreyscp.org.uk](http://surreyscp.org.uk))

Berkshire West [www.proceduresonline.com](http://www.proceduresonline.com) & chose the relevant Partnership

## **Appendix 12 - Briefing sheet for temporary staff & Volunteers**

### **For Volunteers & those on short contracts in the Organisation**

While working in the Organisation, you have a duty of care towards the YP & young people here. This means that at all times you should act in a way that is consistent with their safety & welfare. In addition, if at any time you have a concern about a YP or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the Organisation designated safeguarding lead (DSL), who is Mark Pickering.

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a YP or young person which suggests they are not being sufficiently well cared for.
- Observing YP behaviour that leads you to be concerned about a YP or young person.
- A YP or young person telling you that they have been subjected to some form of abuse
- Observing adult behaviour that leads you to be concerned about their suitability to work with YP or young people.

In any of the circumstances listed here, you must write down what you saw or heard, date & sign your account, & give it to the DSL as soon as possible & no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the YP has been led in any way.

If a YP talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the YP, just listen & be supportive
- Never stop a YP who is freely recalling significant events, but don't push the YP to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date & timings on it, & mention anyone else who was present. Then sign it & give your record to the DSL who should follow due process, including contacting YP's Social Care if appropriate.

The Organisation has a policy on safeguarding YP which you can find, together with the local procedures to be followed by all staff.

If your concern involves the DSL or a member of the senior staff, contact the Surrey LADO 0300 123 1650 (option 3) or email [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) or the NPSCC whistleblowing line on 0800 028 0285

**Remember, if you have a concern, report it.**

## **Appendix 13 - What is Young Person abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that YP can also be abused by being sexually exploited, through honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding YP Partnership (HSCP) threshold chart.

### **What is abuse & neglect?**

Abuse & neglect are forms of maltreatment of a YP. Somebody may abuse or neglect a YP by inflicting harm, or by failing to act to prevent harm. YP may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another YP or YP.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a YP. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a YP.

### **Emotional abuse**

The persistent emotional maltreatment of a YP such as to cause severe & persistent adverse effects on the YP's emotional development. It may involve conveying to a YP that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the YP opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on YP. These may include interactions that are beyond a YP's developmental capability, as well as overprotection & limitation of exploration & learning, or preventing the YP participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing YP frequently to feel frightened or in danger, or the exploitation or corruption of YP. Some level of emotional abuse is involved in all types of maltreatment of a YP, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a YP or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the YP is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing & touching outside of clothing. They may also include non-contact activities, such as involving YP in looking at, or in the production of, sexual images, watching sexual activities, encouraging YP to behave in sexually inappropriate ways, or grooming a YP in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other YP.

### **Neglect**

Neglect is the persistent failure to meet a YP's basic physical &/or psychological needs, likely to result in the serious impairment of the YP's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a YP is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing & shelter (including exclusion from home or abandonment)
- protect a YP from physical & emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

Neglect may also include neglect of, or unresponsiveness to, a YP's basic emotional needs.

The HSCP neglect strategy is used to provide a more detailed summary of neglect & the local thresholds for referrals.

### **Indicators of abuse**

#### **Neglect**

#### **The nature of neglect**



Neglect is a lack of parental care but poverty & lack of information or adequate services can be contributory factors.

Far more YP are registered to the category of neglect on YP protection plans than to the other categories. As with abuse, the number of YP experiencing neglect is likely to be much higher than the numbers on the plans.

**Neglect can include parents or carers failing to:**

- provide adequate food, clothing & shelter
- protect a YP from physical & emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

**NSPCC research has highlighted the following examples of the neglect of YP under 12:**

- frequently going hungry
- frequently having to go to Organisation in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise & is often seen as less serious than other categories. It is, however, very damaging: YP who are neglected often develop more slowly than others & may find it hard to make friends & fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the YP. The duty to safeguard & promote the welfare of YP (*What to do if You're Worried a YP is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue & prevent a YP continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns Organisation staff have should at least be discussed with the DSL.

**Indicators of neglect**

The following is a summary of some of the indicators that may suggest a YP is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a YP is being abused. Each YP should be seen in the context of their family & wider community & a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSCP neglect toolkit provides a more detailed list of indicators of neglect & is available to all staff

**Physical indicators of neglect**

- Constant hunger & stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

**Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from Organisation or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

- Destructive tendencies

## **Emotional abuse**

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise &/or prove.

Emotional abuse is chronic & cumulative & has a long-term impact.

All kinds of abuse & neglect have emotional effects although emotional abuse can occur by itself.

YP can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents & carers to their YP, by the way that the adults are speaking to, or behaving towards YP. An appropriate challenge or intervention could affect positive change & prevent more intensive work being carried out later on.

### **Indicators of emotional abuse**

#### **Developmental issues**

- Delays in physical, mental & emotional development
- Poor Organisation performance
- Speech disorders, particularly sudden disorders or changes.

#### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at Organisation, leaving late

#### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most YP collect cuts & bruises quite routinely as part of the rough & tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally & should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 3) can assist in the clear recording & reporting of physical abuse. The body map should only be used to record observed injuries & no YP should be asked to remove clothing by a member of staff of the Organisation.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises & scratches (especially on the head & face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck & behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the Organisation, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted & detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the YP (adult words)
- no explanation is forthcoming
- the YP (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

#### **You should be concerned if the YP or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### **Sexual abuse**

#### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known & trusted by the YP – e.g., relatives, family friends, neighbours, babysitters, people working with the YP in Organisation, faith settings, clubs or activities. YP can also be subject to YP sexual exploitation.

#### **Characteristics of YP sexual abuse:**

- it is often planned & systematic – people do not sexually abuse YP by accident, though sexual abuse can be opportunistic
- grooming the YP – people who abuse YP take care to choose a vulnerable YP & often spend time making them dependent
- grooming the YP's environment – abusers try to ensure that potential adult protectors (parents & other carers especially) are not suspicious of their motives.

Most people who sexually abuse YP are men, but some women sexually abuse too.

## Indicators of sexual abuse

### Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth & other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections & discharges or abdominal pain

### Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in Organisation performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at Organisation, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## Appendix 14 – Transporting Young People

### Introduction

The safe transporting of YP receiving our services should be seen as integral to the planning & delivery of care. For many, this journey is an important part of their day & it should be as enjoyable as possible.

### Responsibilities

The **Driver** must

- ✓ Make sure that the vehicle that they are driving is roadworthy, insured for business use, MOTd & taxed correctly, be kept clean, in good repair throughout & have working heating/air con
- ✓ Carry a first aid kit in the car & know how to use it
- ✓ hold a valid driver's license
- ✓ Disclose any road traffic offenses whilst in employment with the Organisation
- ✓ Disclose any medical conditions &/or medications that have implications on the ability to drive & inform their Line Manager immediately should there be any changes (see DVLA list)
- ✓ Have current enhanced DBS & the following training documented in the Training File: all of the Organisation's Policies & Procedures as well as CPD Safeguarding
- ✓ Have reviewed & understood the risk assessment(s) for the YP they intend to chaperone
- ✓ Follow this policy; reporting any incidents immediately & be involved in their write up
- ✓ Have Mark Pickering's mobile number & the office number within the car as well as on their mobile phone

- ✓ Ensure they have a charged mobile phone prior to making the journey
- ✓ Ensure the correct car seats are fitted as applicable for the YP

Any **accompanying employee** must

- ✓ Have current enhanced DBS & the following training documented in the Training File: all of the Organisation's Policies & Procedures as well as CPD Safeguarding
- ✓ Have reviewed & understood the risk assessment for the YP they intend to chaperone
- ✓ Follow this policy; reporting any incidents immediately & be involved in their write up
- ✓ Have Senior's mobile numbers & the office number on their mobile phone
- ✓ Ensure they have a charged mobile phone prior to making the journey

**Mark Pickering** or delegated senior member of staff will

- ✓ Check the employee's fitness to drive, relevant current medications if applicable, check their insurance covers business use, valid license & the vehicle's roadworthiness & MOT during the Induction process & prior to allowing any YP to be transported & give to **Julie Pickering** to keep in the Employee File
- ✓ Ensure the driver & any accompanying staff have a current enhanced DBS & the following training documented in the Training File: all of the Organisation's Policies & Procedures as well as CPD Safeguarding
- ✓ Create a risk assessment for each YP as part of the onboarding process, listing all ongoing medical &/or SEND needs & current medications if applicable
- ✓ Create & implement an alternative plan in the event of staff illness, car breakdown etc
- ✓ Be the main point of contact in the office for the YP's family/school/LA & the employee(s) to ensure a safe & smooth execution of the transport plan for that YP
- ✓ Ensure all incidents are documented, escalated as necessary, filed & any lesson learned

### **Driver's Code of Conduct**

1. All staff will be issued with the Organisation's ID badge following successfully completion of checks regarding suitability to work around YP, this must be worn at all times whilst at work including in the car
2. You are responsible for the safety & care of any passengers whilst they are journeying to & from the Organisation & any other provision that has been agreed in the Offer Letter for that YP
3. You should dress appropriately & wear footwear that allows you to operate your vehicle comfortably & safely – flip flops or driving bare foot is not considered safe enough by the Organisation
4. Where practical we recommend 2 employees transport YP. When transporting YP alone, follow the *Lone Working Policy*, within the *Health & Safety Policy & Procedures*
5. You should not under any circumstances give your contact number to passengers outside of the Organisation
6. If you are unable to report for duty you must call Mark Pickering or Senior immediately
7. If you are delayed for any reason by more than 15 minutes, when safe to do so call the office so that a manager can let the relevant parties know
8. You must maintain a courteous, professional relationship all times whilst working for the Organisation & never use threatening or offensive language at any time
9. Before starting the route, you must know the details & needs of the passengers in your care e.g. where to collect & drop them off, any special requirements, parents' telephone numbers, child seat needed, etc. Under no circumstances should you rely on asking a passenger for their address or guidance in finding their address
10. You must not smoke, including use of e-cigarettes & vaping, whilst on duty inside or outside of the vehicle, outside a passenger's house or outside a school or centre. Your vehicle (no matter what size

vehicle it is) is a designated place of work under the 2007 legislation & to smoke or permit others to smoke is an offence. For the sake of clarity "on duty" is defined as when you start your journey to the first pick until the last passenger is discharged at the last drop off. If you are waiting at schools or other addresses you are still considered to be "on duty". Any time that you are at a school or other establishment you are considered to be "on duty".

11. You must never give any passengers food, drink or medication e.g. paracetamol, ibuprofen or lozenges
12. You must not at any time drive in a manner contrary to the Road Traffic Act (or other legislation)
13. It is highly recommended that all mobile communication devices are put away whilst transporting & you should never take photographs of any passengers or let them play with your phone, as they may access personal & inappropriate information.

### **Car Seats & The Law**

The law requires all children travelling in the front or rear seat of any car, van or goods vehicle must use the correct child car seat until they are either 135 cm in height or 12 years old (whichever they reach first). After this they must use an adult seat belt. There are very few exceptions. It is the driver's responsibility to ensure that children under the age of 14 years are restrained correctly in accordance with the law.

Car seats must be provided by the parent/carer for YP under 135cm in height & under 12 year's old & this will be a condition of the Offer Letter from the Organisation.

### **The passengers in your care**

1. If any of the passengers fall ill on the journey you must call the office to inform a manager who can escalate to all relevant parties & in the event of an emergency dial 999 first
2. If the behaviour of any passenger causes you concern you must discuss this prior to leaving the office with Mark Pickering or another manager
3. If the behaviour of any passenger causes you concern whilst you are out with them (driving or chaperoning), immediately find somewhere safe to stop & when safe to do so call Mark Pickering or another manager
  - ✓ Follow Appendix 1. Procedure For Managing Distressed Behaviours in the *Positive Interactions Policy & Procedures*
  - x Never use physical force, threatening or offensive language to control the situation
  - ✓ Physical restraint should only be used as a last resort & as a duty of care to avoid the YP injuring themselves or others; it must not be deliberately painful or dangerous to the YP
  - ✓ The incident must be reported, written up & used to learn from
4. You must treat all information about the passengers you transport & their family circumstances in the strictest confidence. If you have any concerns about the YP or something they have said escalate these to Mark Pickering as the Designated Safeguarding Lead or follow the escalation processes within the Organisation's *Safeguarding & Young Person Protection Policies*. Under no circumstances should such information be passed to a person who is not a member of the Organisation or an appropriate officer of the YP's County Council nor should personal information be disclosed in front of the passengers.
5. Whilst it is perfectly natural to take an interest in your passengers & empathise with them, it is important for the YP to understand that their driver is there to provide a safe & secure environment to & from destinations & you are asked to avoid fostering relationships that go beyond this. If you feel a line has been crossed immediately report it to Mark Pickering or another manager
6. Under no circumstances is it deemed to be acceptable for a driver to have contact with a YP via mobile phone calls or texts, email or social network websites. If the passenger contacts you directly or you suspect that the parent has given your contact details to the passengers, please let Mark Pickering or another manager know immediately as this could result in a serious safeguarding issue
7. Under no circumstances is it acceptable to purchase or give any smoking materials (tobacco, cigarettes, cigars, papers, e-cigarettes, vaping devices, etc.) to passengers. Any personal smoking materials should be safely locked away from the passengers. If any personal smoking material is taken by a passenger, it must be reported immediately to Mark Pickering or another manager
8. You should ensure that no passenger enters or leaves the vehicle whilst it is in motion & that all child locks are engaged at all times in vehicles that have them. Please be aware that child locks should be engaged irrespective of if your vehicle has motion sensitive automatic locks

### **The Route, Locations & Timings**

1. You must not accept any instruction which alters the planned journey without prior confirmation from a senior member of the Organisation
2. Under no circumstances should you accept instructions from the YP
3. If the YP responsible person needs to change the planned journey, they should discuss this with Mark Pickering who will ensure the change does not put undue stress on the YP, the driver & any accompanying employee(s) or the Organisation as a whole
4. If the you are running late (in excess of 15 minutes) for any reason e.g. poor weather conditions, congestion etc, when safe to do so, contact the office for a Mark Pickering or another manager to escalate to the relevant parties
5. If the YP is not present at the pick-up point, wait 5 minutes beyond the planned time before making a call to the office for Mark Pickering or another manager to give you further instructions. You must not leave without the passenger(s) until directed to do so
6. If the agreed YP responsible person e.g. parent or next activity leader, is not present at the drop-off point, wait 5 minutes beyond the planned time before making a call to the office for Mark Pickering or another manager to give you further instructions. They will follow *Appendix 7 - Missing Young Person* from the *Organisations Young Person Protection Policy*. You must not leave until there is an acceptable resolution e.g. you bring the YP back to the centre or the correct person has arrived or you have been instructed that the new person is authorised to take the YP
7. If the YP does not want to enter or leave the vehicle, immediately call the office to request assistance from Mark Pickering or another manager. Do not attempt to coerce the YP as this may damage the trust they have with you & the Organisation

### **Accidents & Emergencies**

1. In a case of a medical emergency or vehicle fire, call 999 & ask for the appropriate service
2. In the case of an accident, if a passenger is seriously injured (& you or another passenger is able to provide care), he/she/they must NOT be moved unless there is a further risk from fire or accident. If possible, cover the injured person with something warm
3. If you are the only employee in the car or the only person able, you should try to hail the attention of a bystander to telephone for ambulance & the police so you can keep your attention on the injured passenger(s). If that is not possible, you must make the call
4. You or your colleague if applicable, must supervise passengers vacating the vehicle, quickly & safely to an assembly point a safe distance from the vehicle & behind any safety barriers, where there is no danger from traffic or other hazards
5. All belongings must be left in the vehicle
6. Once an ambulance & police are on their way, call Mark Pickering or another manager to escalate the situation to all appropriate parties
7. Remain at the assembly point until directed otherwise by an authorised person
8. Do not make any comment concerning who was responsible for the accident. The relevant authorities will determine this in the light of the full facts.

**! Incidents & accidents, regardless of how minor they may be, must be reported to Mark Pickering & an incident report filed !**

### **Appendix 15 Procedure for Meeting Visitors to the Organisation**

1. All visitors will be required to enter via the main reception
  - To enter the building, they will need to use the call buzzer to gain staff attention
  - The internal entry door is required to be permanently, electronically locked to prevent free access to the building as is the rear door
  - Staff will be required to wear Overworld ID while with visitors
2. A member of the staff will meet the visitor(s) in the reception area & sign them in on the *Visitor Log*

3. Visitors to meet a specific member of staff will be asked to wait in reception whilst the member of staff is located & they will be responsible for them thereafter
4. All visitors are free to use the toilet/wash facility unsupervised but staff will ensure that there are no YP in them at the same time
5. Contact numbers are for use in the event of emergency, illness, late pick-up or change of plan

### **Overworld AMP Guests**

1. The mentors will be ready to receive their mentee & be with them for their allotted session
2. The YP will be signed in by their parent/carer, supervising mentor or external chaperone before being transitioned
  - a. Parent/carers may not enter the classroom or upstairs offices without being escorted by a Senior Staff member staff
  - b. Chaperones e.g. employees of the local authority, visiting to transport a YP away from our services must wait in reception whilst their identity is confirmed by a Senior Staff member staff & the YP is brought to them
  - c. Chaperones may not leave the reception without being escorted by a Senior member of staff
1. YP under 8 years old must have a parent/carer remain in reception, or be involved with the party with them
  - a. Parent/carers may not enter the classroom or upstairs offices without being escorted by a Senior Staff member staff

### **Challenging Visitors**

Should a visitor misinterpret the restrictions of movement while in the premises they should be politely reminded of where they are required to be, (if they would like to look around the facilities this can usually be organised if staff are available).

Should visitors refuse to follow expectations, become rude or aggressive toward staff, assistance from a senior member of staff should be sought immediately.

Try not to get into argument or confrontation.

### **Uncollected YP**

**We will not release any YP to a person we have not been notified of as the person authorised to collect**

Please refer to *Appendix 7 – Missing Young Person*