

# awesome!

## Safeguarding & Child Protection Policy

## CONTENTS

1. Introduction	2
2. Definition, Signs and Symptoms of Abuse	3
3. Roles and Responsibilities of Staff	13
4. E-Safety	19
5.. Safer Recruitment	21
6. Managing a Disclosure	22
7. Recording and Reporting	24
8. Boundaries and Good Practice	25
9. Children with Special Educational Needs or Disabilities	28
10. Working in Partnership with Parents/carers	29
11. Early Help	29
12. Allegations against Professionals	29
13. Review of Policy	32

## Appendices

Appendix 1.	Flowchart for Making a Referral to Targeted and Specialist Children and Families Services
Appendix 2.	Flowchart for Making an Allegation Against a Member of Staff
Appendix 3.	Brook sexual behaviours traffic light
tool Appendix 4.	Useful Contacts and Websites
Appendix 5.	Glossary of Terms

This policy represents the agreed principles for Safeguarding & Child Protection throughout Awesome CIC services.

## 1.Introduction

As an organisation providing services for children and young people, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm.

Safeguarding is about more than child protection. Safeguarding is about embedding practices throughout the organisation to ensure the protection of children and young people/or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise.

The purpose of this Safeguarding & Child Protection Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare and to support each child and family.

We aim to put children's needs first at all times. We hope to encourage children to be confident and assertive. We aim to develop a trusting and respectful relationship with the children and young people who use our services, so that they know they will be listened to and believed.

This Child Protection Policy adheres to the following concepts from the UN Convention on The Rights of the Child:

- Non-discrimination - All the rights apply to all children equally regardless of their race, sex, religion, language, disability, opinion or family background. (Article 2)
- Best interests of child - When adults or organisations make decisions, which affect children, they must always think first about what is best for the child. (Article 3)
- The child's view - Children have the right to say what they think about anything which affects them. When courts or official organisations

make decisions, which affect children, they must listen to what children want and feel. (Article 12)

In this document, whenever we refer to staff we include all staff, volunteers and students unless otherwise indicated. The term 'setting(s)' used throughout this document refers to the Adventure Playgrounds or any setting we deliver services from.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff, volunteers and board members with the framework they need in order to keep children safe and secure within our settings. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

## 2. Definition, Signs and Symptoms of Abuse

### Definition of Abuse

'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm or, indirectly, 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.'<sup>1</sup>

Awesome staff who work with children should have a sense of which behaviours are age appropriate and 'normal' and which behaviours are concerning.

### Four types of child abuse

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

### Signs and Symptoms of Abuse

---

<sup>1</sup> NSPCC 2010 *Child Protection Fact Sheet*

Lists of signs and symptoms are not fail-safe mechanisms but they can be helpful indicators in certain combinations. Below are lists of some of the signs and behaviours which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges.

Remember that there can be other explanations for a child showing such signs or behaving in such ways. There is considerable overlap between signs and symptoms of different kinds of abuse, particularly between emotional abuse and other forms of abuse.

### Physical Abuse:

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental – children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them.



### Possible signs of physical abuse:

- Unexplained injuries, marks or burns, particularly if they are recurrent.
- Refusal to discuss injuries or evading talking about them.
- Admission of punishment which seems excessive or inappropriate.
- Child shrinking from physical contact or flinching.

### Neglect:

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents.

A child who's neglected will often suffer from other abuse as well.



### Possible signs of Neglect:

- Constant or frequent hunger.
- Loss of weight, small stature or growth or, in babies or young children, not meeting milestones with no medical explanation.
- Poor personal hygiene  
Frequently being sent to school or nursery when ill.
- Inappropriate clothing (too large, too small, clothes for the opposite gender)

**sexual abuse:**

A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse.

They may not even understand that it's wrong. Or they may be afraid to speak out



**Possible signs of sexual abuse:**

- Bruises, bites or marks on the body.
- scratches, abrasions or persistent infections in anal or genital regions.
- Age-inappropriate sexual awareness, may be evident in play, drawings, vocabulary, writing or behaviour towards children or adults.
- Frequent or obsessive masturbation.

**Emotional abuse:**

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case



**Possible signs of emotional abuse**

- Continual self-deprecation, low self-esteem.
- Fear of new situations, beyond what would be appropriate.
- Inappropriate emotional responses to new, difficult or painful situations.
- Detachment – 'Don't care' attitude

## Domestic Violence

Domestic violence is defined as:

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

## Honour Based Violence

The definition of so-called honour based violence is: 'a crime or incident, which has or may be committed to protect or defend the honour of the family and /or community'. Honour based violence cuts across all cultures and communities.

The perceived immoral behaviour which could precipitate a murder include: inappropriate make-up or dress; the existence of a boyfriend; kissing or intimacy in a public place; rejecting a forced marriage; pregnancy outside of marriage; being a victim of rape; interfaith relationships; leaving a spouse or seeking divorce.

A child who is at risk of honour based violence is at significant risk of harm (including being murdered) and /or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or member of the family.

## Abuse Linked to a Belief

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', can often be hidden, which makes it difficult to quantify in terms of magnitude.

Forms of abuse

Abuse can be separated into five different areas;

- abuse as a result of a child being accused of being a 'witch'
- abuse as a result of a child being accused of being possessed by 'evil spirits'
- ritualistic abuse which is prolonged sexual, physical and psychological abuse
- satanic abuse which is carried out in the name of 'satan' and may have links to cults
- any other harmful practice linked to a belief or faith

## Definitions

The term 'belief in spirit possession' (for the purpose of this document) is defined as the belief that an evil force has entered a person and is controlling him/her.

Sometimes the term 'witch' is used and defined as the belief that a person is able to use an evil force to harm others.

Other terms you may hear:

Kindokil; ndoki; sorcerers; the spirit world; the evil eye; djinns; black magic; voodoo; obeah; demons.

The 'rituals' used to neutralise the 'witch' or rid the victim of the 'demon' are commonly known as deliverance and exorcism; and less commonly, healing or 'praying for the children'.

Other terms used are:

**'Beating the devil out'** (refers to beating)

**'Burning the evil out'** (refers to burning/scalding)

**'Create a way out for the devil'** (cutting/stabbing)





**'Squeeze the life out of the devil'** (strangulation/ semi strangulation)

**'Weaken the evil spirit'** (starvation/fasting)

**'Stop the evil from spreading to other people'** (isolation)

### Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires providers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

Concerns about FGM outside of the mandatory reporting duty should be reported using Awesome's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the police should be contacted immediately. There are no circumstances in any member of staff should examine a girl.

### Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Who can I call about forced marriage?

If a person or child is at risk of immediate harm, please call the Emergency Services on 999.

The Islington Safeguarding Adults Board and Council recognise that some adults are at greater risk of forced marriage due to their age, disability or ill- health. If you are concerned that such an adult is at risk or has been forced into a marriage, please contact Islington Access and Advice Service (Adult Social Services) on 020 7527 2299 or email [access.service@islington.gov.uk](mailto:access.service@islington.gov.uk).

### Case Conference and Section 47 Enquiries

All staff have a duty to respond to requests for information and cooperate fully for section 47 enquires and case conferences using the ISCB format although additional reports may also be useful such as developmental assessments and/or progress reviews.

Usually the Playwork Coordinator for the setting should attend case conferences or court hearings however any staff member should be prepared to attend as requested.

Information provided for case conferences or court hearing should be professionally written using the ISCB agreed format, be factual and reflect information shared with parents unless you have been directly advised against this by the lead social worker.

### Children and court system

Both parents/carers will be permitted to pick up the child/young person from the project unless evidence of a court order has been provided that restricts access to the child/young person by a parent/carer. If this is present, this should be presented at registration process discussed with a member of staff and a record kept on file.

### Children Missing from Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Awesome recognises that children missing education are at significant risk of:

- Underachieving
- being victims of abuse and harm,
- exploitation or radicalisation,
- becoming NEET (not in education, employment or training) later in life.

We would work with the local authority and complete an Islington out of school notification [form](#) as well as contacting Islington's pupil services 020 7527 3747 or email [PupilServices@islington.gov.uk](mailto:PupilServices@islington.gov.uk)

### Impact of Family member imprisonment on a child

The impact of having a family member in prison is wide-ranging with potential implications for a child's residential and care arrangements, their mental, emotional and physical health, financial circumstances and educational achievement. We have a duty to provide these children with the same opportunities for success as everyone else. Laying a foundation of awareness within our organisation as to the issues facing prisoners families is the first step in building an 'offer' for families in this position and in creating a safe space in which families and children feel able to disclose their circumstances and seek support. We would work with relevant agencies and councils in the first instance to look at the support needed for the child and the wider family.

### Child Sexual Exploitation(CSE)

Child sexual exploitation 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

(A) in exchange for something the victim needs or wants, and/or

(B) 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. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. Who must make an immediate referral to Islington's Children's Services Contact Team, 020 7527 7400, [csctreferrals@islington.gov.uk](mailto:csctreferrals@islington.gov.uk)

### Child Criminal Exploitation & Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems. Criminal exploitation of children is a typical feature of county lines criminal activity.

Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL.

### Homelessness

Some young people may present as homeless or at risk of homelessness because they have either left home or find it difficult to remain living at home. This is often due to conflict with parents and difficult family circumstances, and sometimes because of abuse and harm. If you feel a child young person or parent/carer is in the position please report it to the DSL.

## Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

Awesome are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern. When any member of staff has concerns that a child/young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow the safeguarding procedures, if the matter is urgent then Police must be contacted by dialling 999.

The Department of Education guidance The Prevent Duty can be accessed via this [link](#).

## Sexual violence and sexual harassment between children

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their play is not disrupted. It is also important that other children, and staff are supported and protected as appropriate.

We believe that all children have a right to play in a safe environment. Children should be free from harm by adults and other children in any of our provisions.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will minimise the risk of peer on peer abuse by:-

- Prevention
- Providing training to staff
- Engaging with specialist support and interventions.
- Responding to reports of sexual violence and sexual harassment
- Children making a report of sexual violence or sexual harassment will be taken seriously,
- kept safe and be well supported.

If you have concerns you must inform the DSL immediately.

We use Brook [Sexual Behaviours Traffic Light Tool](#) (see appendices) to support professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

The tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisions and can protect children and young people with a unified approach.

### **3.Roles and Responsibilities of Staff**

#### **Designated Members of Staff for Safeguarding and Child Protection**

Awesome will have two designated directors (Managing Director and Director for Play) and six designated members of staff (all Playwork Coordinators) for child protection.

These will be senior members of staff who have appropriate training, knowledge and expertise in recognising and acting upon safeguarding and child protection concerns. The designated Directors and Playwork Coordinators will act as a source of expertise and advice to staff, and are responsible for co-ordinating action over individual cases within the settings or organisation and for liaising with other agencies.

Both the designated Directors and Playwork Coordinators must receive appropriate and on-going safeguarding and child protection training. This training is available via the Islington Safeguarding Children's Board. The level of training would be in line with the recommendations of the ICSB training brochure for role held.

### The Role of the Designated Member of Staff for Safeguarding and Child Protection

It is the role of the Director of Play and the Managing Director to act as a source of support and guidance on all matters of safeguarding and child protection within Awesome as an organisation. On a day to day basis the six Playwork Coordinators would be the first point of contact (DSL) to support staff who report any concerns and will act in accordance with this policy and the London Child Protection Procedures Online (<http://www.londoncp.co.uk/>) and will report back to the Director of Play or Managing Director. In the event that a Playwork Coordinator was unavailable staff would report any concerns directly to the Director of Play or Managing Director.

The Designated Playwork Coordinators are responsible for:

- liaising with the Designated Directors and Targeted and Specialist Children and Families Service as appropriate;
- ensuring that all staff receive appropriate safeguarding and child protection training on the adventure playgrounds to ensure that they are up-to-date with current legislation, policy and practice. All staff new to the setting will receive induction training to enable them to understand and adhere to the setting's policy. It is important that all staff receive training to enable them to respond sensitively, appropriately and in a timely manner to any child protection concerns. Introduction to safeguarding procedures, updates and whole team briefings will be delivered in house, as well as the ICSB training;



- maintaining and updating the setting's Single Central Record (Ofsted requirement): this sets out all staff and volunteers at the setting, along with their qualifications, training and date and number of last Enhanced Disclosure and Barring Service (DBS - previously CRB) certificate;
- contributing to the maintenance and updating of Awesome's safeguarding and child protection policy and procedures, while ensuring that they are disseminated and adhered to by all staff in the settings;
- ensuring that parents and carers are given a summary of Awesome's safeguarding and child protection policy . This will make them aware of the statutory duty to refer child protection concerns and who the designated member of staff is for any particular site, which is referenced in the setting's information for parents and carers;
- managing safeguarding and child protection concerns and making referrals promptly to Targeted and Specialist Children and Families Service for the borough in which the child is resident when it is appropriate to do so, using the agreed formats and seeking advice and guidance on these matters when appropriate;
- ensuring that there is a robust system in place for monitoring and recording concerns about children at an early stage, which is implemented across the setting and adhered to by all staff;
- ensuring that relevant information about children is shared with staff on a 'need-to-know basis';
- ensuring that accurate and up-to-date records are being maintained and stored securely, including when a child leaves;
- attending and providing reports to child protection conferences and core group meetings and contributing to child protection plans;
- ensuring that child protection referrals made to Targeted and Specialist Children and Families Service and Children's Social Care are kept confidentially by the setting;
- informing the Targeted and Specialist Children and Families Services of any proposed change of provision for a child who is subject to a protection plan and alerting them if a child who is subject to a protection plan is absent for more than one day.



- ensuring that the setting's registration policies and procedures are robust enough to enable staff to identify a child who may be privately fostered or trafficked;
- ensuring that all staff are aware of safe professional practice when working with children and are adhering to the setting's codes of professional conduct;
- having a working knowledge of the role and function of the Islington Safeguarding Children Board (ISCB).

### Responsibilities of the Managing Director

The Managing Director of Awesome holds overall responsibility for ensuring that the safety of the children using our services is of paramount importance at all times. They will recognise the contribution made by staff in safeguarding and protecting children.

The Managing Director of Awesome will ensure there is a designated Playwork Coordinator at each setting with responsibility for safeguarding. A designated Director will be made available to agree a course of action with staff and support any safeguarding concerns where this is not possible, due to staff illness or annual leave. The Managing Director of Awesome is responsible for ensuring that the Safeguarding and Child Protection policy and procedures adopted by Awesome's Board of Trustee Directors are fully implemented and followed by all staff. It is the Managing Director's responsibility to allocate sufficient resources and time to enable the responsibilities of the Director of Play and Playwork Coordinators to be discharged fully. This will ensure that staff members are able to attend strategy discussions and child protection conferences, core group meetings and other inter-agency meetings and to contribute fully to the assessment of children.

Each setting's Playwork Coordinator is responsible for ensuring that all staff members feel able to raise concerns about poor or unsafe practice regarding children and that concerns will be addressed sensitively and in a timely manner in accordance with the setting's Whistle Blowing policy.

It is recognised that it is the responsibility of adults, rather than children, to raise concerns about the practice of adults. It is the responsibility of all staff to share concerns about the behaviour or attitudes of colleagues with the Managing Director or Director of Play who will deal with the concerns appropriately. This often difficult issue will be discussed at staff meetings so that all staff understand what is meant by the term 'Whistle Blowing'

and their responsibilities around this so they are able to raise concerns with the appropriate Director of Awesome.

The Managing Director and the Director of Play are responsible for ensuring that any deficiencies or weaknesses in the arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Director of Play will seek advice from, and work in partnership with, the Managing Director in fulfilling Awesome's safeguarding and child protection responsibilities.

The Director of Play must monitor the effectiveness and impact of intervention and prevention work in protecting Vulnerable children and securing their wellbeing. They must also ensure robust quality assurance procedures are in place to monitor safeguarding and child protection procedures.

A comprehensive annual safeguarding report will be presented to Awesome's Board of Trustee Directors.

The settings will be committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way.

All settings must be committed to ensuring that all staff members are sensitive to issues of race, culture, gender and diversity, but these issues should never be a barrier to sharing and reporting concerns about children and young people.

Because of their day-to-day contact with children, staff members are well placed to observe possible signs of abuse in children.

It is neither the role nor responsibility of those working with children in the setting to assess, diagnose or investigate whether a child is at risk of or is suffering harm or abuse. This is the role of Targeted and Specialist Children and Families Service. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the designated Playwork Coordinator as a matter of priority or to the designated Director in their absence.

### Outreach/ Extended Services and Activities

Where services are provided directly under the supervision and management of the setting, the setting's safeguarding and child protection policy and procedures will apply.

Where activities and services are provided by an external organisation, the Play Coordinator will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with the setting on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Director of Play. Settings must only work with providers that can demonstrate that they have effective safeguarding and child protection policies and procedures in place including the provision of appropriate training and vetting arrangements for their staff which are compatible with those of Awesome CIC.

### Outreach Services Provided by or on Behalf the Awesome

At any one time, there will be a number of professionals delivering services to children and families on behalf of Awesome, both in the community and on adventure playground sites. These professionals may be employed by partner agencies such as Health or other agencies.

All staff providing services to children, whether in the setting or in the community on behalf of the Awesome, must adhere to Awesome's Safeguarding and Child Protection policy.

### Allegations Against a Member of Staff

Where concerns are raised regarding a member of staff's conduct or attitude in relation to safeguarding the Managing Director will seek advice from the LADO.

The Local Authority Designated Officer (LADO) is responsible for leading on allegations against any member of staff or volunteer working with children and young people in Islington (details in Appendix 5)

### Procedures and Guidance

These procedures must be given to all new staff members when they receive their initial child protection induction.

Awesome's induction checklist can be used to support induction of new staff and the designated Playwork Coordinator can ensure all new staff have sufficient understanding of safeguarding procedures by ensuring any new member of staff/volunteer completes Appendix 8, Level 1 Safeguarding Training and Questionnaire during the induction period.

The Play Coordinator of the setting must ensure that the policy and procedures have been read and fully understood. They should ask staff to sign to confirm that they have read, understood and will adhere to

them. A copy of this will be kept on file.

For the purposes of this document, 'induction' may be a meeting with the Designated Playwork Coordinator to go through the policy and procedures in detail, a formal briefing session with other staff or attendance at appropriate training provided internally.

Agency and supply staff should be given a summary copy of Awesome's Safeguarding and Child Protection policy so that they are aware of how to respond to any concern about a child.

Awesome's procedures are in line with the online London Child Protection Procedures (<http://www.londoncp.co.uk/>).

The Play Coordinator of settings must ensure all staff have regular supervision, which should include discussion about safeguarding and child protection issues. The purpose of supervision is to enable staff to reflect on their practice and effectiveness to ensure good outcomes for children, as well as supporting the Director of Play in monitoring their progress.

#### **4. E-Safety**

The Internet, computer games and mobile phones present a huge resource for supporting children's learning and development. For children, young people and some parents and carers, these new technologies are just a part of life, not an add-on or 'revolution' (as may seem to be the case to not so young adults). Awesome is aware of the benefits of these technologies.

However, Awesome is also aware of the potential dangers. Staff members will be vigilant and increase their knowledge and understanding of different aspects of safeguarding and child protection in the digital world.

The Play Coordinators of the settings will consider the importance of raising awareness around e-safety and how to provide information to children. In addition, where appropriate, Play Coordinators will raise awareness with parents/carers about safe and effective use of the Internet and software programmes, both at home and in the setting.

The Islington Safeguarding Children Board has created a model E-Safety policy, which will be adopted and implemented at each setting. All settings will have a localised e-safety policy to ensure safe use of technology by the children using our services and by our staff and volunteers. Awesome's E- Safety Leads will be the Playwork Coordinators

Awesome | Safeguarding & Child Protection Policy  
within the organisation.



The e-safety policy includes the following:

- Role of named E-Safety Lead
- E-Safety and use of digital devices (including mobile phones and cameras)
- Social networking
- Cyber bullying
- A sample Acceptable Use (of technology) Policy for staff to sign
- Parents/Carers Information
- Useful contacts/websites
- Forms:

E-Safety Incident Monitoring Form

E-Safety Organisation Checklist.

### Key messages

Children should never be allowed to use the Internet in a setting without a member of staff monitoring content.

The setting's policy will include information on the following:

- Creating a safe ICT (Information Communication Technology) environment. This will include the infrastructure of the site (including storage of equipment and filters).
- Supporting parents and carers to ensure that the use of ICT in their homes is monitored and safe.
- Staff using ICT and the need for staff never to give parents, carers or children their personal email address or telephone number(s).
- Arrangements made with parents about taking photographs or videos of children within the setting. **Staff should never take photos or videos of children using their own mobile phones or cameras.** If photographs or videos of children are to be taken in the setting or on an outing, they should be taken using the setting's own equipment. **No one should place a photo or video of a child on a social networking site without the written permission of the child's parent/carer.**

Play Coordinators at each setting must ensure that all staff members are aware that they must not have their own mobile phones with them when they are working with children. personal mobile phones must be kept in

the office or, if in staff lockers, within sight of other staff (a supervised room) at all times and used only when staff members are on their breaks. Parents and carers should be informed that the contact telephone number for emergencies is the telephone number of the setting, rather than the work number of individual members of staff.

If a member of staff has a concern about a child in relation to technology, they should follow the safeguarding and child protection procedures set out in the flow chart.

E-safety training will be delivered every two years internally using materials provided by the CEOP "Think You Know" programme.

## **5. Safer Recruitment**

Safer recruitment and selection practice are vital in safeguarding and protecting children. The safety and well-being of children will be kept in mind at all times throughout the recruitment and selection processes of Awesome.

Awesome will ensure that enhanced DBS checks are undertaken for all staff members (Disclosure and Barring Service DBS – formerly Criminal Records Bureau or CRB). DBS certificates will be renewed every three years in respect of all people who work directly with children or who are likely to have unsupervised access to them.

DBS certificate details will be recorded on the setting's Single Central Record (SCR). All settings will have and keep up-to-date their own SCR. Awesome will also maintain a centrally held SCR, which will collate all staff details relating to Awesome CIC.

Settings will only allow people who have undergone an enhanced DBS check to have unsupervised contact with children on the premises. Records will be kept to demonstrate that all the necessary checks have been done, including the number and date of issue of the enhanced DBS Certificate.

Awesome will consider the safety of children when: drawing up job descriptions and person specifications; advertising posts; calling for and scrutinising references and picking up on gaps in employment history; interviewing candidates; carrying out enhanced DBS and professional checks and verifying qualifications and identity. Awesome will retain copies of the advertisement, references and successful applicant interview notes and ensure their staff files are complete, signed and dated.



Awesome will follow the guidance contained in its Safer Recruitment Policy at all times.

The Managing Director of Awesome will inform Islington's LADO, DBS and Ofsted if a member of staff has been dismissed or resigned before they could be dismissed due to their unsuitability to work with children or if a disqualified person applies to work with children.

Staff will be required to give notification if they live in the same household as another person who is disqualified or because they live in the same household where a disqualified person is employed.

## 6. Managing a Disclosure

A 'disclosure' is when a child tells a member of staff that they are being harmed or abused in some way. A disclosure is not an ordinary conversation when a member of staff may ask a child if anything is wrong because they seem unhappy or have been sad recently. This is a normal part of daily interaction with children. There may be times, however, when such a conversation could lead to a disclosure being made.

Children will often choose to disclose to people in their setting who they trust and feel comfortable with. It is very important that all staff know how to respond if a child tells them that they are being harmed in any way.

Receiving a disclosure from a child can be upsetting. It is important that the person receiving the disclosure remains calm and listens to the child.

No member of staff should try to stop the child and ask them to tell someone else instead. Staff should not ask children questions or probe for more information than is necessary when a child is disclosing as even a few 'innocent' questions could be considered to be an 'interview'. Children can only be interviewed once and this interview must be conducted by a trained police officer and social worker under Home Office 'Achieving Best Evidence' guidance. If a child has already been interviewed, it means that the Police may not be able to pursue the matter.

Staff should:

- Stay calm and listen to the child.
- Control expressions of panic or shock.
- Use the child's language or vocabulary.



- Offer comfort bearing in mind the age and needs of the child.
- If the child has disclosed sexual abuse, ask them when it happened but nothing more. Whether a child is asked this question will depend upon the child's age and understanding.
- Tell them that they were right to tell you and it was not their fault.
- Tell them who you are going to tell so that they can be made safe – children may fear that what they have said will be passed on to everyone and they need to know that this will not be the case.
- Do not be tempted to give false reassurances to the child but tell them that you will do your best to protect or help them.

If what the child has said is unclear, it is acceptable to ask for clarification or to mirror back what the child has said to ensure that it has been understood correctly, using the child's own words. Always use language which is appropriate to the child's age and understanding.

If the child's first language is not English, and they are not disclosing to a worker fluent in their home language but in English, it may be difficult to be clear what the child is describing. But the designated Playwork Coordinator should note what information they can and agree a course of action with the designated Director based on signs and symptoms of abuse of whether or not to refer the case to Targeted and Specialist Children and Families Service. As set out above, the designated Playwork Coordinator must be careful not to carry out a full investigation. The designated Playwork Coordinator will always agree a course of action if unsure with the Director of Play or Managing Director.

A child may not know what is happening to them is 'abuse' and may say something in passing which alerts staff. If this is the case, advice should be sought immediately from the designated member of staff.

If the disclosure indicates sexual abuse, the designated Playwork Coordinator should contact Targeted and Specialist Children and Families Service and should not speak to the child's parent or carer before receiving advice – see note below on disclosure to parents.

If neither the designated Playwork Coordinator nor the Director of Play, Managing Director is available, the member of staff should contact Children's Services Contact Team (CSCT) immediately. What the child has said should be written down as accurately and as soon as possible, using the child's words.

Reports must be signed and dated with details of where the disclosure took place and the time it happened. See “Making A Child Protection Referral to the Targeted and Specialist Children and Families Service” flowchart in Appendix 4.

### **Disclosure to parents**

Parents have a right under the Data Protection Act 2018 to access information about their child that Awesome holds, unless a relevant professional concludes after careful consideration that disclosure of certain information about a child to the parent/carer could cause harm to the child or any other individual. Therefore it is essential for the setting to seek advice from Targeted and Specialist Children and Families Service. For more information see Awesome’s Data Protection Policy.

### **7. Recording and Reporting**

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.

Settings will use Awesome’s tracking concerns form to record concerns over time in a way that enables patterns or pictures to emerge.

Concerns about children should be recorded on the setting’s tracking concerns form which will detail the concerns about a child, discussion with the Playwork Coordinator or designated Director and parents or carers and any agreed actions and outcomes. The Tracking Concerns form will be held confidentially, securely and separated from a child’s main records. Records will be signed and dated and kept in chronological order.

The Play Coordinator is responsible for ensuring that recording systems in their setting are robust and fit for purpose and that records are audited regularly.

Child protection referrals will be made to the Targeted and Specialist Children and Families Service in the child’s home borough. Referrals will be made by telephone in the first instance and the appropriate referral form.

completed and sent to Targeted and Specialist Children and Families Service within 24 hours. A copy of the referral will be kept confidentially and securely by the setting.

### **Keeping children's records**

This is a reminder of what settings must keep:

**For one year** - observations including narratives and developmental records

**For three years** - annual report and notes from conversations with parents, unless there has been any safeguarding issues or concerns relating to special educational needs or disabilities, or if they are a child in need, in which case **for five years**

**Five years** - registers

Records in relation to child protection Awesome would keep on file until the individual asks for it to be destroyed

### **8. Boundaries and Good Practice**

Through effective induction and training Awesome will enable all staff and volunteers to have a clear understanding of good professional practice and boundaries in order to safeguard children and themselves.

Everyone should feel able to raise concerns with the designated Playwork Coordinator or designated Director about poor or unsafe practice in relation to children, with the knowledge that such concerns will be dealt with sensitively and effectively.

Any allegations made by a child about an adult working in any capacity in a setting should be reported immediately to the Play Coordinator of the setting and the Managing Director. If the allegation is about the Play Coordinator of a setting, the matter should be reported immediately to the Director of Play and Managing Director, who will seek advice from the Local Authority Designated Officer (LADO).

Staff who work and live in the community should be mindful of the need to maintain clear professional boundaries with parents and service users. Staff should ensure that information about children that attend the setting is not shared outside of the setting and their relationships with parents and service users should be strictly professional.

Staff working for Awesome should not baby-sit for parents in a private capacity, as doing so could result in a conflict of interest.

## Managing a disagreement

If a member of staff refers a concern to the Playwork Coordinator but feels that the concern is not being dealt with appropriately or has not been taken seriously, the member of staff has a duty to refer the concern to the Director of Play or Managing Director.

## Supporting children

It is recognised that a child who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has happened or is happening to them. The setting may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. Staff should support the children in the setting by:

- encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and the setting will take seriously its responsibility to challenge bullying behaviours in accordance with its anti-bullying policy;
- promoting a caring and safe environment within the setting and linking this to Awesome's Health and Safety and Positive Behaviour policies
- providing opportunities for children to learn strategies to protect themselves, ask for help and support, gain confidence in standing up for their rights and to value and respect others;
- listening to children and enabling them to speak or communicate to staff if they are upset or worried about anything that is happening to them at home or in the setting. In this way, staff are able to understand the daily experiences of children and to pick up on concerns about them
- Working in partnership with other services involved in safeguarding children and notifying the Targeted and Specialist Children and Families Service as soon as there are significant concerns about a child.

## Confidentiality

Confidentiality is an issue, which needs to be fully understood by all those working with children, particularly in the context of safeguarding and child protection.

We respect the right of families to have information about them dealt with sensitively and confidentially, in line with Data Protection legislation and

and guidance. Child protection information regarding children in the setting will be shared with staff on a strictly need-to-know basis. A member of staff will 'need to know' information when it is demonstrably of benefit to the child. All staff members are expected to conform to Awesome's standards of good professional practice, and maintain confidentiality appropriately at all times.

Nevertheless, Awesome cannot always guarantee confidentiality to a parent or carer, and must make it clear that information will be shared if there are concerns about the welfare of a child. Although it is important to work openly and in partnership with parents and carers, there may be times when a Playwork Coordinator makes a referral to the Targeted and Specialist Children and Families Service without first consulting the parent or carer. This would be the case if the Playwork Coordinator believes that informing the parent or carer would place the child at further risk of significant harm. For example if the child has made a disclosure of sexual abuse. The Playwork Coordinator will always record their reason for not speaking to the parent or carer.

No staff member may guarantee to a child that they will keep a secret. The member of staff must make it clear to a child, in language that is appropriate to the child's age and understanding, that any information which leads an adult to be concerned that a child's welfare will be shared with the Playwork Coordinator, in order to take measures to safeguard the child.

All staff must be aware of their responsibility to share information with the nominated Playwork Coordinator, Director of Play and Managing Director and with other agencies in order to protect and safeguard children. This must be done in accordance with the London Child Protection Procedures.

Advice should be sought on this issue where necessary from the Targeted and Specialist Children and Families Service Contact Team.

### Supporting staff

with a child who has suffered harm or is at risk of harm may be stressful and distressing. Awesome is committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with their line manager (Playwork Coordinator or designated Director) and to seek further support as appropriate.

## 9 .Children with special educational needs or disabilities

Research indicates that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by:

- their need for practical assistance and physical dependency, including intimate care, which may be delivered by a number of different carers;
- possible communication difficulties;
- lack of access to strategies to keep themselves safe;
- greater risk that adults could claim that injuries inflicted by them are in fact an aspect of a child's physical disability;
- the increased risk that they may be socially isolated.

Staff members who work with children in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation (appearance) that might indicate a concern. Concerns should be shared immediately with the Playwork Coordinator or, in his or her absence, Director of Play/Managing Director or Targeted and Specialist Children and Families Service for advice if none of the above is available.

Staff should have important information about individual children's presentation, their levels of understanding and how best to communicate with them.

This guidance should be read in conjunction with the setting's separate policies on Personal Care and Toileting and The Administering of Medication.

### Restraint and reasonable force

There may be occasions when it is necessary for a member of staff to restrain a child for the safety of that child or other children. Restraining a child should be a last resort and only when necessary for the safety of the child. Further guidance to staff can be found in the setting's behaviour management policy

## 10. Working in Partnership with Parents and Carers

Awesome's staff are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interest of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected will we be able to work holistically with children.

## 11. Early help

This should be considered for a child and family as soon as it is identified they would be likely to benefit from support.

Early help can mean taking action at an early stage in a child's life or it can mean taking action at an early stage in the development of a problem. It is about stepping in as early as possible, either at the first signs of a problem, or before a problem becomes apparent to prevent that problem from getting worse.

Where a child and family would benefit from coordinated support from more than one agency there will be an Early Help Assessment (formerly CAF). This will help to identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment.

A lead professional will be identified from within the agencies engaged in coordinated support for the child and family. This could be a family support worker, Families First worker, key person, health professional, teacher or other professional.

### Trauma Informed Practice

The introduction of informed trauma-based practice supports playworkers to identify children affected by trauma while allowing playworkers to create environments, for the therapeutic aspect of play and making referrals to more specialised support.

## 12. Allegations Against Professionals

As part of the induction process all staff will be given training to identify possible signs of abuse at the earliest opportunity, including inappropriate behaviour by other members of staff or any other person working with sexual comments, excessive one-to-one attention beyond the requirements



of their usual role or inappropriate sharing of images.

Any allegation made against a professional must be shared with the Playwork Coordinator immediately. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. The LADO will manage any allegation in line with agreed protocols and procedures. The Managing Director should also be informed by the Playwork Coordinator. This will be in accordance with 'Working Together to Safeguard Children' 2018 and The London Child Protection Procedures online.

An allegation against the Playwork Coordinator must be shared immediately with the Director of Play or Managing Director. The allegation must also be shared with Ofsted within 24 working hours.

If any worker is concerned that no action is being taken it is their responsibility to report the matter directly to the LADO and the Managing Director.

Playwork Coordinators should ensure that as part of their induction all members of staff have been given copies of Awesome's Safeguarding Policy, including the section on 'Allegations against professionals'. The policy should also be accessible to all parents and carers.

The Playwork Coordinator (or person leading the investigation on behalf of the settings if the allegation is about the Playwork Coordinator) should consult with HR procedures. They should refer to their settings procedures during an investigation to consider whether it is appropriate or safe for the person who the allegation has been made against to continue to work directly (or indirectly) with children throughout an investigation. The Police or LADO on behalf of the police may confirm it is not appropriate for them to remain within the setting during the investigation.

The person representing the setting during the investigation should participate fully in a strategy meeting if organised by the LADO. A Director representative may also attend if appropriate.

If the person who the allegation has been made against has responsibility for children in their private life and the issue raises significant concerns, contact with CSCT should be made.

If as a result of an investigation the setting permanently removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the setting must make a referral to the Disclosure and



Barring Service and notify Ofsted. It is an offence to fail to make a referral without good reason.

If an allegation is made about a staff member or volunteer they should be informed of where they can get support during and following the investigation such as *professional support organisations and unions*.

See flowchart - Appendix 2

### False allegations

If an allegation is determined to be false the Playwork Coordinator in question should consult with the Targeted and Specialist Children and Families Service to consider whether the child concerned is in need of assessment or services in their own right.

Where the allegation was made by an adult, the Director of Play may consider asking the Police to take action against the person who made it and/or taking disciplinary action in the case of a member of staff.

This policy should be read in conjunction with the centre's policies on:

Adult Safeguarding policy

Child Induction Policy

Positive Behavior Management

Toileting and Personal Care

Health and Safety

Whistle Blowing

Anti-bullying and Anti-discriminatory Practice

The Administration of Medications

Special Educational Needs

Uncollected Child Policy

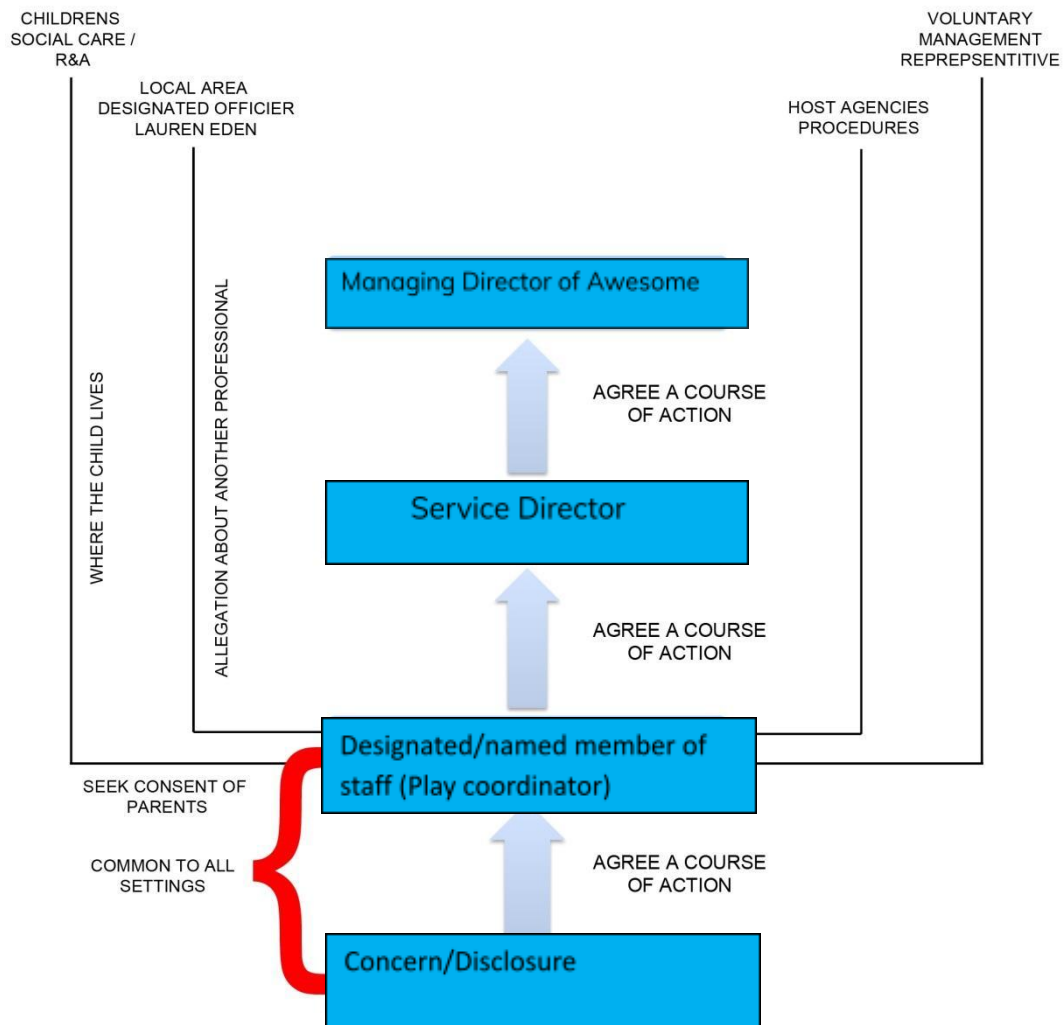
### 13. Review of Policy

This policy represents the agreed principles for Safeguarding and Child Protection across Awesome CIC services. All staff and the Board of Directors have agreed this policy.

Staff and the Board of Directors will review this policy periodically.

Policy Date	February 2016
Policy Author	Guy Lawrence
Policy review date	February 2017
Policy Author	Becky Pryce
Policy review date	February 2018
Policy Author	Becky Pryce
Policy review date	February 2019
Policy Author	Becky Pryce
Policy review date	November 2019

## CHILD PROTECTION REPORTING & REFERRING



### Key telephone numbers

Children's Social Care Referrals

020 7527 7400 - Children's Services Contact Team

020 7527 0992 - Emergency Duty Team (5-9pm, 7 days a week)

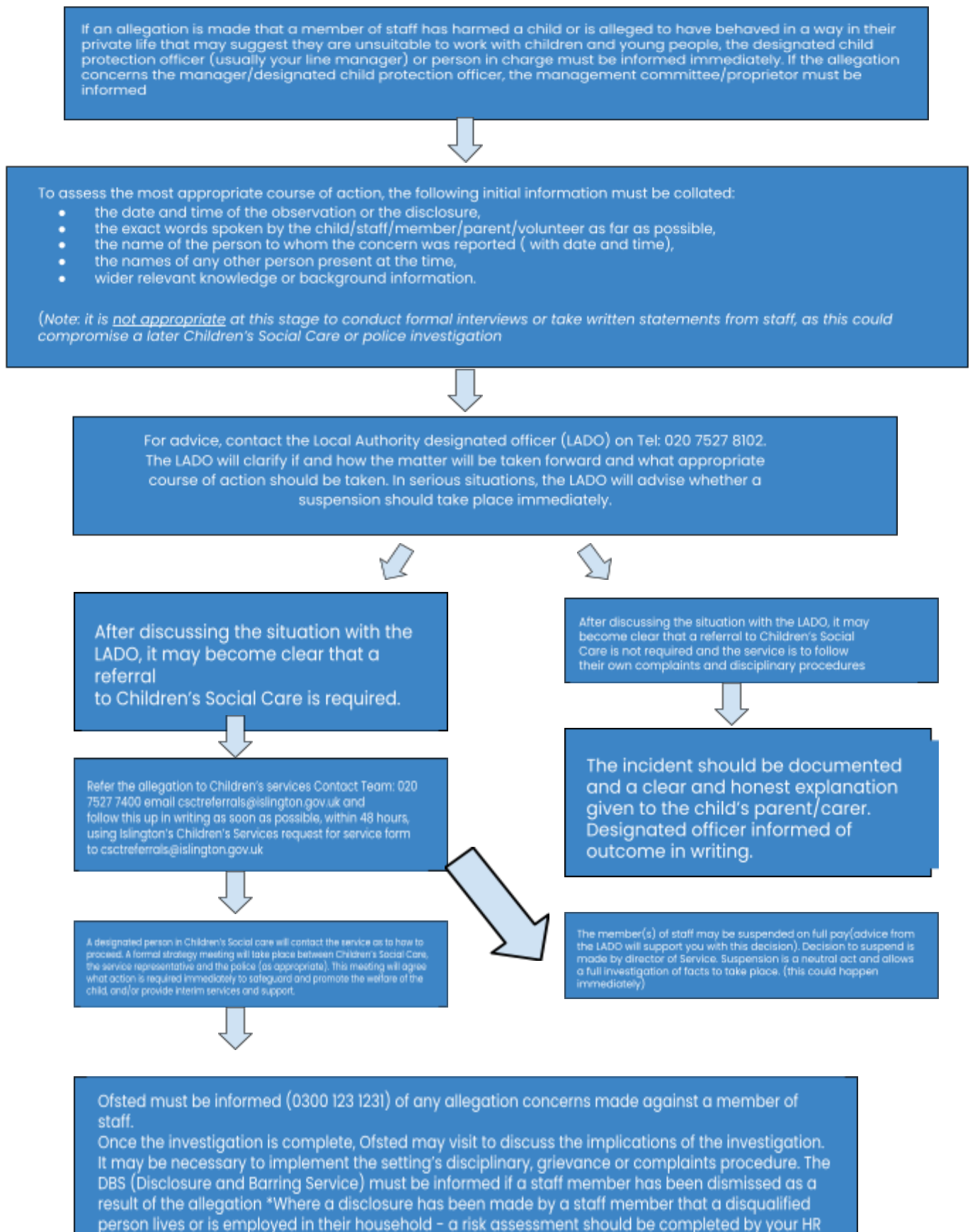
020 7527 3366 - Disabled Children's Team

[csctreferrals@islington.gov.uk](mailto:csctreferrals@islington.gov.uk)

Director of Play : Becky Pryce 0207 272 3777 / 07943608852

Managing Director of Awesome CIC: Guy Lawrence 0207 272 3777 / 07943608851

### Flowchart for Allegations Made Against A Member of Staff



## Appendix 3

### Brook Traffic Light Tool

<https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>



# SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

## Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Appendix 4

<b>Borough</b>	<b>Duty Number (weekdays 9am – 5pm)</b>	<b>Out of Hours (5pm – 9am, weekends and bank holidays)</b>
<b>Islington:</b> Children's Services Contact Team	020 7527 7400	020 7226 0992
<b>Camden:</b> Multi-agency Safeguarding Hub	020 7974 3317 020 7974 6600 or 020 7974 4094	020 7974 4444
<b>Hackney and City:</b> Children and Young People's Access and Assessment Social Work Service	020 8356 5500	020 8356 2710
<b>Haringey:</b> First Response Service	020 8489 4470.	020 8489 0000

## Useful Websites

<http://www.islingtonscb.org.uk/Pages/default.aspx>

<http://www.londonscb.gov.uk/>

<http://www.islington.gov.uk/services/children-families/familyinformationservice/Pages/safeguarding.aspx>

<http://www.londoncp.co.uk/>

## Appendix 5

### Glossary of Terms

CAF	Common Assessment Framework
DBS	Disclosure Barring and Service
CSC	Children's Social Care
Deputy	Designated Member of Staff
DFE	Department for Education
DSL	Designated Safeguarding Lead
ICT	Information Communication Technology
ISCB	Islington Safeguarding Children's Board
Lado	Local Authority Designated Officer
NSPCC	National Society for the Prevention of Cruelty to Children