



SAFEGUARDING POLICY

CONTACTS IN RELATION TO SAFEGUARDING

Designated Safeguarding Lead, Iain Mackay – info@imovers.co.uk 07501013967

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Emergency

If you believe a child is in immediate need, to protect the child, the police should be called on 999

External Contacts

Non-Emergency calls can be made to the Police by calling 101
NSPCC Helpline for reporting sexual harassment and abuse 0800 800 5000

Adult Safeguarding

As some of the students on site are over 18 and legally classified as an Adult, there may be a need to report safeguarding concerns to the North Yorkshire County Council Safeguarding Helpline on 01609 780780

Additional Contacts for the Prevent Team

If anyone is concerned about issues relating to extremism and radicalisation within any organisation / school that works with children, they can contact the Department for Education (DfE) on: 01213031888

1. SAFEGUARDING POLICY STATEMENT

iMovers recognises its responsibilities to safeguard and promote the welfare of children and to protect them from abuse by neglect, bullying, physical harm, emotional harm or sexual activity from those looking after them within a relationship of trust. To this end iMovers has adopted principles and procedures laid down by UK legislation and with due regard to Keeping Children Safe in Education 2022 (KCSIE).

The procedures form part of the Policy which binds every adult working in or for iMovers in a position of trust to avoid any behaviour which might lead to abuse or an unacceptable relationship. This applies irrespective of sexual orientation, gender, race, religion, or disability. All adults have a duty to raise concerns about the behaviour of others which may be harmful to those in their care, without prejudice to their own position. The term 'children' in this policy will include young people under the age of 18 and vulnerable adults. The term "staff" applies to all staff who work for the iMovers whether on permanent, temporary or freelance contracts, or working as volunteers.

It is important that ALL staff, Governors, and Volunteers remember that 'it could happen here' and that safeguarding is everyone's responsibility. Staff must always act in the best interest of the child.

2. PRINCIPLES

In all our work with children we adhere to the following principles:

- I. Their well-being and safety are our primary concern.
- II. We respect the rights and dignity of everyone we work with.
- III. Relationships between iMovers staff and students they work with are based on mutual trust and respect.
- IV. The feelings and concerns of any child or their parent/carer are listened to and acted upon.
- V. iMovers staff acknowledge that some children are particularly vulnerable to abuse for example those with disabilities, those living in circumstances of domestic violence, severe parental mental illness, potential substance misuse, living in care, young carers, children whose behavior involves a lack of control.

- vi. All iMovers staff who work with children have a responsibility to prevent the physical, sexual, or emotional abuse of anyone with whom they come into contact. Any suspicions or allegations of abuse are taken seriously and responded to swiftly and appropriately.
- vii. Staff recruitment and selection processes will include Enhanced Disclosure Barring Service (DBS) checks for all staff that work with children and these checks will be renewed at least every three years, and more frequently where appropriate.
- viii. ALL Staff must read this document and sign off their understanding and acceptance of the contents.
- ix. All young people and parents/carers who work with iMovers will receive information of how to access our policies and procedures via the iMovers website and hard copies will be made available should they require.

3. THE PURPOSE OF THE POLICY

The purpose of the Policy is two-fold:

- I. The Policy outlines procedures designed to protect children participating in any of iMovers class from abuse and to ensure that they are able to take part in an enjoyable and safe environment.
- II. The Policy provides clear and enforceable guidance on what behaviour is unacceptable to protect the person in a position of trust by preventing him/her from entering into an unequal or potentially damaging relationship, deliberately or accidentally.

4. Staff Behaviour and Conduct

- I. No member of staff shall engage in sexual contact or in any relationship with a child other than a properly conducted staff-to-young person relationship. This condition applies regardless of the age of the child and also when the child is over the age of consent. (It should be noted that a sexual relationship between an adult teacher and any student is in breach of professional teaching guidelines. In certain circumstances it may also constitute a criminal offence).
- II. No member of staff shall engage in conduct towards a child that is intended to be oppressive, threatening, and manipulative or in any way improper or with a view to causing the child physical or emotional harm or sexual harm.
- III. Where physical contact is necessary during teaching practice, the responsible adult should be able to explain the reasons.
- IV. It is the primary duty of every member of staff to ensure the safety and well-being of every child in their care. Each member of staff must ensure that all reasonable steps are taken to minimise risk of harm or injury to any child and must abide by the policies, procedures and guidelines set out in this document.
- V. Any instance of inappropriate behaviour towards a child, by any person employed by iMovers shall be the subject of an enquiry, which may involve external statutory authorities.
- VI. A member of staff who finds him/herself alone with a child must exercise particular care. There should be no apprehensiveness in the mind of either person if such a situation arises, but physical contact should be avoided whenever possible, and the presence of an additional person sought as soon as reasonably practicable.
- VII. Children must at all times be treated with respect in attitude, language and behaviour. Sexual innuendo whether by word or gesture is prohibited.
- VIII. No person under the age of 18 years shall have the responsibility for supervising any other child.
- IX. In working with children staff should be aware of the Good Practice guidelines below. Good practice creates a positive environment for the students and assists in protecting staff from false allegations of abuse.

Good Practice

- Always working in and encouraging an open environment (e.g., no secrets).
- Treating all young people equally, with respect and dignity.
- Always putting the welfare of each young person first.
- Maintaining a safe and appropriate distance except where it is a necessary part of the teaching process.
- Building a balanced relationship based on mutual trust which empowers children.

Practice to be Avoided

- Avoid spending time alone with children, away from others.

- Avoid association (outside the work environment) with children you have met at work.

Practice Never to be Allowed

- Engage in rough, physical or sexually provocative games, including horseplay.
- Share a changing room alone with a child.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Allow adults to use inappropriate language in the presence of children unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Reduce a child to tears as a form of control.
- Allow allegations made by a child to go unchallenged, unrecorded, or not acted upon.
- Do things of a personal nature for children that they can do by themselves.
- Invite or allow children to stay with you at your home unsupervised.

4.1 DEALING WITH A DISCLOSURE

Any student disclosing abuse to a member of staff must be listened to carefully and sensitively. The member of staff should:

- I. Know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead (DSL) . Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- II. They should not probe or ask for more information than that which is offered and should take care not to ask 'leading' questions.
- III. An immediate record must be made of what has been said, using the student's actual words wherever possible: this must be a record of fact not of opinion. The record should be signed, if handwritten and given to the DSL; or can be sent securely by email to the DSL.
- IV. The student should be reassured that they are right to tell, and the next steps should be explained. It is important not to jump to conclusions nor speculate or accuse anybody.
- V. The member of staff should record in writing the fact that such a report has been made this is for the protection of the member of staff concerned.
- VI. In circumstances where a crime may have been committed the matter should be reported to the Police.

Further information can be obtained from the 24-hour confidential NSPCC Child Protection Helpline: Telephone: 0808 800 5000

5. TYPES OF CHILD ABUSE

Physical	where children's bodies are hurt or injured
Emotional	where children do not receive love and affection, may be frightened by threats or taunts or are given responsibilities beyond their capabilities
Sexual	where adults (and sometimes other children) use children to satisfy sexual desires
Neglect	where adults fail to care for children and protect them from danger, seriously impairing health and development
Peer On Peer	Peer on peer abuse can take many forms including physical (kicking, shaking, biting, hair pulling etc.), sexual (e.g., inappropriate touching) and emotional abuse (including bullying & cyberbullying).
Sexting	Sexting is when people share a sexual message and/or a naked or semi-naked image, video, or text message with another person. It's also known as nude image sharing.
Upskirting	Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress, or alarm. It's a criminal offence and is now considered to be a form of peer on peer abuse and any such incidents must be managed as such.
CCE.	Child Criminal Exploitation - CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.
CSE	Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

5.2 SIGNS OF ABUSE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been harmed or abused.

A child who is being harmed, abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing their clothes for class
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- arrive late or show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go lucky to withdrawn
- challenge authority
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

5.3 BULLYING

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from School. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in young people's suicide. Bullying is unacceptable and it will not be tolerated.

Examples of bullying are:

Physical (including sexual)	e.g. hitting, kicking, theft
Verbal	e.g. racist or homophobic, threats, name-calling
Emotional	e.g. isolating an individual from activities
Cyber Bullying	e.g. hostile behavior intended to harm others using platforms such as Facebook, Instagram, text, video, photograph messaging.

Bullying behaviour *will* include:

- deliberate hostility and aggression towards a victim
- A victim who is weaker and less powerful than the bully
- An outcome which is always painful and distressing for the victim.

Bullying behaviour *may also* include:

- other forms of violence
- sarcasm, spreading rumours, persistent teasing
- tormenting, ridiculing, humiliation
- racial taunts, obscene/threatening gestures
- unwanted physical contact or abusive or offensive comments of a sexual nature.

IF A MEMBER OF STAFF WITNESSES AN INCIDENT OF BULLYING OR IT IS REPORTED TO THEM.

They must reassure and support the students involved; advise them that they are required to pass details on to the DSL.

The Staff member should also write down and pass on their concern either, in hard copy or by email.

Choose a place to talk that will not be interrupted but also where the member of staff is safe from allegation.

The same procedures must be followed as for a Child Protection case; (see 4.2)

5.4. Radicalisation and Prevent

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or for a person who moves to adopt violence in support of their particular ideology. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far right groups and also by criminal groups connected with gang activity. Although several possible behavioural indicators are listed below, staff should use their professional judgement and discuss with the DSL if they have any concerns:

- Use of inappropriate language
- Secretive behaviour
- Searching for identity, meaning and belonging
- Possession of violent extremist literature including electronic material accessed via the internet and communication such as e-mail and text messages
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

If staff have any significant concerns about a child/young person beginning to support terrorism and/or violent extremism, they should discuss this with the Designated Safeguarding Lead immediately.

5.5 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a member of staff has concerns about a child's mental health and that it is also a safeguarding concern, then they need to raise it with the DSL as soon as possible.

6. DEFINITION OF TERMS USED IN THIS POLICY

- 6.1 *Children:* any person below the age of 18. Although young people of 16 or 17 can legally consent to some types of sexual activity, they are still classed in the Children Act 1989 and in many areas of the Law as children.

The term “*children*” also includes *vulnerable adults*: a person in receipt of services from providers in a particular relationship of care e.g., counselling, psychiatric, probation, for those with learning difficulties.

- 6.2 *Those in a relationship of trust:* a person in a position of power or influence over another by virtue of their work or the nature of their activity or any position of inequality.

7. RELEVANT DATES

Date of next review - June 2023, or sooner should changes in legislation require.

Copies of this policy will be attached via link on all contracts of hired staff (Full time, Part time, freelance etc.) in which we will receive confirmation that they have read and fully understand the policy above.