# SERIOUS SAFEGUARDING POLICY

**Including young people and vulnerable adults**
**November 2026**

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# POLICY STATEMENT

***Purpose and Aim of the Safeguarding Children Policy and procedures***

Serious recognises its legal and moral responsibility to provide a duty of care to all children, young persons and vulnerable adults that we work with and has implemented procedures to safeguard their well-being and protect them from harm. This includes a commitment that under no circumstances should any staff member or volunteer inflict physical or psychological harm to a child. These procedures are designed to protect the groups mentioned above and our volunteers and employees by: Ensuring that all employees, Trustees and volunteers working with children and vulnerable people are carefully selected and understand and accept responsibility for the safety of those individuals in their care. Ensuring that the vulnerable person's welfare is of paramount importance when undertaking any activities. Ensuring that all employees, Trustees and volunteers, regardless of their roles, undertake mandatory safeguarding training and understand their responsibilities and the procedures to follow should they have a safeguarding concern.

Serious recognises its responsibility to safeguard and promote the welfare of children within the legal framework of the Children Act 1989 and 2004. According to the Children's Act 1989 a child is considered to be under 18.

This policy covers all children using the definition of a child as set out in statutory guidance: "*anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection*"

The company recognises its duty to prevent impairment and to promote wellbeing for young people, and it is committed to putting in safeguarding measures by working together with other agencies and partners.

This policy is intended for all those who occupy positions of responsibility, who work, volunteer or come into contact with children and young people as part of their role within Serious.

The purpose of Serious' Safeguarding Policy is:

- To inform staff, freelance artists, volunteers, Board members, participants and audiences about Serious' responsibilities and measures for safeguarding children and young people (hereafter collectively referred to as 'young people').
- To enable everyone to have a clear understanding of how these responsibilities and measures should be carried out.

Safeguarding is defined in this document as the measure to protect young people from maltreatment, prevent impairment of health and/or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is reviewed by senior staff and Board Members on an annual basis or whenever there are changes in relevant legislation or guidance.

## POLICY FRAMEWORK

Serious uses The Tower Hamlets Safeguarding Children Partnership (THCSP) for advice and guidance.
The following guidance has been used for this policy:

- https://www.hackney.gov.uk/health-and-social-care/children-and-families/if-youre-worried-about-child-or-young-person/report-concern-about-child-or-young-person
- https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf
- https://immediate-theatre.com/uploads/safeguarding-child-protection-policy.pdf
- https://londonsafeguardingchildrenprocedures.co.uk/

Equality statement
Serious recognises that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children deserve the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education

## DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED SAFEGUARDING LEAD

All organisations need to identify one person to be responsible for dealing with allegations or suspicions of abuse. This Designated Safeguarding Lead is the informed point of contact to manage and advise on child protection issues. It is not the role of the Designated Safeguarding Lead to decide whether a child has been abused or not. This is the task of Children's Social Services, who have the legal responsibility.

Everyone in the organisation should know who the Designated Safeguarding Lead is and how to contact them.

The Designated Safeguarding Lead at Serious is:
Milly Price – Senior Lead: Fundraising and Engagement milly.price@serious.org.uk

The Deputy Designated Safeguarding Lead at Serious is:
Ope Igbinyemi – Director ope.igbinyemi@serious.org.uk

It is the role of the Designated Safeguarding Lead at Serious to:

- Ensure that they receive refresher training at two yearly intervals to keep their knowledge and skills up to date.
- Ensure that appropriate training and support is provided to all staff.
- Ensure that newly appointed staff and freelancers receive a Safeguarding induction.
- Ensure that temporary staff and volunteers are made aware of Serious' arrangements for child protection.
- Ensure that Serious operates within the legislative framework and recommended guidance.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (e.g. referrals to the Local Authority).
- Provide guidance to young people and staff about obtaining suitable support.

## THE DIRECTORS

The Directors of Serious have overall responsibility for ensuring that there are sufficient measures in place to safeguard young people whilst at Serious. In particular, the Directors must ensure:

- Serious' safeguarding policy and procedures are reviewed annually
- Relevant safeguarding training for Serious staff, freelance artists and volunteers is attended

The Designated Safeguarding Lead is responsible for reporting to the Directors of Serious to ensure:

- Reviews of any aspect of the company's safeguarding policy and procedures are appropriate
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay

## SAFER RECRUITMENT

Safeguarding the children, young people and vulnerable adults who Serious has contact with is considered at the recruitment stage. All job descriptions relating to a job involving contact or work with children or vulnerable adults will include:

a) The following statement that outlines the organisational expectation of the post-holder:
"All staff have a responsibility to safeguard and promote the welfare of children and adults. The post holder will undertake the appropriate level of training and is responsible for ensuring that they understand and work within the safeguarding policies of the organisation"

b) A definition of the nature of safeguarding supervision a post-holder will receive.

All staff, volunteers and trustees are required to attend interview and provide references, as detailed in Serious' recruitment and selection policy in place that includes explicit reference to safeguarding children.

Interviews will always be held face to face, with pre-planned questions. Any gaps in employment, frequent changes in employment, vague statements or unfamiliar qualifications will be examined thoroughly.

The identity of the employee/volunteer will be checked, via acceptable forms of photographic documentation (e.g. passport, photo driver's licence).

A minimum of 2 references, one of which must be from the most recent employer, will be sought prior to the person starting work.

Serious will conduct repeat checks every 3 years on every member of staff who works directly with, or has regular contact with, children and young people – either by means of the DBS Update Service or otherwise.

For freelancers who have a DBS Certificate number and are registered with the Government's DBS update service, we will verify their details online and accept this as equivalent to the company having carried out a DBS independently. This will be reviewed at the beginning of each new contract or every 3 years - whichever is the shorter period.

We will accept recent DBS checks (within 3 years) obtained by other organisations for freelance staff working on short term projects when:

- they will always be working with a member of staff who has been fully checked
- and where we have a reference from a recent employer with a Designated Safeguarding Lead with who can provide a reference.

A new DBS will be sought for any freelancer working with young people over an extended period (more than six weeks) or who is required to lead work independently.

Following a new staff appointment or the recruitment of a volunteer, an assessment of the need to obtain a record for this person from the Disclosure Barring Service (DBS check) will be conducted by the Designated Safeguarding Lead. If a DBS check is required, the Designated Safeguarding Lead will assess what level of check is required using guidance from DBS and Serious' own DBS policies.

An acceptable DBS check will be obtained before the employee/volunteer starts work with any young people or vulnerable adults.

## INDUCTION & TRAINING

All staff, freelance artists and volunteers who will be working with young people and vulnerable adults will be given training on implementing Serious' safeguarding policy and procedures, within 2 weeks of engagement. Staff, freelancers and volunteers are actively encouraged to discuss concerns with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Participants and other members of the public will be made aware of our safeguarding policy as it is available to download on the Serious website. A printed copy of the policy is kept within the office and is available to anyone who wishes to read it.

Serious follows an active programme of review. All staff are required to re-read the safeguarding policy and procedures each year or upon any updates being made.

## WORKING IN EXTERNAL VENUES

Serious does not have its own venue so all group work is delivered off site at venues run by other organisations, e.g. arts venues, schools, pupil referral units (PRUs), youth and community centres.
Serious is aware that safeguarding issues often arise in school, youth and community projects and that it is therefore vital, in advance of the project start, that staff are clear about the exact safeguarding policy and procedures they are to follow.

For work in all venues, we will inform the venue that Serious has a Safeguarding Policy and that this is followed at all times. Any staff or volunteers associated with the host but linked to Serious delivery will be treated as staff.

Before beginning any project in a school, youth or community setting we confirm what safeguarding policies exist, check if they are robust, and support these partners safeguarding policy/procedures as part of the planning process.

Schools and other community partners are required to supply details of their Designated Safeguarding Lead.

For extended (more than 2 sessions) work in schools/community partner venues we ask for copies of the venue's safeguarding policy. All Serious project staff (paid and unpaid) will be briefed on how to abide by the host's safeguarding policy, including dealing with disclosure. For brief and one-off projects (less than 2 sessions), we will inform the school/community partner that its project staff will be adhering to Serious' safeguarding policy.

## CHILD LICENSING & BODY OF PERSONS APPROVALS

Serious often produces events where children under the age of 16 perform for the public. In order to ascertain whether a child needs a license to perform, be that individual or under a Body of Persons Approval, Serious' Designated Safeguarding Lead will follow the guidance of the relevant local authority in which the performance takes place/where the child resides (whichever is the case).

Working from this local authority guidance, Serious will prioritise its legal obligation to license child performers where required and to put in place all necessary support such as qualified chaperones and the correct ratio of DBS checked staff members.

## SAFER WORKING PRACTICE

Serious staff will not work alone with a group of young people, and will always ensure that at least one other worker is present. This may be a teacher or a representative from another organisation, providing they have had a suitable DBS check.

Where groups are split into smaller groups for particular pieces of work, the group leader will ensure that these small groups are within their sight.

For the purposes of one to one interactions with young people (e.g. discussions about behaviour), the project leader must approve this course of action and be informed of where this is happening.

When undertaking one to one work with young people, Serious staff will notify their Line Manager who they are meeting and where, and how they can be contacted. The meeting should happen in a public place and under no circumstances should the meeting happen at the workers home.

Serious' staff will not establish or seek inappropriate written or electronic communication with young people. This includes personal mobile phone texts, chat-rooms, social networking sites, email, photographs, etc. If staff are concerned that any such communications have safeguarding issues they must seek advice from the Designated Safeguarding Lead or Deputy immediately.

Members of Serious' paid or unpaid staff should not arrange to meet a participant outside of the set project times, without the prior knowledge and agreement of their Line Manager.

Written records of all meetings and discussions with young people where issues of confidentiality are involved these records must be kept only in the safeguarding folder, which must be kept in a secure place and accessible only to project leaders and key staff.

Staff should be aware that they may receive disclosures about workers, volunteers, parents, carers or other members of the community and that all disclosures should be reported using the procedures set out in this document so that Designated Safeguarding Lead can make appropriate referrals.

The best practice guide for working with young people, (see Appendix 1) is to be used as a guide for Serious staff and volunteers working with young people.

## IF YOU ARE WORRIED ABOUT A CHILD

**If you suspect a child or young person to be in immediate danger or is at immediate risk of harm, you should contact the police by calling 999 without delay.**

Any staff with safeguarding concerns should, share these as soon as possible with the senior member of staff on site or with the Designated Safeguarding Officer/ Deputy if they are present. They in turn must pass this information on to the Designated Safeguarding Officer within 24 hours or sooner should the matter need urgent response.

Records should be made of these concerns using the Disclosure / child protection incident reporting form, (Appendix 3) including providing illustrations of physical harm , Records should include any decisions to share these concerns, stating who they were shared with, when and why, following the procedures itemised in Sections 7 and 8 below.

Important contact details:

- CITY OF LONDON: Children & Families Team – 0207 3323621 / children.duty@cityoflondon.gov.uk

You can also seek advice from the NSPCC helpline (help@nspcc.org.uk / 0808 800 5000)

You should not: attempt to deal with the situation yourself, make assumptions, keep the information to yourself or promise confidentiality, take an action that might undermine any future investigation or disciplinary procedure.

Please note that all non-recent (historical) allegations should be responded to in the same way as contemporary concerns.

## CATEGORIES OF ABUSE

Abuse and neglect are forms of maltreatment of a child or young person. 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 a stranger. They may be abused by an adult or adults, or another child or children.

All staff and volunteers working with children and young people should be aware that the main categories of abuse are:

- Physical abuse
- Emotional/Psychological abuse
- Sexual abuse
- Neglect
- Domestic abuse
- Financial abuse
- Institutional abuse
- Discriminatory abuse
- Criminal exploitation
- Radicalisation

***Details of categories of abuse***

**Physical abuse:**
**Definition:** physical abuse is when someone hurts or harms a child of your person on purpose

- 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/Psychological abuse:**
**Definition:** emotional/psychological abuse is any time of abuse that involves the continual emotional mistreatment of a child

- Persistent emotional maltreatment of a child, such as to cause severe effects on their emotional development
- May involve conveying to the child they are worthless, unloved, inadequate, or valued only in so far 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 imposed on the child's developmental capability
- Overprotection, limitation of expectation and learning or preventing the child participating in normal social interaction
- The exploitation or corruption of children, including financial abuse where a child is groomed or forced to hand over personal money or perform a criminal act to obtain said money
- Seeing or hearing the ill-treatment of another; domestic abuse
- Serious bullying (including cyber-bullying)
- Causing children to frequently feel frightened /in danger, or exploitation and corruption of children.
- The exploitation or corruption of children,
- Seeing or hearing the ill-treatment of another; domestic abuse

- Serious bullying (including cyber-bullying)
- Causing children to frequently feel frightened /in danger, or exploitation and corruption of children.
- Some level of emotional abuse is involved in child maltreatment

**Sexual abuse:**
**Definition:** sexual violence and abuse is any behaviour thought to be of sexual nature which is unwanted and takes place without consent. Sexual violence and abuse can be physical, psychological, verbal or online. Any behaviour of sexual nature that causes you distress is considered sexual violence or 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
- Activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- It may also include non-contact activities, e.g., involving children in looking at, or in the production of, sexual images i.e., sexting, youth produced sexual imagery, videos and live streams, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (incl. via the internet)
- Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children

**Neglect:**
**Definition:** neglect is a 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 can occur during pregnancy and as a result of maternal substance abuse.
- Once a child is born it could involve a parent or carer failing to:
  - Provide adequate food, clothing, shelter (including exclusion from home or abandonment)
  - Protect a child from physical and emotional harm or danger
  - Ensure adequate supervision (incl. the use of inadequate care-givers)
  - Access appropriate medical care or treatment
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

**Domestic:**
**Definition:** domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.
Domestic abuse can include:

- Drastic change in behaviour – punching, cutting, hitting with an object
- Sexual abuse
- Withholding money or preventing someone from earning money
- Taking control over aspects of someone's everyday life, which can include where they go or what they wear

- Not letting someone leave the house
- Reading emails, text messages or letters
- Threatening to kill or harm them, a partner, another family or pet

**Financial:**
**Definition:** financial abuse includes but not limited to theft – either physically, or through transfer of funds from the vulnerable person. Misappropriation or misuse of money.
Financial abuse can include:

- Missing personal possessions
- Unexplained lack of money or inability to maintain lifestyle
- Unexplained withdrawal of funds from accounts

**Institutional:**
**Definition:** institutional abuse is the mistreatment of people within their organisation brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting
Institutional abuse can include:

- Failure to respect or support a person or group's right to independence, or choice
- Lack of person-centred care planning or rigid care routine
- Inappropriate confinement, restraint or restriction

**Discriminatory:**
**Definition:** discrimination is abuse that focuses on a difference or perceived difference. This may include race, gender, disability, or any of the protected characteristics of the Equality Act.
Discriminatory abuse can include:

- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic
- Denying access to communication aids, not allowing access to an interpreter, signer or lip-reader
- Harassment or deliberate exclusion on the grounds of a protected characteristic
- Denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic
- Substandard service provision relating to a protected characteristic

**Criminal:**
**Definition:** criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

- Criminal exploitation can include:
    - Street gangs
    - Organised criminal gangs
    - County lines

**Radicalisation**
**Definition:** the action or process of causing someone to adopt radical positions on political or social issues.

- Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of

something special, later brainwashing them into cutting themselves off from their friends and family

### *How to Recognise the Signs of Abuse*

It can often be difficult to recognise abuse. However, it is important to know what could indicate that abuse is taking or has taken place, and to be alert to the need to consult further.

All staff, freelancers and volunteers should be concerned about a child if he or she presents with indicators of possible significant harm.

Abuse can take place within a family, in an institution or community setting, by telephone or on the internet. Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside the home
- Act in a way that is inappropriate to his/her age and developmental stage *
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'
- Ask for money from either peers or facilitator(s)

*Full account needs to be taken of different patterns of development, different ethnic groups, various medical and neurodevelopmental disorders (such as ADHD, autism spectrum disorders) and other stressful situations that are not part of child maltreatment (e.g. bereavement or parental separation)

### *Possible Signs of Abuse*

**POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Untypical of accidental injury (e.g. finger mark bruises, bites, small round burns)
- Bruising in and around the mouth, back, buttock or rectal area
- Fractures to arms, legs or ribs of a small child
- Large number of bruises or scars in various stages of healing
- Frequent injuries even with apparently reasonable explanations
- Parent/child gives improbable/conflicting explanations for injuries / refusal to discuss
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Puncture marks, swollen areas, bald patches/missing hair
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home; chronic running away
- Fear of medical help / parents not seeking medical help/ inappropriate treatment
- Self-destructive tendencies
- Child withdrawn, shy, passive, compliant, nervous or aggressive, disruptive, destructive
- Frequently absent from school

**POSSIBLE SIGNS OF EMOTIONAL OR PSYCHOLOGICAL ABUSE**

*Probably the most difficult type of abuse to recognise; an emotionally abused child is often withdrawn, introverted and depressed.*

- Admission of punishment which appears excessive
- Excessively clingy or attention-seeking behaviour, too eager to please
- Lack of boundaries with strangers
- Over-reaction to mistakes, low self-esteem, excessive/continual self-criticism
- Depression, withdrawn behaviour, fearfulness
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression or distress (e.g. inconsolable crying, rages, temper tantrums)
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Air of detachment – 'don't care' attitude – high criticism, low warmth
- Social isolation – does not join in and has few friends
- Eating problems, including over-eating or lack of appetite

**POSSIBLE SIGNS OF SEXUAL ABUSE**

- Disclosure
- Demonstrating sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting, or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stopped enjoying previously liked activities
- Being reluctant to undress for PE
- Becoming fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Drawing sexually explicit pictures
- Sexualised behaviour/ play/ language
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Taking over the parental role at home; seeming old beyond their years
- Developing eating disorders, such as anorexia or bulimia; obsessive behaviours
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use of drugs or drink to excess

- Unexplained pregnancy
- Memory loss
- Frequently running away
- Restricted social activities
- Finding excuses not to go home or to a particular place
- Having recurring nightmares/be afraid of the dark
- Being unable to concentrate; seem to be in a world of their own
- Having a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money

**POSSIBLE SIGNS OF NEGLECT**

- Inadequate supervision
- Exposure to poisonous substances, drugs
- Constant hunger, stealing food
- Poor personal hygiene; inappropriate clothing, clothing in a poor state of repair

- Frequent lateness or non-attendance at school
- Untreated medical problems, failure to seek medical advice
- Inadequate nutrition, leading to ill-health; emaciation
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

- Chronic running away
- Scavenging for food or clothes
- Talking about being left home alone, with inappropriate carers or with strangers.
- Reaching developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Parents who are dismissive and non-responsive to practitioners' concerns

**POSSIBLE SIGNS OF DOMESTIC ABUSE**

- Increased loss of temper
- Frequent physical fighting
- Increased use or alcohol or drugs
- Increased risk-taking behaviour
- Declining school performance
- Acute episode of major mental illness
- Planning how to commit acts of violence
- Announcing threats or plans for hurting others
- Obtaining or carrying a weapon

- Gang membership or strong desire to be in a gang
- Access to or fascination with weapons or guns
- Withdrawal from friends and usual activities
- Regularly feeling rejected or alone
- Feeling constantly disrespected

**POSSIBLE SIGNS OF FINANCIAL ABUSE**

- False representation, using another person's bank account, card or documents
- Exploitation of a person's money or assets
- Theft of money or possessions
- Fraud, scamming

- Preventing a person from accessing their own money
- Under pressure, duress, threat or undue influence

**POSSIBLE SIGNS OF INSTITUTIONAL ABUSE**

- Authoritarian management or rigid regimes
- Lack of leadership and supervision
- Insufficient staff or high turnover resulting in poor quality care
- Abusive or disrespectful attitudes towards people using the service
- Lack of respect for dignity and privacy
- Failure to manage abusive behaviour
- Not providing adequate food and drink, or assistance with eating
- Not offering choice or promoting independence
- Misuse of medication
- Not taking account of individuals' cultural, religious or ethnic needs
- Interference with personal correspondence or communication
- Failure to respond to complaints

**POSSIBLE SIGNS OF DISCRIMINATORY ABUSE**

- Inappropriate descriptive language
- Belittling

- Unequal treatment
- Lack of diversity
- Unjust disciplinary action
- Demeaning communication

**POSSIBLE SIGNS OF CRIMINALISATION**

- Peer pressure and wanting to fit in with their friends
- They feel respected and important
- They want to feel protected from other gangs or bullies
- They want to make money, and are promised rewards
- They want gain status, and feel powerful
- They've been excluded from school and don't feel they have a future

**POSSIBLE SIGNS OF RADICALISATION**

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

## RESPONDING TO CONCERNS OF ABUSE

***How to respond to signs and suspicions***

Any staff with safeguarding concerns should share these as soon as possible with the Designated Safeguarding Lead/Deputy within 24 hours or sooner should the matter need urgent response.

Records should be made of these concerns using the Disclosure/child protection incident reporting form, (Appendix 2) including providing illustrations of physical harm. Records should include any decisions to share these concerns, stating who they were shared with, when and why, following the procedures itemised below.

***How to respond to allegations of abuse against a member of staff or volunteer***

All allegations against staff members should be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Whenever it is alleged that a member of staff, volunteer or freelancer has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way which indicates s/he is unsuitable to work with children

Staff member(s) receiving the allegation must take it seriously and immediately inform the Designated Safeguarding Lead who will discuss this with the Directors of Serious.

If the concerns are about the Designated Safeguarding Lead, then the Deputy Designated Safeguarding Lead should be contacted, who will discuss this with the Directors of Serious.

If the Designated Safeguarding Lead/Deputy and the Directors decide that the allegation warrants further action through safeguarding procedures they must immediately make a referral to Local Authority Designated Officer (LADO), in accordance with London Safeguarding Children Procedures (available from https://londonsafeguardingchildrenprocedures.co.uk/)

### *Local Authority Designated Officer (LADO)*

The LADO works within Safeguarding and Reviewing Service within Children's Social Care and is the person responsible for conducting investigations against staff and volunteers. The LADO can provide advice, guidance and determines if the allegation will be investigated. The LADO will coordinate information-sharing.

The London Borough of Hackney LADO can be contacted at LADO@hackney.gov.uk, 020 8356 4569.

The London Safeguarding Children Partnership (LSCP) also provides the following contact details in all London Boroughs:
https://www.londonscp.org.uk/contacts/childrens-safeguarding-contacts-london

City of London and Hackney Safeguarding Children Partnership (CHSCP)
https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=8v0hPpObQFo
https://chscp.org.uk/

### *How to respond to a child telling you about abuse*

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- React calmly so as not to frighten the child/young person
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Don't stop a child or parent who is talking freely about what happened
- Observe and listen but don't ask for more information
- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell them they are not to blame
- Tell the child or parent that have done the right thing by telling you
- Never promise a child that what they told you can be kept a secret
- Explain that you have a responsibility for their safety and therefore have to tell someone in authority.
- Let them know there are others who can help them and they are not alone.
- Avoid making comments or judgements about what is shared
- Tell the child or parent about what will happen next, and be honest

- Make a written note of: what is said, who is present and anything else that happens after the child or parent has spoken to you (before they are seen by children's social care or the police)

Remember:

- Non-action is not an option in child protection. You must act immediately: DO NOT assume someone else will.
- Pass information to the Designated Safeguarding Lead without delay
- Do not under any circumstances attempt to provide counselling support or arrange to meet the young person or outside of the formal setting. Explain that you are not an expert in the area of need and that they will need to be put in touch with someone who can support them.

***Support for Staff***

Dealing with a disclosure from a child, and a safeguarding case in general, is likely to be a stressful experience. The Designated Safeguarding Lead will arrange a de-brief with staff member/s and arrange suitable further support/s.

***Making a Referral***

Serious' Designated Safeguarding Lead is responsible for making referrals to children social care (CSC) through the LADO, unless the allegations involve the Designated Safeguarding Lead, in which case the Deputy should make a direct referral.

Urgent Child Protection referrals should be made by phone call. These should be followed by using the https://www.hackney.gov.uk/health-and-social-care/children-and-families/if-youre-worried-about-child-or-young-person/report-concern-about-child-or-young-person as soon as possible.

When a referral has been made the following people will be informed, in strict confidence:

- Key staff working closely with the child (either on a one to one or group basis)
- Serious' Directors

A progress file will be kept, with copies of all emails, telephone calls, verbal/written interactions regarding the referral (to be kept in the Designated Safeguarding Lead's locked files).

If the referral is made over the phone, a written referral must be sent within 48 hours. Children's Social Care then have one working day to make a decision as to what action will be taken and will inform the referrer of the outcome.

Children Social Care services (CSC) will advise the Designated Safeguarding Lead on who will inform the parents if this is a case where this has not already been discussed with the parents.

The Designated Safeguarding Lead will work closely with all professionals involved in the case following information sharing protocols.

At all times the Designated Safeguarding Lead will seek advice from the CSC and follow their instructions.

## POSSIBLE SAFEGUARDING ISSUES AND PREVENTATIVE MEASURES

### *Contextual Safeguarding*

We acknowledge that the children and young people we work with will be affected by, and may be exposed to harm in, different environments. We recognise that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. 'Contextual safeguarding' is an approach to safeguarding that responds to young people's experiences of harm outside of the home, for example, with peers, in schools and in neighbourhoods. Those children and young people who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support. Serious acknowledges that our staff know and understand the local community and children and young people they work with best. Staff are encouraged to keep their eyes and ears open for any changes or anything that is potentially concerning, in the local area and estates where they work.

Through understanding what's happening locally and working together with others Contextual safeguarding helps provide us with an approach to help keep children and young people safe who access the project.

### *Children who harm others*

Serious recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant.  Children who harm others should be held responsible for their harmful behaviour and the relevant staff alerted to the fact that they are likely to pose a risk to other children in their school, home and/or community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This organisation recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the organisation will make separate referrals to Children’s Social Care of the victim(s) and perpetrator(s).

### *Child sexual exploitation*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.
The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Serious ensures staff are vigilant at all times and are mindful of the early indicators that a child/ young person might be involved in socialising with people who are older, or even the same age and might be at risk of being sexually exploited.

If, as an organisation, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the guidance provided by ISCB. This further Governmental guidance can be useful when considering cases of CSE.

### *Children with special educational needs and disabilities*

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with research suggesting that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As an organisation we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

### *Female Genital Mutilation*

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
If we as an organisation are concerned, we will follow the procedures set out in this document and make reference to the guidance provided by ISCB.
Where a member of staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

### *FGM Mandatory Reporting Duty*

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Seeing visual evidence will occur rarely, as staff members never physically examine children, but other visual indicators may be apparent. In either case, if a case of FGM appears to have been carried out, this mandatory reporting duty applies to all professionals with a duty of care.

### *Preventing Radicalisation and Extremism*

We as an organisation will fulfil our responsibilities under the Prevent duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

If we as an organisation are concerned, we will follow the procedures set out in this document and make reference to the guidance provided by LSCB.

See further information at:

https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation

## RECORDING AND PROCESSING INFORMATION

Recording is a tool of professional accountability and is central to safeguarding and protecting children. It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason it is vital that concerns are recorded accurately so that they can be monitored and emerging patterns noticed.

### *How information will be recorded*

Clear, accurate records ensure that there is documented account of an organisation's staff, volunteers and other children's involvement, if an allegation has been recorded precisely.

This will help when individuals are unavailable, change role/job and provide an essential tool for others who are responding to the incident. Records are a good source of evidence for enquiries and may be used in court proceedings. When a child has made a disclosure – or witnessed an incident - the member of staff, peer facilitator, freelancer or volunteer should:

- Make brief notes as soon as possible after the conversation/incident

- Record statements and observations rather than interpretations or assumptions
- Use clear, straightforward language, be concise, be accurate not only in fact, but in differentiating between opinion and judgement
- Not destroy the original notes in case they are needed by a court
- Record the date, place, time of incident - with child's name and date of birth
- For incidents: record a factual account of what happened, what was seen and heard
- For disclosures: record any noticeable non-verbal behaviour and the words used by the child
- Record who else is present when the disclosure/incident occurs (e.g. witnesses)
- Show actions taken (by who, when and why) and any future plans e.g. monitor and review
- Indicate on a diagram to indicate the position of any bruising or other injury
- Sign and print your name, with job title, on the written record

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer. The Designated Safeguarding Lead will record whether any other agencies are informed. Findings must be in chronological order and records demonstrating how the process has been managed should be made.

A Disclosure Form is available on the Serious shared file system (see Appendix 2 for an example.)

***Record Keeping***

Safeguarding Records are kept in a locked cabinet in the Safeguarding Lead's office.

Advice must be sought from the LADO before any reference to child protection issues is logged on Serious' electronic database (i.e. on a participant's record) and where email is used to convey safeguarding information about specified people

Parents and young people have the right to request access to safeguarding information, but this request must be made in writing.

***Confidentiality***

Safeguarding raises issues of confidentiality that must be clearly understood by all staff and volunteers:

- Legally, you can share information if you are worried about the safety of a child, but sharing information with staff should always be on a need-to-know basis

- Not everyone needs to know when a concern or worry raised

- It is fine to say that a concern has been raised, and it is being dealt with, following the company's Safeguarding procedures

- If a child requests that information about abuse is kept secret, it is important that the member of staff tells the child - in a manner appropriate to the child's age/stage of development - that they cannot promise this and need to pass information to other professionals to help keep the child or other children safe

- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts (and check with their Line Manager or the Safeguarding Lead / Deputy if they are unsure)

- Confidentiality of child and parent should be maintained, but the welfare of the child is paramount

***Keeping Records of Confidential Information***

- Child Protection information is confidential and must be kept in a secured separate file, available to the Safeguarding Lead
- Files on children must be open to parents
- Third party information is not to be disclosed without the consent of the owner
- Parents have to make formal requests to see their child's Child Protection File
- Working notes are not subject to disclosure, but must eventually be summarised on file and then destroyed

The HM Government has produced non statutory advice on Information Sharing designed for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case-by-case basis. This includes:

- Remember that the Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

- Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

- Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely (see principles).

- Keep a record of your decision and the reasons for it – whether it is to share information or not.

- If you decide to share, then record what you have shared, with whom and for what purpose.

## WHISTLE BLOWING

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare:

Don't think “what if I'm wrong?” - think “what if I’m right?”

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

If any member of staff, freelancer or volunteer has reason to suspect that another member of staff, freelancer or volunteer may have abused a child in an Serious session, or elsewhere, they must immediately inform the Designated Safeguarding Lead. (see section 5) They should also make a written record of the allegation using the informant’s words, including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Designated Safeguarding Lead.

You may raise your concern by telephone, in person or in writing. The earlier you express your concern, the easier it is to take action. You will need to provide the following information:

- The nature of your concern and why you believe it to be true
- The background and history of the concern (giving relevant dates).
- Although you are not expected to prove beyond doubt the truth of your suspicion, you will need to demonstrate to the person contacted that you are acting in good faith and there are reasonable grounds for your concern.

- What happens next?
- The nature and progress of any enquiries
- Your line manager has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered a disciplinary offence

***Further advice and support***

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager; however you can also seek advice from the Designated Safeguarding Lead or from the NSPCC.

NSPCC Whistleblowing advice line: 0208 028 0285
https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/

***Self-reporting***

There may be occasions when an employee has a personal difficulty, maybe a physical or mental problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Confidentiality cannot be guaranteed where personal difficulties realise concerns about the welfare of safety of children but will only be shared on a "need to know" basis.

## SOCIAL NETWORKING

Staff, freelancers and volunteers should at all times maintain a professional relationship with young people in their charge and should not place themselves in a position where they are alone with a pupil or where their actions could be misinterpreted.

It is therefore strongly enforced that staff, freelancers, and volunteers DO NOT link with young people on social networking sites or text message using their personal mobile phones to conduct friendships.

In the rare occasions that staff, freelancers, or volunteers have established friendships or connections with current Serious participants outside of Serious sessions then it is the responsibility of the member of staff, freelancer, or volunteer to speak to their line manager to look at strategies to mitigate risk.

## CHANGING AND DRESSING ROOMS

Serious' programmes often culminate in performances. In instances where young people are required to change their clothing for rehearsals or performances they will be provided with designated male/female spaces to get changed and we will ensure that a member of staff is nearby to respond to any issues that arise.

## PHOTOGRAPHY AND SHARING IMAGES

Serious recognises that it is important that children and young people feel happy with their achievements and have photographs and films to document this. Family and friends also want to be able to share the successes of their children when they have been part of an event or activity. Photographic and video documentation is also used as part of performances and displays and for accreditation, fundraising and reporting purposes, and therefore is an essential element of our work.

However, it is also important to be aware of safeguarding issues when people are taking photos or filming at events. The following guidance has been adapted from NSPCC guidelines and is designed to reduce the potential for misuse of images by making staff aware of the potential risks and dangers and putting appropriate measures in place.

Some of the potential risks of photography and filming at events include:

- children may be identifiable when a photograph is shared with personal information
- direct and indirect risks to children and young people when photographs are shared on websites and in publications with personal information
- inappropriate photographs or recorded images of children
- inappropriate use, adaptation or copying of images.

Company Policy:

- Avoid use of personal cameras (including mobile phones) and instead use company cameras and mobile phones.
- Where images are taken on personal equipment ensure that they are downloaded as soon as possible onto company systems and that the originals are deleted.
- Ensure that young people who have their own cameras (including mobile phones) in sessions understand the company's policy and clarify that they should not share photos of other children on social media.
- Use a parental permission form to obtain consent for a child (Under 16) to be photographed and videoed and provide information about our safeguarding policy. Distinguish the potential use of such images i.e. for company promotion, flyers, posters, website, for accreditation purposes (not public), for funding reports (not public).
- Obtain the child's permission to use their image and ensure that they understand how their image will be used.
- Do not use children's names in photograph captions (other than for accreditation). If a child is named, avoid using their photograph.
- Only use images of children in suitable clothing to reduce the risk of inappropriate use. Be aware that performance photographs can present a much greater risk of potential misuse.

- Be aware of how images of children on our website can be misused. Images accompanied by personal information, such as the name of a child and the location where they work with us, could be used to learn more about a child prior to grooming them for abuse.
- Provide written expectations for professional photographers and press who are invited to an event including the organisation's expectations of them in relation to child protection.
- Do not allow photographers unsupervised access to children.
- Do not approve photography sessions outside the event or at a child's home.
- Ensure that parents, carers, family members and others understand the policy when attending events and place clear guidance on programmes and posters asking parents not to share photos of other children on social media.
- Images or video recordings of children must be kept securely. Hard copies of images should be kept in a locked drawer, and electronic images should be in a protected folder with restricted access.
- Images should not be stored on unencrypted portable equipment such as laptops, memory sticks and mobile phones.

## BULLYING

Bullying is not tolerated at Serious, and the organisation has a responsibility to do what is needed to make sure the company's anti-bullying and harassment policy is understood and followed by everyone involved with Serious.

When bullying is suspected it will be investigated immediately. All complaints and incidents of bullying will be recorded and monitored.

Bullying will be dealt with in a positive manner and in a way that is appropriate to each situation, recognising that there are a variety of reasons for bullying. It will never be dealt with by aggression, humiliation or revenge. In particular, staff should insist that individuals take responsibility for their own actions and should encourage parents to take responsibility for their own children.

Evidence of bullying can be:

- Physical, involving pushing, punching, hitting and kicking
- Verbal, involving name-calling, teasing, taunting, threatening, insulting families, telephoned abuse, silent calls and rubbishing other peoples' work. It may include comments on colour, ethnicity, culture, beliefs and national origin.
- Silent, involving isolating the victim, following, menacing stares, excluding the victim from group activities and rude gestures.
- Written, involving notes, letters, graffiti, e-mail and other computerised messages
- Images, sometimes referred to as 'cyber-bullying'.
- Stealing the victim's property or taking property without permission – food etc.
- Damaging pens/pencils, phones or money for example. It may go as far as extortion
- Manipulation via social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships

Strategies and advice for staff dealing with bullying:

- Provide a good role model. Pick up and deal with small incidents in workshops or rehearsals or workplace.
- Assume that all bullying cases are different.
- Watch for early signs of distress, e.g. deteriorating work, spurious illness, isolation, clinging to adults, erratic attendance.
- All incidents and disclosures should be taken seriously and should be acted on.
- Listen carefully, record accurately and do not act as a judge.
- Seek assistance and discuss all stages of action. Do not rush into action, but do not leave the victim at risk or feeling that nothing has been done.
- Be careful that you do not encourage a participant or colleague to disclose a problem and then have no time to deal with it. Give time to a disclosure and seek support to do this. Do not look for reasons to blame the victim. The victim is not responsible for the bullying.
- Work at the victim's pace, be supportive and do not force the pace. Allow the victim to explore possible responses to incidents.
- Do not accept the bully's excuse, e.g. "I was only joking/playing". Point out that it was not funny/not a game for the victim.
- Make it clear that such behaviour is unacceptable and must not be repeated. Do not deal with bullying by bullying.
- Encourage all involved to accept responsibility for their own behaviour and the consequences of that behaviour. Consider the appropriateness of Restorative Justice.
- Encourage all witnesses to accept that they have the responsibility to act against bullying by reporting incidents, by making it clear they do not approve of bullying behaviour and by making sure no one is isolated.
- Get other students/adults/colleagues to provide support for the victim so they are not alone and feel supported and safe.
- Always involve the parents of all students. Always give parents information and avoid looking to apportion blame. In the case of employees, involve the line manager or a nominated friend.
- If you come across a serious incident, ensure the victim is removed to a safe space as soon as possible.

# USEFUL CONTACTS

**Designated Safeguarding Lead at Serious**
Milly Price – Senior Lead: Fundraising and Engagement milly.price@serious.org.uk 07983553984

**Deputy Designated Safeguarding Lead at Serious**
Ope Igbinyemi – Director ope.igbinyemi@serious.org.uk 07944909762

**City of London and Hackney Safeguarding Children Partnership (CHSCP)**
https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=8v0hPpObQFo
https://chscp.org.uk/

**Hackney Children and Families Services Multi Agency Support Hub (MASH)**
020 8356 5500 or email MASH@hackney.gov.uk

Out of Hours Emergency Duty Team (5.00pm onwards) 020 8356 2710

Local Authority Designated Officer (LADO) 020 8356 4569
LADO@hackney.gov.uk

Urgent Child Protection referrals should be made by phone call. These should be followed by using the https://www.hackney.gov.uk/health-and-social-care/children-and-families/if-youre-worried-about-child-or-young-person/report-concern-about-child-or-young-person as soon as possible.

Appendix 1:

## Dos & Don'ts - Working with Young People

Do...
Do treat everyone equally and with respect.
Do provide an example you would wish others to follow; work in an open and transparent way.
Do plan activities with young people which involve more than one adult being present, or which at least take place within sight and hearing of others.
Do respect a young person's right to personal privacy.
Do provide opportunities for young people to talk about any concerns they may have with a range of adults.
Do encourage young people to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
Do avoid situations that compromise your relationship with young people and 's and are unacceptable and illegal within a relationship of trust (such as a sexual relationship between a leader and a young person, whether or not they are above the age of consent)
Do remember than someone else might misinterpret your actions, no matter how well intentioned.
Do recognise that caution is required, even in sensitive moments when you are counselling a young person or over issues such as bullying, bereavement or abuse.
Do dress appropriately for your role.
Do have separate sleeping accommodation for workers and young people.

Don't...
Don't permit abusive activities among young people or staff (such as initiation ceremonies, ridiculing or bullying).
Don't play physical contact games (such as wrestling, or rough and tumble games) with young people or staff.
Don't establish or seek inappropriate written or electronic communication with young people or s (including mobile phone texts, chat-rooms, social networking sites, email, photographs, etc)
Don't establish or seek unprofessional relationships with any participants.
Don't arrange to meet a project participant outside of project time without the prior knowledge and agreement of their Line Manager.
Don't have any unnecessary or inappropriate physical or verbal contact with others.
Don't jump to conclusions about others without checking facts; but remember not to 'investigate' an allegation of abuse about an adult, especially if the issue is alleged sexual abuse.
Don't allow yourself to be drawn into responding at an emotional level to any inappropriate attention-seeking behaviour from young people, such as tantrums or crushes.
Don't show favouritism to any individual.
Don't put yourself in a position where your version of events cannot be independently corroborated.
Don't make suggestive remarks or gestures, even in fun.
Don't let any suspicion, disclosure or allegation of abuse go unrecorded or unreported.
Don't rely on just your good name to protect you

Don't believe 'it could never happen to me.'

Appendix 2:

## Disclosure / child protection incident reporting form

| | |
|---|---|
| Date of Incident | |
| Time of Incident | |
| Location of Incident | |

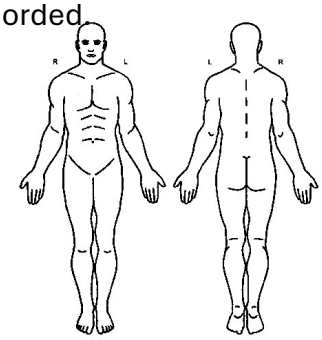
| PEOPLE INVOLVED/WITNESSES | | |
|---|---|---|
| NAME | CONTACT | INVOLVED/WITNESS |
| | | |
| | | |

| Description of Incident:<br>*[This is an OBJECTIVE document so please refrain from using opinions and record what happened only]* |
|---|
| Follow Up actions: |
| Referred To |
| Contact Name |
| Contact Number |
| Lead worker involved in follow up work |

Please mark injuries or marks you have seen/been shown and describe symptoms**.**
Subject is NOT required to undress and no assumptions should be made about injuries. All VISIBLE injuries should be recorded.

**MALE / FEMALE**

**AGE:**



SIGNATURE OF PERSON WHO SUSTAINED INJURIES……

Signed ……
Print Name ……
Date ……