



SAFEGUARDING POLICY

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Part 1

The Family Trust Details

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CHILD PROTECTION & SAFEGUARDING STATEMENT

This policy aims to ensure that The Family Trust is responsible in its care for children and young people and those who work with them and is committed to good practice in that work.

The Family Trust and CAST have a growing children's and young people's ministry. The trustees and the team recognise the importance of our ministry and take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to their care.

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety."

Ofsted, September 2016

Everyone within the organisation has a responsibility for the day to day implementation of this policy. They should aim to continually assess the work and implement such changes as are deemed necessary to make existing practice consistent with this policy.

All schools workers, volunteers and visitors working within The Family Trust teams will be given clear indication of their roles and responsibilities and will be informed of available training which may help them to implement this policy so as to minimise unsafe situations. They will be aware of the guidelines for good practice and the action that must be taken in the event of disclosure discovery, observation or suspicion of abuse outlined in this policy.

Safeguarding Principles

The Family Trust is committed to:

- 1.** Providing a safe and caring environment for children and young people in all of our activities.
- 2.** Valuing, listening to and respecting children and young people as well as promoting their welfare and protection.
- 3.** Safe recruitment, supervision and training for all staff/volunteers.
- 4.** Providing annual training updates for all staff and volunteers.
- 5.** Adopting a procedure for dealing with concerns about possible abuse.
- 6.** Maintaining good links with the statutory childcare authorities and other relevant organisations.

Ethos of Partnership

Our commitment is to continually develop relationships of trust and partnership with schools and staff and develop a positive working relationship with the school. In all our involvement with staff and students we are committed to excellence in communicating in honest, enjoyable, interesting and relevant ways. We always aim to be sensitive to the needs and experiences of the school community.

When working on school premises, our staff/volunteers will adhere to the school's safeguarding guidelines in addition to our own [LO1]. In the incident of a disclosure being made on school premises, staff/volunteers will liaise with the school's Designated Safeguarding Lead (DSL) as well as The Family Trust's DSL.

Assurance of Good Practice

The Family Trust teams consist of approved school's workers with occasional invited visitors. To be approved by The Family Trust, school's workers complete an application process which includes the seeking of professional and character references. They agree to comply with our child protection policy and have been checked through an Enhanced Disclosure procedure with the Disclosure and Barring Service (DBS). Schools workers (staff & volunteers) all receive regular supervision and annual training. Extra/Occasional visitors are vetted by approved workers and always work in a supervised setting as part of the team.

Part 2

Types of Abuse & Neglect

The following definitions of child abuse are taken from The Department For Education's 2016 publication: 'Keeping Children Safe in Education'

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 child 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 children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child 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 children.

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

clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further Definitions of Abuse and Safeguarding Risks

Child abuse is never acceptable wherever it occurs and whatever form it takes. Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths. The Family Trust applauds the work being done in communities to tackle this form of abuse and to stand up to the perpetrators. (National Action plan to tackle child abuse linked to faith or belief. 2012)

Spiritual Abuse: Due to the faith-based nature of our work with children and young people, spiritual abuse (closely linked to emotional abuse) is an important consideration for The Family Trust to guard against. Spiritual Abuse is defined as

'coercion and control of one individual by another in a spiritual context... This abuse may include:-manipulation and exploitation, enforced accountability, censorship of decision making, requirements for secrecy and silence, pressure to conform, misuse of scripture or the pulpit to control behaviour, requirement of obedience to the abuser, the suggestion that the abuser has a 'divine' position, isolation from others, especially those external to the abusive context.' (Oakley & Kinmond quoted in CCPAS 2015). 'It is important to realise that there is no evidence that its proponents necessarily intend to harm others. Instead, controlling and unhelpful ways of behaving might develop unwittingly and, once a pattern is established, it continues' (CCPAS 2015)

Some indicators of spiritual abuse might be a leader who is intimidating and imposes his/her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she might say that God has revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree believing they will lose the leader's (or more seriously God's) acceptance and approval.

Misused or misinterpreted scripture can pressurise individuals to behave in a particular way or to make a particular decision. A warning sign of spiritual abuse is when scripture is used to support an individual's personal agenda. Instead it should focus on the needs of others and encourage people to consider and choose their responses for themselves. (CCPAS 2015)

Spiritual abuse can be prevented in settings where workers and volunteers are accountable to each other, receive effective supervision and receive training that develops safer operating practices and builds awareness of the potential for spiritual abuse;

healthy spiritual contexts encourage people to develop as individuals who can think for themselves and are able to express disagreement or concern.(CCPAS 2015)

Fabricated or Induced Illness (FII): Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. (NHS 2017)

Behaviours in FII include a mother or other carer who:

- Persuades healthcare professionals that their child is ill when they're perfectly healthy.

- exaggerates or lies about their child's symptoms, manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes.
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

Significant Harm: This relates to the degree of harm that triggers statutory action to protect a child. It is based on the individual child's health or development compared to that which could reasonably be expected of a similar child, e.g. severity of ill treatment, degree and extent of physical harm, duration and frequency of abuse and neglect, premeditation. Department of Health guidance suggests that 'significant' means 'considerable, noteworthy or important.'

Domestic Violence: The Home Office definition of domestic violence is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.' (Home Office, 2013)

Organised Abuse: Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse. Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

Child Prostitution: Children involved in prostitution and other forms of commercial sexual exploitation should be treated primarily as the victims of abuse and their needs require careful assessment. (Government Guidelines – 'Dealing with Child Sexual Exploitation' (Department for Education, 2017). See also 'Safeguarding Children Involved in Prostitution – Supplementary Guidance to Working Together to Safeguard Children.'

Radicalisation: Children and young people are increasingly the target of extremist groups seeking to push their ideologies on normal people and in the most extreme circumstances draw them into terrorist activities. The greatest threat is currently posed by the so-called Islamic State group (ISIS) and Al Qa'ida but there is potential for radicalisation of children & young people from any number of individuals/groups. The Prevent Strategy (2011) states 'we do know that some people who are supportive of terrorist groups and ideologies have sought and sometimes gained positions in schools or in groups which work closely with young people.'

Gangs: The NSPCC report 'Teenagers At Risk' (2009) acknowledges that there is not a universal way in which the term 'gangs' is understood in the UK context and it can cover everything from groups of young people 'hanging around' together in public through to high level organised criminal activity. The risk posed to children & young people is obviously much more serious at the latter end of that scale. Vulnerable children and young people are at risk of coercion into criminal activity through the lure of material

gifts, interest and seemingly sincere acts of kindness from the perpetrators. Once the perpetrators have gained the child's trust, they convince them to engage in criminal activity on their behalf exposing them to all the risks of the criminal subculture of 21st century Britain.

Recognising Possible Signs of Abuse

The following may or may not be indicators that abuse has taken place, but the possibility should be considered:-

Physical Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention.
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained stomach pains.
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation.
- Cuts/scratches/substance abuse.

Emotional Abuse

Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy. Also depression, aggression, extreme anxiety.

- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention-seeking behaviour.
- Persistent tiredness.
- Running away/stealing/lying.

Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Secretive relationships with children or adults.
- Eating disorders – anorexia, bulimia. (These signs may indicate the possibility that a child or young person is self-harming, mostly by cutting, burning, self-poisoning).

Neglect

- General unhappiness.
- Being withdrawn or aggressive.
- Having on going health problems or long-term injuries.
- Witnessing domestic abuse.
- Dishevelled or unkempt appearance.

Spiritual Abuse

- Intimidating leader(s) who impose their will on others.
- Children are fearful of losing their leader &/or God's approval.
- Children display an unusual sense of blame or guilt.
- Regular mis-quoting of religious scripture or taking scripture out of context.

Contextual Considerations

Race, Culture & Religion

Crucial to any assessment is a knowledge of and sensitivity to racial, cultural and religious aspects. Remember also that differences exist not only between ethnic groups but also within the same ethnic group and between different neighbourhoods and social classes. While different practices must be taken into account, it is also important to remember that all children have basic human rights. A difference in child-rearing does not justify child abuse.

Children with Disabilities

As an organisation, we need to be aware that children and young people who have physical or learning disabilities can be at greater risk of abuse.

Some considerations around children & young people with disabilities:

- Children with disabilities tend to have more physical contact than those without disabilities (i.e. therapists, care workers) and may require higher levels of personal care.
- Blind or deaf children may be less aware of their surroundings and are therefore more vulnerable. They may be reliant on physical contact for communication.
- The definition of what constitutes abuse is wider for children with disabilities. (This can include force-feeding, financial abuse, over-medication and segregation.)
- Attitudes can play a part, e.g. the belief that a child or young person with a disability can't be sexually abused because they are seen as asexual.
- It can be hard to know if a child with a disability has been abused because of communication problems.
- Children may not fully understand what is said to them, or may not be able to express themselves in ways that can be easily understood.
- Children may be more vulnerable to suggestion or eager to please the youth or children's worker, relinquishing their autonomy.

Responding to Allegations of Abuse

Under no circumstances should a member of The Family Trust team carry out their own investigation into suspicions of abuse. When you suspect possible abuse based on your own observations or conversations, do not try to 'solve' the problem yourself. If you have any suspicions, however slight, follow the outlined procedure. You do not need to be convinced that abuse is taking place before you take action.

The person in receipt of allegations or suspicions of abuse will do the following:

- 1) In situations of suspected or alleged abuse, contact the Safeguarding *Co-ordinator or **Deputy Co-ordinator who will decide on the next course of action.
- 2) The Co-ordinator or Deputy Co-ordinator will then seek advice from Thirtyone:eight (formerly CCPAS) |^{L02}and follow their instructions.
- 3) Under no circumstances will members of The Family Trust team attempt to carry out any investigation into the allegation or suspicions of abuse. The role of the Co-ordinator is to collect and clarify the precise details of the allegation or suspicion and to provide this information to CCPAS and any other agencies whom they advise should be notified.
- 4) Whilst allegations or suspicions of abuse will normally be reported to the Co-ordinator, in the absence of the Co-ordinator or Deputy, the Chief Executive or Trustees should be contacted who will then contact CCPAS & follow their instructions. The Chief Executive or Trustees may need to inform the relevant insurance company.
- 5) Should the staff member be unhappy with the advice they have received (see the whistle blowing policy in the Staff Handbook or appendix) or if the people above cannot be contacted promptly and/or the school's safeguarding lead - the staff member receiving the disclosure has a responsibility to inform the social services at the earliest opportunity if they have serious and immediate concerns over the child's welfare. The NSPCC's Whistle Blowing Advice Line (0800 028 0285) offers free advice for professionals who are worried about children in their workplace.
- 6) The Family Trust will support the Co-ordinator or Deputy in their role and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.
- 7) At no point should the allegation be discussed with anyone other than the individuals mentioned in the above guidance.

*In circumstances where there are allegations of abuse within the school context, the school's DSL (unless the allegation is about them in which case it will be the Head Teacher or Chair of Governors) should also be notified who would have the responsibility of reporting this to the statutory authorities. In these instances, the safeguarding co-ordinator will consult with the Head Teacher/DSL.

** If the suspicion or allegation relates to the Safeguarding Co-ordinator, the report should be made to the Deputy Safeguarding Co-ordinator. If it relates to both the Co-ordinator and Deputy Co-ordinator, the report should be made the Chief Executive or Trustees. Ensure that the Co-ordinator / Deputy Co-ordinator is removed from the situation at the earliest possible time to ensure no further compromise or risk. If you feel that there is no-one in the organisation whom you can safely report the incident to,

contact Thirtyone:Eight directly (0845 120 45 50) and refer to The Family Trust whistle blowing guidelines located in the staff handbook.

Guidance for Handling Disclosures

How to respond to a child wanting to talk about abuse

General points:

- Above everything else, listen, listen, listen
- Show acceptance of what the child says and reassure them (however unlikely the story may sound). Do not pass judgment.
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **don't promise secrecy.**
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. Authorities may discount information if it is thought that you asked a leading question. If a child decides not to tell you after all, then accept that, and let them know that you are always ready to listen.
- As soon as possible write down what has been shared.
- Keep the child informed of what action is being taken.

Helpful responses:

- You have done the right thing in telling
- That must have been really difficult
- I am glad you told me
- It's not your fault
- I will help you

Don't say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where? Asking the child questions could contaminate evidence for possible criminal proceedings.
- Never make false promises.
- Never make statements such as, "I am shocked, don't tell anyone else."

Concluding:

- Again, reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to the Social Services or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse).

- Contact the Safeguarding Co-ordinator at the Family Trust responsible for handling child protection concerns or contact an agency such as CCPAS for advice. Consider your own feelings and seek pastoral support if needed.

Making Notes

Make hand written notes straight away, or as soon as possible preferably within one hour of the child talking to you. Write down exactly what the child said and when he/she said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). Record dates and times of these events and when you made the record. Keep all hand-written notes, even if subsequently typed. Such records should be kept for an indefinite period in a secure place.

Part 3

Appointment, Support, Supervision and Training of Staff and Volunteers

The Family Trust/CAST leadership will ensure that all staff/volunteers will be appointed, trained, supported and supervised in accordance with the principles set out in government guidelines 'Keeping Children Safe in Education' (2016) as well as specific guidelines for Christian organisations offered by The Church's Child Protection Advisory Service (CCPAS) and general guidelines from the National Society for the Prevention of Cruelty to Children (NSPCC).

All staff and volunteers will undergo a Disclosure & Barring Service (DBS) check, attend an interview involving a senior member of staff (Team Leader, Director or Trustee) and will only start working with us upon receipt of two satisfactory references.

Supervision of group/children's activities:

The Family Trust leadership will provide details of the supervision for each specific activity in the Family Trust/CAST practice guidelines attached.

Working with offenders

As a Christian organisation, we believe strongly in the redemptive power of the Holy Spirit and as such do not consider past criminal convictions as a prohibitive factor when wishing to work or volunteer for The Family Trust/CAST. However we will not accept applications from ex-offenders whose convictions pose a safeguarding risk to children and/or vulnerable adults. Risk assessments will be carried out on any individual with a criminal record.

Handling of Disclosure Information

Storage and Access

Disclosure information must never be kept on an applicant's personal file. It must be stored separately in a secure, lockable, non-portable cabinet, with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorized to receive it in the course of their duties. A record should be kept of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information must only be used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information should not be kept for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep disclosure information for longer than six months, consultation should be made with the registered umbrella body and/or DBS. Advice can then be given to the data protection and human rights of the individual. The above conditions regarding safe storage and strictly controlled access would still apply in these circumstances.

Disposal

Once the retention period has lapsed, Disclosure information must be destroyed by secure means, i.e. shredding, pulping or burning. Whilst awaiting destruction, Disclosure information must not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). No copies of the Disclosure information may be kept, in any form. However, a record can be kept of the date of the issue of a disclosure, the name of the subject, the type of disclosure requested, the position for which the disclosure was requested, the unique reference number of the disclosure and the details of the recruitment decision taken.

Communication Principles

The introduction of modern technologies (e.g. text messaging, email, online messaging and social media) has revolutionized communication systems throughout the world and if used in the right way is an excellent resource for children, young people and workers alike.

It is therefore important for organisations to adopt policies and good practice in these areas to ensure these modern technologies are used safely and responsibly by all, thereby protecting children and young people and safeguarding the integrity of workers.

Workers' Communication with Young People

As an organisation, The Family Trust provide services to children and young people primarily in an educational setting (i.e. schools & colleges). For this reason, there should be no need for The Family Trust staff or volunteers to make direct contact with children or young people outside of organised Family Trust activities.

Exceptions to this include:

- When The Family Trust/CAST is acting as a facilitator for inter-church youth or children's event and young people are part of the organising group. In this situation, staff should communicate via group emails/messages so that one to one communication is limited.
- On occasions, one to one communication may be appropriate (e.g. arranging for pastoral support of young people involved in inter-church youth projects). In this situation, staff should make their line manager aware of the situation and never delete the messages exchanged. One to one meetings must take place in a public place and not behind closed doors.
- Communicating with young people who wish to volunteer at Chequer Tree Camp. In this instance (as above) written logs should be kept and workers should not communicate one to one with young people under the age of 15.
- Workers should use their Family Trust/CAST email address for all communication.
- Video or Voice messenger should be done in public so that other people are aware of what you are doing and to whom you are speaking.

Social Media

The Family Trust operate various social media accounts in order to communicate with members of the public. Children and young people may on occasion follow these accounts and engage with them. The Family Trust/CAST staff and volunteers will follow the below protocol around social media:

- You agree not to 'follow' or 'friend' users under the age of 16 (allowing for appropriate engagement with young volunteers under the age of 18).
- Clear and unambiguous language should be used in all communications. Avoid abbreviations that could be mis-interpreted.
- You may engage with children/young people known to The Family Trust under the age of 16 providing you already knew them outside of the work context and their parents are aware (e.g. family members, children of friends)

- You should not engage with children or young people whom you have not had 'face to face' interaction.
- You should respect social networking site's age restriction (e.g. not connecting with anyone under the age 13 on Facebook).

Activities Involving the Transportations of Children

These guidelines should apply to all drivers involved in the transportation of children and young people, organised by or on behalf of the [LO3] Family Trust/CAST. They do not apply to private arrangements for transportation made, for example, between parties with parental responsibility.

Our advice on transporting children is as follows:

- Only those who have gone through the Family Trust/CAST recruitment procedures for staff/volunteers should transport children.
- All drivers should have read the child protection policy of the Family Trust/CAST and agree to abide by it.
- Parental consent should be given, and all journeys should be carried out with the knowledge of the leadership of the Family Trust/CAST.
- Any motor vehicle adapted to carry more than eight passengers for hire or reward is regarded in law as a Public Service Vehicle (PSV). A small bus permit is therefore required for all minibuses used to carry between 6 and 16 passengers. All minibuses used to transport children should therefore have a small bus permit, the necessary insurance, a driver with a valid driving licence that entitles them to drive a minibus.
- If a church uses a minibus and the children/young people are asked to make a contribution towards the trip, there is a legal requirement to obtain a Section 9 permit from the Department of the Environment, Transport & The Regions.
- Employees may drive a minibus as part of their usual duties at The Family Trust providing the following criteria are met:
 - o you're 21 or older
 - o you've had your driving licence for at least 2 years
 - o you meet the 'Group 2' medical standards if you're over 70 - check with your GP if you're not sure you meet the standards
 - o you're driving on a voluntary basis and the minibus is used for social purposes by a non-commercial body
 - o the maximum weight of the minibus is not more than 3.5 tonnes - or 4.25 tonnes including specialist equipment for disabled passengers, for example a wheelchair ramp
 - o you're not towing a trailer
- The driver should hold a full driving licence, have adequate business use insurance and the vehicle should be road worthy.
- Do not transport children alone except in cases of emergency. However, two workers in a car does not in itself guarantee protection for a child – there have been incidents where workers have acted abusively together and in this situation a child could be less protected.
- Drivers should not spend unnecessary time alone in a car with a child. If a child wants to talk to a driver about something and has waited until other children have been dropped off, the driver should explain that it isn't convenient to talk there and then, but arrange to meet the child/young person at a location where there are

other adults around. (Remember a child/young person may want to talk to the driver about an abusive situation).

- When travelling in groups with more than one vehicle it is good practice to insist children stay in the same groups on the out-going and return journey. This will avoid the confusion over whether a child has been transported home or at worst left behind.
- If travelling in convoy with cars and minibuses, please note that the maximum speed for a minibus is 50 mph on single carriageway roads, 60 mph on dual carriageway roads, and 70 mph on motorways.

Guidelines for Good Practice in all Activities

- 8) In all activities, staff/volunteers will avoid being left alone with an individual student. The team should be vigilant of this issue and support each other at all times.
- 9) Staff/volunteers will seek to ensure that there is a minimum of two adults present with any group of students.
- 10) Staff, volunteers and visitors will abide by the schools' agreed policies on all issues including child protection, behaviour management, discipline, bullying etc.
- 11) Staff/volunteers will aim to avoid any inappropriate physical contact with the students.
- 12) Staff/volunteers will always report situations which they regard as unsafe and any suspected abuse or bullying, even when it is felt that the school may already be aware of the issues and people involved. This should be reported to the School & Family Trust Safeguarding Co-ordinators
- 13) Safeguarding and the welfare of young people, staff, volunteers and visitors is everybody's responsibility. The management team and the trustees have overall responsibility in ensuring that effective safeguarding procedures are in place.
- 14) All approved staff/volunteers will attend team meetings and other occasions for development. The team will meet together to review and plan activities and receive training. This will form part of ongoing supervision and quality assurance.

Guidelines on Touch for Working With Children

- Keep everything in public. A hug in the context of a group is very different from a hug behind closed doors.
- Touch should be related to the child's needs, not the workers.
- Touch should be age appropriate and always initiated by the child rather than the worker.
- Avoid any physical activity which is, or could be construed as, sexually stimulating to the adult or the child.
- Children are entitled to determine the degree of physical contact with others except in certain circumstances, i.e. when they need medical attention.
- Staff/volunteers should take responsibility for monitoring one another in the area of physical contact. They should be free to constructively challenge a colleague if necessary. If they feel nervous or unsure about challenging a colleague directly, then confidential advice or support could be sought from their line manager/supervisor and/or a member of the leadership team.

Arrangements for Supervision of Children's/Young People's Activities

General Arrangements:

- Recommended ratio of adults to children^[L04]

Key Stage 1	1 : 8
Key Stage 2	1 : 10
Key Stage 3	1 : 12

'Only those aged 17 or over may be included in ratios (and volunteers/students under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.' (Department for Education, 2017). Although this is only law for early years (birth to 5 years old). The Family Trust adopts these into their arrangements.

- As far as possible, ensure that a worker is not alone with a child. In circumstances where this would be necessary or helpful, ensure that the door to the room is left open.
 - Where confidentiality is important, (e.g. counselling) and a child is being seen on their own, ensure that others know that the interview is taking place and that someone else is in the building.
 - No person under 16 years of age should be left in charge of any children of any age; nor should children or young people attending a group be left alone at any time.
 - A register of children attending a club or activity should be kept, and a register of helpers. This should include times of arrival and departure if any individual is not attending the whole session, and there are others in the building at the time.
 - Workers should keep a record of any unusual behaviour, events or comments made by the children. If these continue, you may have to take the action set out in the paragraph, "What to do if you suspect that abuse has occurred." Any record made should be kept confidential.
This record can be helpful if leaders have to deal with a difficult child who may later make allegations of abuse. Records of previous examples of this behaviour will enable any allegation to be seen in context. Of course, if a number of children/leaders all make similar comments about a particular worker; this should warn the leadership that there is a problem with this person. Keeping a record like this can protect both children and leaders.
- 41.** Physical contact between adults and children can be quite healthy and acceptable in public places but discouraged in circumstances where adult/child is on his/her own. (please see previous 'Guidelines on Touch'.)

- Do not transport a child on your own^[L05]. In cases where transport by car is absolutely essential, (e.g. after an accident) ensure that another leader is present, and that the child occupies the rear seat. Inform another adult when you leave and when you arrive. All those giving lifts to children on behalf of the The Family Trust will be vetted and approved by the Trust, and the lift will be given with the knowledge of the parents and The Family Trust.

Kingsquads and CU groups:

Each Kingsquad/CU group will have a minimum of 2-4 leaders (depending on the size of the group). There will be one leader who is overall in charge of the group. Names of leaders are available in the Family Trust/CAST office.

Chequer Tree Camp

This is run by members of the team with volunteer helpers. A record of the names of these leaders together with their application forms is available in the Family Trust office.

Other issues relating to camp.

Camp safety

- It is the responsibility of all workers to know the whereabouts of all children who are on camp.
- The ratio of workers to children throughout the age range (9-12) is three children to each leader.^[L06]
- Everyone on camp should be warned of the danger of fire. If the camp is in a building then everyone will be made aware of the fire exits. A fire drill will be practiced on the first full day of camp.
- On residential holidays, adults do not share sleeping accommodation with children.^[L07]

Parental consent.

- No children should be allowed to participate in any activity without the written consent of their parent/guardian.
- All children on camp should have completed a Health Information and Consent Form.

First Aid.

Each week of camp there will be two appointed workers qualified in First Aid through a course run by St. John Ambulance or similar. The First Aiders will ensure that on the camp:-

- The First Aid box is available, and its location known.
- The First Aid kit contains as a minimum those items recommended by St. John Ambulance.
- The location and telephone numbers of the nearest doctor and hospital are readily available.
- The First Aider should record all accidents and injuries.

Safeguarding

what to do and where

A safeguarding concern is reported or identified.
Is the child at immediate risk?

YES
If the individual is at immediate risk of physical harm, dial 999 to contact the ambulance and/or police service. Follow their advice

NO
Inform the DSL - Dean Collins - 01622 577960 ext 2003
Or Deputy DSL - Katie Reynolds - 01622 577960 ext 2001
If the concern relates to the deputy, speak to the deputy. If the concern relates to the deputy, speak to the DSL

NO
Does the concern relate to a Trustee or Chief Executive?

YES
Contact
Thirtyone:Eight directly and follow their instructions.
0303 033 11 11

Make handwritten notes detailing the concern (who, what, where, when etc.) Sign and date and pass it on to the DSL for secure storage

If for any reason you believe the concerns you have reported are being handled inappropriately, or you feel that you cannot report your concerns to the DSL or Deputy DSL, contact Thirtyone:Eight on 0303 033 11 11 for independent advice

Appendix 2: Behaviour Management Guidelines for Leaders/Volunteers

Discipline is the education of a person's character. It includes nurturing, training, instruction, chastisement, verbal rebuke, teaching and encouragement. It brings security, produces character, prepares for life and is an expression of God's love for an individual. (Hebrews 12:5-12 and Proverbs 22:6)

- Ask God for wisdom, discernment and understanding for the children in your care.
- Work on each individual child's positives, do not compare a child with another, but encourage and affirm them, giving them responsibility for simple tasks.
- Build healthy relationships with children and be a good role model by setting an example. You can't expect children to observe the ground rules if you break them yourself.
- Take care to give quieter and well behaved children attention and resist allowing demanding children to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said. This avoids manipulation.
- If children are bored they often misbehave, so review your programme regularly. Remember, all behaviour is a form of communication. Ask yourself what the child is trying to tell you?
- NEVER smack or hit a child.
- Change voice tone if necessary. Discipline out of love, NEVER in anger. Strong teams seek help from each other to manage children's behaviour and wellbeing. Confident team members know to step back and let a colleague take-over when they are feeling angry with a situation or a child.
- Lay down ground rules, e.g. no swearing, racism, or calling each other names, respect for property, and make sure the children understand what action will be taken if not kept.
- Every child is unique and will respond in different ways to different forms of discipline. It follows therefore, that each child should be dealt with on an individual basis.

- Children may be disruptive in a group. Give them a chance, warn them and only separate them as a last resort. Agree a behaviour policy with the team. Ensure the children know what this is. This could be - warning (first instance). A second warning (2nd instance). A time out (third instance). A phone call home (fourth instance).
- If a child is exhibiting challenging behaviour, why not have them sit right in front of you or get a helper to sit next to them.
- Be pro-active and encourage helpers to be pro-active rather than waiting to be told to deal with a situation.
- Take a disruptive child to one side and engage with them, challenging them to change, whilst encouraging their strengths.
- Remedial action can be taken against a constantly disruptive child. They can be warned that you may speak to their parents/carers about their behaviour, they may be sent to the back of the room for a time or outside the room (under supervision), or, in an extreme case and after advising the parent/carer, be banned from attending the group for a period of time.
- If a child's behaviour continues to be disruptive despite the measures taken above, seek advice and guidance from the Family Trust/CAST.
- Pray with the other leaders before the session and take time to debrief before you leave.

Talking and Listening to Children

Whilst many churches have appointed adults to listen to and talk with children, it must be remembered that children will often decide themselves who they want to talk to. The child might test the adult out in some way before they are prepared to talk. Because of this, all adults, including the children's workers in the Family Trust/CAST need to understand the importance of listening to children and responding appropriately.

When promoting the 'listener's' role, children and young people will not always understand jargon, such as "advocate" or "independent listener". What is important is to identify ways the Family Trust/CAST can communicate effectively to children/young people that they are valued, that what they say is important and that there are people who are happy to listen to them.

If a child wants to talk:

- Suggest where you might meet.
- Offer the child/young person privacy but remember their and your safety.
- Remember not to promise secrecy.
- A child/young person may not want to be talking about abuse.

- Be aware of how to respond if a child/young person does disclose abuse (see 'How to respond to a child wanting to talk' page 14).

Appendix 3: Appointment of Workers

1. All Family Trust/CAST workers, which include the staff team, the associates, Kingsquad leaders, Chequer Tree Camp leaders, CAST mentors and anyone else who is involved with Family Trust/CAST, will be required to complete an application form. This form will ask for personal details, details of any experience applicants have had with children, and details of any recent Christian experience that the applicant might have had (e.g. becoming a Christian, baptism in the Holy Spirit etc.) It will also require applicants to declare that they have not been cautioned or convicted of any offences, and to give the names of two people who will act as referees one of which will be their church leader. Examples of the forms are kept on file and are available as required.
2. All these workers will be checked through an Enhanced Disclosure Procedure with the Disclosure and Barring Service.
3. All workers will undergo Safeguarding Training as part of their induction and annual updates will be provided.
4. All new schools' workers will have a copy of this Child Protection Policy and will sign a declaration agreeing to abide by its contents.
5.
 - 5.) The procedure for the appointment of workers is as follows:
 - a.) Schools Workers: The Chief Executive, after the completion of an application form and a formal interview.
 - b.) Associates & volunteers: By the Team Leader, after a period during which prospective associates have observed and worked alongside the team. There will be an informal interview with the team leader.
 - c.) Chequer Tree Camp leaders: By the Team Leaders. The team will ask any prospective leader to attend a short interview.
 - d.) Kingsquad leaders: By the leader of the particular Kingsquad, with the knowledge and approval of the Family Trust team, or by the team directly.
 - e.) CAST mentors: By the CAST staff. They will attend a six-week training course followed by an interview to assess suitability.
 - f) Chief Executive and trustees: by the board of trustees, following formal and informal interviews, background and DBS checks.
 - 6.) Those appointed to the team will be given a contract on appointment. This will be for a fixed term and will allow for six weeks' notice of termination to be given by either party at any time. All other workers, paid or unpaid will have no contractual ties, but it will be expected that they give the team notice if they wish to stop doing the work.

Approving Visitors/Guests

- 1) All occasional visitors will be informally interviewed by an approved schools worker to ascertain their suitability for the work, the nature and level of their experience and skills and their commitment to preventing abuse.

- 2) Family Trust/CAST visitors will always work in a supervised setting as part of the team.

Appendix 4: Whistle Blowing Procedure

The Family Trust aims to deal with people and organisations with the utmost respect and professionalism. However, it recognises that it is not immune from the potential for employees to act illegally, dangerously or inappropriately. Therefore, The Family Trust encourages any employee or volunteer to follow the whistleblowing procedure if they notice anything about which they are concerned.

Types of practice The Family Trust discourage include:

- Inappropriate use of The Family Trust money.
- Inappropriate sharing of confidential information.
- Persistent failure to comply with health and safety practices.
- Inability to appropriately safeguard children and young people.

Employees should inform their line manager immediately if they become aware that any staff member is, has or is about to act inappropriately.

In cases where the malpractice is being carried out by the employee's Line Manager, the employee should inform the Chief Executive, or in the case of the Chief Executive, the Chair of Trustees.

An employee can ask for their concerns to be treated in confidence and their request will be respected to the extent possible in the circumstances. Employees will not be penalised for informing management about any malpractice.

When a manager is notified of a concern, they should ensure that the concern is investigated properly and objectively. The employee reporting the concern should be kept aware of the progress of the investigation. The manager who receives the concern is responsible for ensuring the necessary action is taken to report the concern.

If the concern is about inappropriate behaviour of a staff member or volunteer towards a child or young person, the advice in the Safeguarding policy should be followed.

It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from CCPAS. If the individual with the concern feels that the Designated Safeguarding Lead, Deputy or Chief Executive has not responded appropriately to your concerns, or where they have a disagreement with the Co-ordinator as to the appropriateness of a referral then they are free to contact an outside agency direct.

Further Reading:

CCPAS (2015) Help: I Want to Understand Spiritual Abuse.

[http://files.ccpas.co.uk/documents/Help-SpiritualAbuse%20\(2015\).pdf](http://files.ccpas.co.uk/documents/Help-SpiritualAbuse%20(2015).pdf)

Department for Education. (2016) Keeping Children Safe in Education.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Department for Education. (2017) Dealing with Child Sexual Exploitation.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Department for Education. (2017) Statutory Framework for the Early Years Foundation Stage.

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Home Office. (2011) Prevent Strategy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Home Office. (2013) Domestic Violence.

<https://www.gov.uk/government/news/extended-definition-of-domestic-violence-takes-effect>

National Working Group on Child Abuse Linked to Faith or Belief (2012) National Action Plan to Tackle Child Abuse Linked to Faith or Belief.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

NHS. (2017) Fabricated or Induced Illness.

<https://www.nhs.uk/conditions/Fabricated-or-induced-illness/>

NSPCC. (2017) Recommended Adult to Child Ratios for Working with Children.

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/recommended-adult-child-ratios-working-with-children-guidance/> accessed on 12.10.17

Oakley, L.R. & Kinmond, K. S. (2013) Breaking the silence on spiritual abuse. Palgrave McMillan