



# **Safeguarding Practice Guidelines**

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## Section 1: Why Practice Guidelines

The Safeguarding Practice Guidelines are designed to give you the answer to the question “what is the UDB way?” when it comes to safeguarding. They will not provide a complete answer to everything you could ever think of, but they set out the general principles and can be added to in time to give a fuller picture.

They are intended to build on the knowledge and experience of our volunteers, staff, Trustees and partner organisations and, as such, will be regularly updated to include additional items or revise practice to meet the needs of UDB.

As an organisation working with children, young people and adults with care and support needs Urban Devotion Birmingham (UDB) wish to operate and promote good working practice. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusation. It will also help to safeguard children, young people and vulnerable adults not only when they are participating in activities run by the organisation but also in their day-to-day lives.

UDB invests in the lives of children and young people, improving opportunities, and inspiring young people to thrive, develop aspirations and realise their potential. Establishing and maintaining safe relationships, safe practices and safe engagement environments is an important expression of these values. This document works alongside the general code of conduct for workers and the safeguarding policy, which are available to staff via Dropbox.

These practice guidelines are based on the ten **Safe and Secure** safeguarding standards published by ThirtyOne:Eight (formally known as the Churches' Child Protection Advisory Service (CCPAS)), with whom UDB has membership. These ten standards are as follows:

- Standard 1 – Safeguarding policy
- Standard 2 - Training and awareness
- Standard 3 – Safer recruitment
- Standard 4 – Management of workers
- Standard 5 – Working safely
- Standard 6 – Communicating safely
- Standard 7 – Responding to concerns
- Standard 8 – Pastoral care
- Standard 9 – Managing those who may pose a risk
- Standard 10 – Working in partnership

In these Practice Guidelines, Standards 5 and 6 are covered extensively. However, more of the above standards are covered in UDB's Safeguarding Policy. Further information can also be found on Thirtyone:eight's website: <https://thirtyoneeight.org/get-help/safeguarding-manual/england/>

## **Section 2: Everyday Practice**

### **2.1 Duty of Care and Positions of Trust**

The Children Act 2004 (England) through the Stay Safe outcome of 'Every Child Matters Change for Children' programmes, places a duty on organisations involved in providing services for children and young people to safeguard and promote their well-being. This means all workers should treat those they are caring for with respect and dignity as well as demonstrate competence and integrity. (There are similar expectations in other parts of the UK.)

The duty of care is in part exercised through the development of respectful and caring relationships but also by workers taking all reasonable steps to ensure the safety and well-being of those they have responsibility for, particularly in relation to sexual, physical and emotional abuse. Before individuals start working with children, young people and vulnerable adults, they need to understand and acknowledge the responsibilities and trust inherent to their role.

In addition, under Health and Safety at Work legislation, organisations have a duty of care towards the well-being of all workers to ensure they are treated fairly. They are required to provide a safe working environment and guidance on safe working practice.

All adults working with children, young people and vulnerable adults are in positions of trust. It is therefore vital workers ensure they do not, even unwittingly, use their position of power and authority inappropriately.

Workers should always maintain professional boundaries and avoid behaviour which might be misinterpreted. Any kind of sexual relationship between an adult worker and a child is never acceptable and if concerns arise in this area, this should be recorded and reported to the Safeguarding Coordinator.

The trusting relationship between worker and child, young person



or vulnerable adult means the worker should never:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine
- use their status and standing to form or promote relationships that are or may become sexual

### **Useful Reference Points**

- Every Child Matters, Children Act 2004 & Childcare Act 2006
- Government Definitions: 'Duty of Care', 'Position of Trust' and 'Abuse of Trust (sexual relationships)'

## **2.2 Safeguarding Principles for Group or Activity**

VALUE – UDB is set up to support each individual child and young person that we have contact with, our priority is to value each individual equally, respect their differences and support their development through safe and healthy relationships, activities and opportunities.

Some general principles for running a club, activity or service include:

- Ensuring that everyone is treated with dignity and respect in attitude, language and actions.
- Consideration for the number of workers needed to run the group and whether they should be male, female or both.
- A clear strategy for summoning additional help (if needed) in situations where a worker is working alone with a child, young person or vulnerable adult.
- The level of personal care (e.g. toileting) required appropriate to the needs of the individual.
- Clear guidelines on personal privacy e.g. when working with children avoiding questionable activity such as rough or sexually provocative games and comments.
- Not allowing anyone under 16 years of age to be left in

charge of children of any age or those attending the group being left unsupervised.

- Only workers assigned to the group being allowed to participate in the activity. Other adults should not be allowed free access.
- Making a note of other people in the building during the activity and any other events taking place at the same time.

## 2.3 Drop-in Sessions

VALUE – A key access point for children and young people to our services is through our drop in provision, we want this to be accessible and safe for all.

UDB take our duty of care seriously and do everything within our power to keep children physically, emotionally and relationally safe whilst they are engaged in UDB activities. The idea behind a 'drop in' centre is precisely that; people come and go, so it is difficult to keep track of who is actually in the building. It is therefore important that we manage the environment well through:

- Registering those who come to the session to ensure we have all relevant contact details for use in an emergency.
- Managing behaviour appropriately to ensure the safety of all attendees
- Conducting regular fire drills to ensure that the building is evacuated completely and within a set time scale.
- Ensuring all the users of the drop in centre only have access to specific areas of the building.
- Having sufficient workers to supervise those who visit the centre, ensuring no environments are unsupervised.

Parents of primary age children are made aware of the nature of drop-in sessions when children first attend sessions and that children sometimes want to pop in and out, or go home early.

Parents are therefore given the opportunity to state via a consent form whether they are NOT happy for their child to leave the drop-in club and therefore should their child insist on doing so, state that they would like a UDB worker to contact them.

Parents also have the opportunity to state if they are NOT happy for their child to walk home by themselves.

## **2.4 Gifts, Rewards and Favouritism**

VALUE - The giving of gifts or rewards to children, young people and vulnerable adults can be a positive expression of value and needs to be managed to avoid the opportunity for unsafe practice, creating unhealthy and dependent relationships.

UDB's policy is to support positive behaviour and recognise particular achievements through rewards or gifts. This can be either in designated group situations (e.g. kidsclub) or in recognition of individual effort or achievement. All such decisions are made as a team and the outcomes are accountable to the team.

UDB's policy is also to promote the development of genuine relationship and tokens of value and appreciation are a part of this. This may also involve a team member wanting to sponsor an individual's involvement in a trip or activity that wouldn't otherwise have the means for such an opportunity. Any individual gifts should be given openly and be communicated with other team members. Team members need to be aware, that the giving of gifts can be seen as a gesture to bribe or groom a young person and therefore open communication is vital to avoid misrepresentation.

UDB will always exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care will also be taken to ensure that no gifts are accepted that might be construed as a bribe or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to workers, for example, on special occasions or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

## **2.5 Risk Assessments**

VALUE - UDB takes seriously its responsibility to assess the risk involved in the activities that are provided. This includes a formal register of activities and associated risks and an informal check before and during an activity that the environment is safe and that the planned activities have been assessed for any risks.

Taking care of children, young people and vulnerable adults involves taking responsibility for their well-being at all times, being prepared for unforeseen eventualities, anticipating situations where they could be harmed and taking steps to minimise the risks.

We have appointed Andy Winmill as the member of the team who takes overall responsibility for Risk Assessments and coordinates other members of the team in this process. Risk assessing involves compiling a checklist for the activity, identifying any risks that could be encountered, the action required, the person responsible to carry this out and when any action has been completed.

The following are some areas that should be considered:

- Identification of hazards.
- Consider who might be harmed and how this might happen.
- Assess the risks and take action to remove or reduce them as far as possible.
- Record details of the action taken.

## **2.6 Safety of buildings and equipment**

VALUE – UDB primarily uses premises that are hired from other providers, therefore the overall responsibility for the Health & Safety of the premises lies with the hirer. As a provider of activities we aim to ensure to the best of our professional capacity that all venues and equipment are safe for use and make known any concerns to the hirer.

As part of our Risk Assessment process we seek to observe and advise the hirers on the proper maintenance of the buildings being used for groups or activities. The external fabric of the building, plus all internal fixtures, fittings, lighting, fire exits and equipment should meet the required safety standards. An annual review should also be carried out and, where necessary, action taken. All electrical equipment should have undergone an electrical safety test. In the UK these are known as PAT (Portable Appliance Inspection) tests.

UDB regularly checks the equipment we own including PAT testing all electrical equipment annually.

## **2.7 Food and drink safety and hygiene**

VALUE - Any food that is made and/or provided by UDB should meet food safety regulations.

To ensure this value is upheld we have appointed Amy Heyes as the team member who takes overall responsibility for this and coordinates other members of the team. UDB takes the responsibility to make sure all relevant training is provided for team members, through a Basic Food Hygiene Certificate or equivalent, and are knowledgeable in areas such as food preparation, handling, storage, disposal of waste etc.

If food and drink are provided during an activity, the following should be considered:

- Workers should follow good personal hygiene
- Basic health and hygiene regulations should be adhered to
- All food and drink is stored appropriately
- Where there are hot drinks served, a risk assessment needs

to take place and dynamic risk assessments carried out by workers.

- Hot drinks should have lids on, should not be carried through an activity area and not be placed within the reach of young children.
- Snacks and mealtimes are appropriately supervised
- Fresh drinking water is available at all times
- Systems are in place to ensure that children, young people or vulnerable adults do not have access to food/drinks to which they are allergic. (Typically this can be peanuts, nuts, milk, eggs, fish, shellfish and gluten - found in wheat, barley, oats.)

### **Useful Reference Points**

The Food Standards Agency is an independent Government department set up by an Act of Parliament in 2000 to protect the public's health and consumer interests in relation to food.

Telephone helpline: 020 7276 8829

Email: [helpline@foodstandards.gsi.gov.uk](mailto:helpline@foodstandards.gsi.gov.uk)

Web: <http://www.food.gov.uk> or <http://www.foodstandards.gov.uk>

Food Safety Registration and the Food Safety Act (1990)

## **2.8 First Aid**

VALUE – UDB recognises the importance of caring for the children, young people and vulnerable adults under our supervision, and therefore will make sure that across all activities first aid kits and trained personnel are available.

Under the Health & Safety (First Aid) regulations it is the duty of every employer to provide at least one first aid container for each work site. Its contents should be stored in a waterproof container and the designated worker should regularly check the contents.

Where possible a trained first aider will be available at UDB activities.

## **Useful Reference Points**

St. John Ambulance, 27 St. Johns Lane, London, EC1M 4BU. Tel: 08700 104950 Web: [www.sja.org.uk](http://www.sja.org.uk)

St. Andrew's Ambulance Association, 48 Milton Street, Glasgow, G4 0HR. Web: [www.firstaid.uk](http://www.firstaid.uk)

British Red Cross, 44 Moorfields, London EC2Y 9AL. Tel: 0844 871 11 11 Web: [www.redcross.org.uk](http://www.redcross.org.uk)

## **2.9 Mental Health First Aid**

VALUE - UDB recognises that all people have mental health, and that at some point an individual will likely be affected by poor mental health either personally or through a friend or family member. UDB want to support individuals who are experiencing challenges, either with their own mental health or that of somebody they know.

UDB is committed to having mental health as part of our safeguarding training.

We are committed to holding an awareness of the challenges of poor mental health and have adopted the following response when supporting an individual where there are mental health concerns:

The following actions use the abbreviation '**ALGEE**':

**Approach** the young person, assess and assist with any crisis

**Listen** and communicate non-judgementally

**Give** support and information

**Encourage** the young person to get appropriate professional help

**Encourage** other supports.

Each person's mental health and their response to dealing with poor mental health is unique and will require a case by case assessment of any action needed. All UDB workers should take the following principles into consideration:

- For services to be effective they should be based on a clear understanding of the needs and views of children. The child/young person therefore must be involved wherever possible and consulted on his/her views. Professionals should always take age and understanding into account when involving children and young people in discussions and decision-making.
- It is important not to make promises of confidentiality that you cannot keep. Professionals should tell a child/young person when they may have to share information without their consent. Information given to professionals by a pupil should not be shared without the child/young person's permission except in exceptional circumstances. Such exceptional circumstances will include:
  1. A child is not old enough or competent enough to take responsibility for themselves,
  2. Urgent medical treatment is required,
  3. The safety and wellbeing of a child/young person is at risk or there is the possibility of harm to other (i.e. child protection or suicide)
  4. By virtue of statute or court order
  5. For the prevention, detection or prosecution of serious crime
  6. If there is reasonable professional concern that a child may be at risk of harm. This will always override a requirement to keep information confidential. If a child or young person reveals they are at risk, the practitioner should follow UDB's safeguarding process immediately.

## Useful Reference Points



Mental Health First Aid: [www.mhfaengland.org](http://www.mhfaengland.org)

MIND: [www.mind.org.uk](http://www.mind.org.uk), 0300 123 3393

YoungMinds: [www.youngminds.org.uk](http://www.youngminds.org.uk), 0808 802 5544 (available on weekdays, 9.30 – 16.00)

## **2.10 Adult to Child Ratios**

VALUE – A core value for UDB is the provision of safe, healthy and inspiring mentoring relationships. Therefore our aim is to maximise qualitative contact of team members with children and young people.

In order to provide such care it is necessary to have sufficient adult leaders and helpers.

The following child to adult ratios are recommended by the NSPCC and are the ratios we look to work to in order to supervise children's activities safely.

- 0 - 2 years - one adult to three children.
- 2 - 3 years - one adult to four children.
- 4 - 8 years - one adult to six children.
- 9 - 12 years - one adult to eight children.
- 13 - 18 years - one adult to ten children.

A risk assessment should be carried out for activities and especially where it is:

- outdoors
- high risk or dangerous
- when catering for people with disabilities or other needs

The results of the risk assessment may mean ratios need to be increased.

### **2.11 Intimate care**

VALUE – We desire to provide appropriate but safe care throughout all activities to ensure access and participation for all.

During some of our activities young children may need assistance with intimate care and toilet arrangements. This will only be carried out by designated workers following guidelines, which involves not being alone or unsupervised in the provision of care.

Workers involved with intimate care need to be sensitive to the individual needs of each person and that some care tasks could be open to misinterpretation. False allegations of sexual abuse are extremely rare but guidelines will safeguard both the children and adults. People feel safer if expectations are clear and methods of working are, as far as possible, consistent.

### **Useful Reference Points**

Every Disabled Child Matters, c/o Council for Disabled Children,  
National Children's Bureau, 8 Wakely Street, London, EC1V  
7QE. <sup>[11]</sup>Tel: 020 7843 6448, email: <sup>[11]</sup>info@edcm.org.uk, <sup>[11]</sup>web:  
[www.edcm.org.uk](http://www.edcm.org.uk)

Through the Roof, PO Box 353, Epsom, Surrey, KT18 5WS. Tel: 01732  
737041, minicom: 01372 749955, email: [info@throughtheroof.org](mailto:info@throughtheroof.org)  
,web: [www.throughtheroof.org](http://www.throughtheroof.org)

### **2.12 Peer-group Activities (children and young people)**

VALUE – We recognise the importance of peer relationships, and the opportunity to positively influence a culture through peers, we also recognise the value of volunteering as a context for individual growth and responsibility. We therefore seek to involve young

people as volunteers but manage them and the situations they are released into to ensure a safe and developmental experience for them and those they serve.

All peer-group activities need to be overseen by named adults who have been selected in accordance with agreed recruitment procedures and have the backing of the leadership of the organisation.

Before setting up a peer-led activity the following should be taken into consideration:

- If the provision of food is part of the activity, leaders must ensure that food is prepared in accordance with Basic Food Hygiene standards.
- Whilst there may be a valid argument for groups of age 16+ being led and run by their peers, adult leaders should always be in the vicinity and should contribute to any programme reviews and planning. Peer-group leaders must be trained and supported by at least one adult worker.
- It is not uncommon for peer-group activities such as youth cell groups or children's cell groups to operate in the home of a participating child or young person.
- The following should also be followed:
- If there are children/young people under 16 years at an activity, adults workers should be present or within earshot.
- No person under the age of 16 should be left with the sole responsibility of caring for or supervising other children or vulnerable adults.
- Young people (over 16) who assist with caring for other children/young people should be subjected to the same recruitment process as adults and have undertaken safeguarding training.

- Peer-group leaders should be aware of safeguarding procedures, including reporting concerns (e.g. abuse, bullying) to their supervising adult and that sensitive information should not be shared openly in the group.
- Parents/carers must always be kept informed about what peer-group activities are for, who the leaders are, how they are run, where they meet and what parents can do to support them.

### **2.13 Unexpected attendance at activities**

VALUE – We seek to be inclusive across all activities, but at the same time manage engagement to ensure the safety of all.

Sometimes children, young people or vulnerable adults will want to join in with our activities without the knowledge of parents or carers e.g. children playing outside or wandering the streets with no adult supervision. In these circumstances it is important to:

- Welcome them but try to establish their name, age (children), and if appropriate register their address and telephone number. Record their attendance in a register.
- Ask if a parent/carer is aware where they are, and what time they are expected home. If this is before the session ends, they should be encouraged to return home, unless the parent/carer can be contacted and they are happy with the arrangement. In the case of children in particular, suggest the child seeks the parent/carer's permission to return the following week.
- Link the visiting person with a regular attendee who can introduce them to the group and explain about the activity.
- On leaving, give the person a leaflet about the group with contact telephone numbers etc and perhaps a standard letter to the parent/carer inviting them to make contact.
- Without an interrogation, you will need to find out as soon as possible whether they have any special needs, (e.g. medication), so that you can respond appropriately in an emergency.

## **2.14 Parents/Carers staying at activities**

**VALUE** – We want to encourage parental participation in our activities whilst maintaining a safe environment for all.

We recognise that home life is the most significant investor in children's and young peoples development, we therefore seek to enhance relationship with family as much as possible whilst also recognising the need that children and young people have for independence. We are also aware that not all families in a community get on, and so are conscious of not facilitating any environments that would compromise the safety of children and young people.

There may be occasions where parents ask if they can stay to watch the children's group's activity. It is important not to appear guarded but there may be concerns, particularly where the expectation is that all adults who work with children in any capacity should undertake Criminal Records Bureau and other checks.

The following should therefore be considered:

- There is a need to be clear with parents about their involvement – are they just attending or can they take part. Expectation needs to be communicated clearly.
- It can help certain children settle into a group, if the child knows that a parent/carer is there. After the settling in period, if a parent/carer wishes to continue to stay, consideration could be given to them becoming a helper/worker but they would be required to undertake the same recruitment and selection procedure as with any other worker.
- Whilst a person watching may be a parent/carer for one or more of the children, to the rest of the children they are strangers.
- Keeping parents regularly informed about provisions can build relationships and encourage parents to take an active role in supporting the group.
- Be aware that for some children with special needs, it may be appropriate for their parent/carer to stay with them for

an extended period. This should be considered on an individual basis to help the child become fully integrated into the group/activity.

## **2.15 Suggestions and complaints**

VALUE – We welcome ongoing feedback, both positive and negative as a vehicle for evaluating our services and constantly improving them.

Where a service user, parent or carer wishes to make a complaint or make a suggestion about any activity or group the organisation is providing, it should be taken seriously. It is a good idea in the first instance for them to speak to the group leader who should endeavour to resolve the matter.

This should be followed up by a written response to the issue that has been raised and should be recorded and stored appropriately. The group leader should also be kept informed.

If a complaint is not resolved to the satisfaction of the complainant then the matter should follow complaints procedures within the organisation. This should be readily available for anyone to see.

The above refers to complaints of a general nature. In the case of safeguarding concerns, these should follow the procedures in the safeguarding policy.

## **2.16 Working with disruptive children and young people**

VALUE – We seek to be inclusive of all children and young people, but hold as a higher value the safety of those within our care. We will seek to manage all scenarios of disruption towards the best outcome for all concerned.

Sometimes children and young people become angry, upset or disruptive, occasionally their behaviour may endanger themselves or others. The Government has developed national standards in relation to early years and day care and UDB has adopted the

following guidelines for our services to children and young people.

If someone is being disruptive:

- Ask them to stop.
- Speak to them to establish the cause(s) of the upset.
- Inform them they will be asked to leave if the behaviour continues.
- Warn them if they continue to be disruptive, this might result in longer-term exclusion from the group.

If they are harming themselves, another person or property then others in the group should be escorted away from the area where the disruption is occurring. At the same time, and with a second worker present, request them to STOP. If your request is ignored, you might need to warn the individual that you will consider calling the Police. As a last resort, in the event of them harming themselves, other people or property, physical restraint may be needed until the Police to arrive.

The workers involved should always record what happened in writing as soon as possible after the incident. This should include:

- What activity was taking place?
- What might have caused the disruptive behaviour?
- The person's behaviour.
- What was said and how the worker and others responded.
- A list of others present who witnessed the incident.

A copy should be given to the activity leader, a copy retained by the worker and a copy kept with the logbook. Parents should be informed if their child has been restrained.

After such an incident, the worker involved should meet with their supervisor to talk things through, reviewing what happened and considering whether there is a way of doing things differently so that the incident could be de-escalated avoiding the need for restraint.

## **2.17 Anti- bullying policy and practice (children & young people)**

VALUE – UDB will not tolerate bullying in any form, as it compromises the safety, well-being and confidence of children and their trust in and access to our services

Bullying is the use of aggression with the intention of hurting another person. Children can bully each other, be bullied by adults and can sometimes bully adults. Any form of bullying results in pain and distress to the victim and is unacceptable behaviour within any organisation. Some common forms of bullying can be:

- Verbal -name-calling, sarcasm, spreading rumours, teasing including via emails or text messaging
- Emotional - being unfriendly, excluding, tormenting, graffiti, gestures, racial taunts
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - sexually abusive comments or gestures
- Racial - any of the above because of, or focusing on the issue of racial differences
- Homophobic - any of the above because of, or focusing on the issue of sexual orientation
- Unofficial activities such as initiation ceremonies and practical jokes which may cause children physical or emotional harm even though this may not be intended

There should be a known zero tolerance to bullying so if it does occur children and leaders are able to report the matter and it can be dealt with promptly and effectively. There can be an expectation that anyone who knows that bullying is happening will report it.

Whilst the child being bullied needs protection, the person/people doing it need to address the reasons for their behaviour and be encouraged to relate to others in more positive ways.

The organisation has a clear responsibility to respond appropriately to this issue and one way is operate a clear anti-bullying policy.



## **Useful Reference Points**

Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH. Phone: 020 7730 3300 Helpline: 08451 205 204

Web: [www.kidscape.org.uk](http://www.kidscape.org.uk) Email: [webinfo@kidscape.org.uk](mailto:webinfo@kidscape.org.uk)

### **2.18 Tobacco and Alcohol**

VALUE – UDB is committed to the holistic health of all that we serve, and recognises the abusive effects of both tobacco and Alcohol. We therefore seek to educate and encourage healthy aspirations as well as adhere to all legal boundaries and protocols.

There is now a smoking ban in all enclosed public spaces throughout the UK and a no-smoking policy should therefore be enforced within any buildings where UDB operates.

It is now illegal for anyone under the age of 18 in England and Wales to be sold cigarettes (or other products like roll-up tobacco and cigars) over the counter or at a vending machine.

There are also strict regulations on the sale and consumption of alcohol where children and young people are concerned. Workers do not have the right to confiscate alcohol found in a young person's possession but they can enforce a no-alcohol policy.

There may be occasions where it is felt necessary to inform parents /carers that a child/young person has been drinking, particularly if they are under the influence of alcohol at the group or there are concerns for their health or safety. Obviously this may affect working relationships and there is a moral question that will need to be considered before any action is taken. Any concerns should be discussed with the activity coordinator and safeguarding lead.

## **Useful Reference Points**

Link: [www.direct.gov.uk](http://www.direct.gov.uk)

## 2.19 Solvents and Illegal Substances

VALUE – UDB is committed to the holistic health of all that we serve, and recognises the abusive effects of solvents and illegal substances. We therefore seek to educate and encourage healthy aspirations as well as adhere to all legal boundaries and protocols.

If a worker becomes aware a child, young person or vulnerable adult may be abusing solvents they should be encouraged to seek professional help from their doctor or a counsellor specialising in this area.

Having said this, it is a criminal offence to allow anyone attending an activity run by an organisation to supply illegal drugs or use them on the premises. It is important to adopt zero tolerance on all illegal substances and draw up a protocol with the local police for dealing with such situations should they arise. All those attending the activity should be made aware of this protocol which should be clearly displayed. For the individual involved:

- Ask them to stop, warning them of the consequences if they do not e.g. suspension or ban from the group.
- Inform parents/carers if the young person is under 16 years old.
- Inform the parents/carers if the young person is over 16 years old (with their permission).
- Discuss with the young person the proposed course of action, particularly if they reoffend (e.g. informing the police).
- Write down the content of any discussion with the young person, including the action taken and keep this in a secure place.
- Liaise with the police to devise a strategy for dealing with the use of illegal substances.

## 2.20 Home Visits

VALUE – Home visits are an opportunity to cross over the boundaries of home and community, build deeper relationships of

trust and extend our provision to serve the families and home environments of the children and young people we engage with.

Workers and leaders make regular home visits to connect with children and young people in their own homes and build positive links with the families. These are valuable times and we seek to manage the appropriateness of each visit to ensure the productive outflow continues.

### **Guidelines for visiting:**

- If possible, conduct home visits with another team member. If this isn't possible, inform other members of the team of the proposed visit including what time you expect to be back at the office or if you are returning directly home.
- In the case of children and young people never go into a home if a parent or carer is absent unless the child would be at risk of significant harm if you do not do so.
- Keep a written record of the visit – if any incident occurs detail the following: - Purpose [SEP] - Time you arrived and left [SEP] - Who was present [SEP] - What was discussed [SEP]
- If the parent/carer is absent when the call is made, leave some means of identification and explanation for the visit that can be given to them.

### **2.21 Out of Hours Engagements**

VALUE – UDB is built upon the investments of local residents, which give an authenticity and life to relationships, this also blurs the boundaries of work and community living, from UDB's point of view this is a healthy thing and something we want to protect.

Living within the community means that young people know where team members live and may visit team members houses to drop off forms, ask questions, or just to say hello. Accepting and receiving these approaches is entirely the choice of the team member.

As with all of our practice guidelines there is an importance of maintaining a healthy approach to all out of hour engagements in

addition to these guidelines the following protocols should be observed.

- No team member is obliged to let any young people into their homes or home life
- In the event that young people from the community come to the door they should not be allowed in on their own but only in groups of two or more or if there is more than one person at home.
- Contact should be made to discuss as informally as possible with parents / carer's their approval for such out of hours home contact.
- If anything of a safeguarding concern comes up in conversation the same protocols should be followed as per the safeguarding policy.

## **2.22 Street Level Outreach**

VALUE – UDB is committed to not just engaging young people in structured environments but through informally connecting on the streets and in the young people's territories to build healthy and safe relationships that link young people into further opportunities for personal development.

To protect the value of these engagements and the relationships made it is important to carry the same safeguarding values with us onto the streets regarding looking out for young people and considering our own safety. The following protocols are therefore the ideal for all street level engagement.

- Street Level is best engaged in as pairs, this is best for personal safety, sharing the load of engagement, and enabling more connections to be made. The ideal is male and female but this is not always possible
- Street Level times should be planned ahead so that other team members are aware of team member movements
- All sessions and engagements should be recorded after the session, highlighting any concerns or incidences

We want to respond to the individuals that we come across but

also respect their personal space, it is important therefore to be sensitive and to not push conversation too hard or ask too many questions. The hope is that through regular street level we will over time consolidate relationships.

If young people are engaged with criminal activity during the time we are engaged with them it is important to assess the environment and make a decision that doesn't compromise the safety of team or the safety of others. It may be in the best interests of all present to remain in the environment to positively influence it but this is a judgement call that needs to be made at the time by the team as long as to do so doesn't compromise the safety of the team or the integrity of our engagement.

If the team is primarily of one gender effort should be made to prioritise relationship opportunities with the same gender unless a healthy relationship is already in existence with known individuals of the opposite gender. We don't want to give rise to the misconstruing of motives, or to cause members of the opposite gender any distress.

## **2.23 One to One Sessions**

VALUE – UDB is committed to developing meaningful and purposeful relationships with young people. One of the fundamental needs of young people is for safe and trustworthy relationships that will encourage and challenge the development of self-esteem and positive aspirations. In order to serve this need there may be times when it is necessary to provide one to one opportunities for young people.

One to one sessions carry a high potential risk with regard to safeguarding principles but also a high potential benefit for young people. Our priority is therefore to offer such provision but with due consideration and mitigation of all associated risks.

There are 2 primary environments for delivery of our one to one sessions; local schools and local community. The following protocols are relevant for all one to one engagement and further comment is given to the circumstances of one to one sessions

within these environments.

### **General Protocols**

- All one to one sessions must be discussed with a supervisor prior to engagement.
- All one to one occurrences must be planned ahead and logged with a supervisor so that other team members are aware of team member movements.
- All one to one sessions must be reported back afterwards highlighting any concerns or incidences.
- All one to one sessions must be conducted with mentees of the same gender as the mentor.
- All one to one sessions need to take place in a visible and open environment, (e.g. office with window access, adjoining room with window access, coffee shop etc)

### **Community - one to one sessions**

- Parental consent should be obtained wherever possible prior to engaging in a one to one commitment.
- Parents should be made aware of each individual session planned so they know where their child is.
- Transportation to a relevant venue may be necessary in which case parental consent is also required. In such circumstances the general principles of our transportation policy should be followed with additional reference to the following protocols:
  - Identify the closest relevant environment for the one to one session.
  - Make team members aware of the situation.
  - Gain parental consent for the transport as well as the one to one session.

### **School – one to one sessions**

This policy relates to one to one sessions that take place outside of the school environment and relates only to children of Secondary School age. One to ones with children of primary school age will only be permitted in partnership with local primary schools, working within their safeguarding principles and within school

premises.

One to one sessions that take place within secondary school environments will be subject to the terms and conditions established with the school and forming the basis for our involvement.

Working in partnership with schools is covered further in the section below.

## **Summary**

General principles of engagement are relevant to one to one sessions; responding to the individuals that we come across but also respecting their personal space. The hope is that through regular one to one sessions we will consolidate relationships and provide a platform of encouragement and self esteem that will enable the development and realisation of aspirations.

### **2.24 Working in Schools**

UDB workers often go into schools to provide services including assemblies, lessons, workshops, mentoring and therapeutic work.

It is important that at each school there is an agreement with the school as to what is being provided. The agreement should cover:

A commitment that the organisation has undertaken safer recruitment in line with 'Recruiting Safely' or 'Safer Recruitment in Education' and 'Working Together' including criminal records disclosures at the appropriate level for any workers.

Ensuring that arrangement for maintaining appropriate confidentiality are in place, which is especially important where an organisation provides a therapeutic service.

Arrangements for reporting safeguarding concerns, accidents or incidents requiring medical attention whether in school hours or outside e.g. regular clubs or special trips, with the additional requirement that should a concern be expressed about a worker,

the safeguarding co-ordinator for the organisation will be informed.

Clear practice guidelines should be provided by the school for UDB workers.



### **3: Data Protection – Principles and Procedures**

VALUE – We recognize an individual's right to privacy and seek to honour this whilst also adhering to safeguarding principles.

The Data Protection Act 2018 defines the law on the processing of data on identifiable living people and how that data should be protected. The following information sets out data protection principles to which every organisation should be working. Personal data shall be processed fairly and lawfully.

- Personal data shall be held only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or purposes.
- Personal data shall be adequate, relevant and not excessive in relation to the purpose for which it is processed.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose. If data is no longer needed, the data will be shredded.
- Personal data shall be processed in accordance with the rights of data subject under the Data Protection Act.
- Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of the data.

#### **3.1 Data Protection Compliance**

1. No personal data should be obtained or held unless the individual has given consent. In the case of sensitive data, (defined as race, political opinion, religious belief, trade union membership, physical or mental health, sexuality, criminal offences) specific consent must be obtained i.e. the individual must be informed that this type of data is being held, told the reason for it and give permission for its use.

NB: photographs count as sensitive data since they may reveal information about the subject's race. Permission should always be obtained to keep a copy or use a photograph of an individual.

2. Data obtained for one purpose must not be used for a different purpose. For example the church members' list may not be used for commercial mail shots.
3. Do not collect information about individuals which is not necessary for the purpose intended. Do not ask questions or seek data without ensuring that the information is relevant. If data is given or obtained which is excessive for the purpose it is collected, it should be immediately deleted or destroyed.
4. If data is kept for a considerable length of time it must be reviewed and if necessary updated. No data should be kept unless it is reasonable to assume it is accurate.
5. There should be regular reviews of files containing data to ensure that it is not kept for longer than required for the particular purpose.
6. You should always consider the rights of the individual in respect of their data. These are, briefly, that consent should be obtained if data is to be kept and used for any purpose; that individuals are entitled to know what data is kept about them and that no personal data must be disclosed to anyone outside or inside the church/organisation who does not strictly need to know, without the individual's consent.
7. Organisations should have systems in place to ensure the security of data on computer systems and these must be adhered to. Personal data must be kept in a secure place, e.g. in a filing cabinet which can be locked or in a room which can be locked when unoccupied. Individuals must seek to prevent unauthorised access to any computers that contain personal data.
8. No data can be transferred, even for a legitimate purpose, outside of the EEA (European Economic Area - most of

Europe) without the consent of the individual. This is particularly important when putting information on the Web which can be accessed from anywhere in the world.

The Data Protection Act 2018 is designed to provide privacy protection for individuals about whom certain personal information is kept. It lays down 'best practice' principles for those who keep the data and it applies to paper records as well as computerised information. The Act covers the whole of the UK, and all organisations must comply with the rules on processing data.

Where disclosing information might place a child, young person or vulnerable adult at risk, then safeguarding considerations take precedence over data protection. In certain circumstances the Data Protection Act allows for disclosure of information without the consent of the person involved, including for the prevention or detection of crime, or the apprehension or prosecution of offenders. The European Convention of Human Rights also makes provision for the disclosure of information in connection with 'the protection of health or morals, for the protection of the rights and freedoms of others and for the prevention of disorder or crime.... Disclosure should be appropriate for the purpose and only to the extent necessary to achieve that purpose'.

Children, young people and vulnerable adults have the right to be protected from harm and therefore information relating to concerns that a child, or any other vulnerable person, is at risk of significant harm should not be withheld on the basis that it might be unlawful.

Information about allegations or concerns of abuse should not be shown to a parent or carer. Advice should always be sought from Children's Social Services, Adult Services, or the police. Thirtyone:eight can also advise in such circumstances.

### **Useful Reference Points**

The Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Information Line: 01625 545 745,  
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Switchboard: 01625 545 700, email: [data@dataprotection.gov.uk](mailto:data@dataprotection.gov.uk),  
web: [www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)

### **3.2 Filming and photographs**

VALUE – Recording events and participation is a valuable way of keeping a record for children of their activities, and for UDB of evaluating and publicising our activities, at the same time it is important to protect the identities and privacy of our service users.

Since the introduction of the Data Protection Act in 1998, and stricter regulations with the implementation of the General Data Protection Regulations (GDPR 2018), organisations must be careful if they want to take photographs or film footage of people, and how images are used. This does not mean that photographs should not be taken or that filming is prohibited, but there are certain protocols that must be followed to comply with data protection legislation as well as to ensure that children, young people and vulnerable adults are kept safe.

Permission must be obtained of both children and adults before a photograph is taken or film footage recorded. However, it is perfectly acceptable to ask parents/carers to let the organisation know if they do NOT want their child photographed or filmed. The worker should write to parents or carers to explain what is happening and leave the onus on the parent/ carer to contact them if they have any objections. In addition to this:

It must be made clear why the image(s) or film is being used, what it will be used for and who might want to look at the pictures.

When using photographs of children and young people, use group pictures and never identify them by name or other personal details. These details include e-mail or postal addresses, telephone or fax numbers.

Obtain written and specific consent from parents or carers before using photographs on a website.

### **3.3 Registration at activities**

VALUE – UDB team takes appropriate measures to ensure the safety of children in our care.

If a child / young person is within our care we are fully responsible for their safety. We will therefore register all participants in order to ensure we have all relevant details in the case of an emergency.

When a child becomes involved in an activity run by UDB, it is important at the outset that a general information and consent form is completed and returned giving contact details of parents/carers, plus medical and other details such as allergies or special dietary requirements.

This form should be renewed annually (generally takes place in the autumn term).

A register of those attending a club or activity should also be maintained, together with a register of workers. The type of registration depends on the type of activity and the age of those engaged. If it is an open access youth club participants are free to come and go. All other activities are registered prior to engagement and are limited by numbers and by other relevant criteria detailed at the time and communicated to parents/carers regarding the nature of activities.

### **3.4 Keeping Records**

Organisations need to keep records of their activities for management and accountability purposes. These records should be proportionate and purposeful and personal data should only be kept when there is a good reason for doing so (see section 5.3 above)

### **3.5 Keeping a Register**

When a child becomes a member or becomes involved in an activity run by UDB, it is important at the outset that a general information and consent form is completed and returned giving contact details of parents/carers, plus medical and other details such as allergies or special dietary requirements. This form should be renewed annually.

A register of those attending a club or activity should also be maintained, together with a register of workers. This should include a record of arrival and departure times, particularly if the participant does not attend the whole session. It is also good practice to keep parents/carers informed of the nature of activities.

Parents/carers may or may not attend a place of worship even though a child, young person does. It is important that they are given information about the group and activities including contact telephone numbers.

### **3.6 Session Debrief Forms**

A log should be maintained for all activities where workers can write down unusual events or conversations that they witnessed. This may be very helpful if, for example, leaders have to deal with a difficult member who subsequently makes an accusation of assault or a young person repeatedly makes sexual comments about workers that may, at a later date, result in an allegation of abuse. In this situation, written records would enable any allegations to be seen in context.

Patterns of behaviour or concerns might also emerge from log records that might not otherwise be so obvious - for example, bruising noted on a regular basis or a number of young people making similar comments about one worker that raises concerns. Other information might include records of incidents such as fights and the action taken. Logbooks safeguard both children and workers.

Every child, young person, vulnerable adult, parent or carer should be able to view what is recorded about them in the logbook. This information would need to be kept in a way that does not breach the confidentiality of an individual. Whilst it is important to observe data protection requirements, remember safeguarding is always the priority. Information about the prevention and detection of crime is exempt from data protection requirements. It may, therefore, be inappropriate to release information to a parent that has been disclosed by a young person, without first consulting the statutory agencies.

Information of a sensitive nature (e.g. a child disclosing abuse) will need to be kept separately in a secure place. However, a cross-reference could be recorded in the debrief form along the lines of "Jenny spoke to Bill tonight - see separate note in her file". In certain circumstances, this information would need to be cross-referenced between records. The experience of Thirtyone:eight is that concerns can be raised many years after an event and therefore records should be kept indefinitely as advised by insurance companies.

FORM - Session debrief form

### **3.7 Accidents and incidents**

VALUE – We recognise the importance of the entrustment of children's welfare and therefore keep records of any accidents during our provision.

All accidents, however minor, should be recorded in an accident book. In the event of an accident, the parent/carer of a child or young person should be asked to read and sign the accident book. Whether an adult with care and support needs can sign the book will depend on the nature and extent of their disability.

If the child, young person or vulnerable adult is not collected at the end of a session, a letter should be sent to the parent or carer

explaining what has happened in much the same way a school would respond.

FORM - Accident and Incident Form



## Section 4: Gangs and Gang Crime

VALUE – UDB is about inspiring and influencing a positive culture of relationships and aspirations amongst young people, and therefore seeks to resist the influence of gang culture ideologically and respond to any situations of gang influence.

It is not uncommon for groups of children to gather in a public place. This is quite normal, and though some might become disorderly or anti-social, this does not mean they are part of a gang. However, there is a strong association between gang membership and violence and crime and sometimes a young person may not realise they are in a gang, they just think they are socialising with a group of friends. <sup>[1]</sup><sup>[SEP]</sup> Young people join gangs for a number of reasons such as belonging to a group, feeling acceptance, being respected by their peers, having power over other people and feeling safe.

### 4.1 Gangs and the law

Belonging to a gang isn't against the law, it's only criminal offences committed by gang members that are illegal. Having said this, if an offender is part of a gang they may be given a harsher sentence if they are found guilty of:

- possessing drugs like cannabis, cocaine and ecstasy
- carrying a knife if there is intent to use it as a weapon (even if it belongs to someone else)
- carrying or keeping a gun without a licence, including fake or replica guns

The Police will search anyone they think may be carrying a gun or a knife and, working with school staff, may search young people for weapons at school. If there is reason to believe children and young people are involved in criminal gang activity, they need to be told if they carry a gun or a knife they could be arrested; also that a court appearance and a criminal record could jeopardise their chances of employment, going to university or college, or even travelling abroad.

The best way workers can help prevent children getting involved in a gang is by talking openly about gangs, finding out what children think about gangs and warning them of the dangers of becoming involved.

#### **4.2 Signs of involvement and how to respond**

Gangs are predominately 'street-based' groups for whom crime and violence are an integral part of the group's identity. There are signs that indicate possible gang involvement. In isolation, almost all are normal teenage behaviour; several occurring at the same time means you may consider taking some action:

##### **Changes in Behaviour**

- the young person becomes distant or detached from their family
- sudden loss of interest in school or lack of attendance
- deterioration in school work
- the school or college has reported worrying changes in behaviour
- dropping out of after-school clubs
- frequent use of new slang words
- staying out late for no reason

##### **Changes in Socialisation**

- they have a new nickname
- vagueness about who they are out with
- a new person in their life who they appear to be influenced or led by

- losing touch with old friends and hanging around with one group
- aggressive or intimidating views towards other young people – even old friends

### **Visual signs**

- sudden change in appearance; dressing in a particular style resembling the people they hang around with
- unexplained physical injuries
- using graffiti style 'tags' (signatures) on possessions, school books, walls or buildings
- Talking and behaving (e.g. using hand signs) in the same way as other group members
- Resistance to or fear of travelling to certain places or crossing particular geographical boundaries.
- unusual sums of money or possessions

### **Be aware that:**

- girls are increasingly likely to be gang members or associated with them and are at higher risk of sexual exploitation through their association with gangs
- children as young as seven years old can be gang-involved
- gangs will often have profiles on social networking sites or apps like Instagram, Snapchat
- social networking apps and instant messaging tools can be used to bully people into joining gangs (bullying, intimidation and peer pressure play a large part in gang recruitment)

- chat rooms and texts can also be used to organise crime or violence

#### **4.3 Responding to concerns that a young person may be a member of a gang**

- consider sharing these concerns with their parent / care giver if it is in their best interests, following UDB's Safeguarding policy
- Link to UDB's policy on alcohol / drug usage and what to do if you discover weapons
- Explain expectations on behaviour and acceptable boundaries for all the group activities.

## Section 5: Special Needs and Disabilities

VALUE – As a team we value all members of society and therefore seek to make ourselves and our activities available to all. We are not specialists in dealing with special needs and disabilities but we endeavour to provide appropriate care and are committed to developing understanding and practices to support this.

Workers should be aware that any child, young person or vulnerable adult attending an activity who has a special need or disability may need extra help in areas such as communication and mobility (e.g. use of sign language and assistance in going to the toilet). They may behave in a non-age appropriate way. For example, a young person of 17 might behave more like a 2-3 year old, particularly in demanding cuddles or sitting on a worker's lap. So it is important to set appropriate boundaries that take their needs into account, but also protect workers from false accusation.

The following should therefore be considered:

- Ask the child, young person or vulnerable adult attending the activity, and parents or carers how their needs can be met, ensuring all workers involved with them are aware of their expectations. This includes the number of workers needed to assist for a specific activity to prevent injury. Some of these needs may be more easily met than others, so be realistic. A family may seek changes to enable easier access to the building (ensure you meet the requirements of the Disability Discrimination Act). Listen, and give feedback to the person, family or carer as to what can or can't be achieved and the reasons why.
- Ideally ensure that a worker of the same gender assists if they need help with toileting, but again discuss with the person, their family or carer to discuss their preference and your ability to provide this. For example you may have an activity with only female workers, so is a male child happy for a female to provide personal care, are the parents comfortable with this? Generally these issues once discussed can be agreed upon.
- Make buildings accessible (e.g. ramps, toilets for the disabled and hearing loop system) and encourage

integration within the group.

- Develop appropriate disability awareness including the use of different forms of communication (e.g. sign language) and language etiquette.

## **Section 6: Trips and Extraordinary Activities**

VALUE – We aim to provide the opportunities for trips and excursions, whilst maintaining the safety of each participant.

### **6.1 Day trips**

For all day trips and visits for children and young people under 18, parents or carers should complete and sign a consent form for the activity. UDB will also carry out a risk assessment of the activity to ensure all eventualities are covered and all adults in the team know what to do in the event of an accident or emergency.

On the day it is important to remember to take a fully charged mobile phone, all essential records and equipment and allocate named children to named pairs of adults.

Depending on the nature of the trip and the place visited we will appoint reference points in the day for connection and a final time and meeting place to gather at.

### **6.2 Transportation**

VALUE – UDB aims to ensure the safety of children and young people across all environments including transportation from one venue to another.

Where children, young people or vulnerable adults are being transported by mini-bus UDB has guidelines in place that apply to all drivers and journeys carried out on behalf of and with the knowledge of the organisation. This does not apply to private arrangements for transportation made, for example, between adults with parental responsibility.

Advice for transporting children, young people or vulnerable adults is as follows:

- Driving should be restricted to those who have gone through the organisation's recruitment procedures for workers.
- All drivers must have read the safeguarding policy of the

organisation and agree to abide by it.

- Parents / carers should be asked to sign a Transportation Consent Form within the General Information and Consent Form). However, for other forms of transportation such as taxis, specific consent should be obtained.
- The driver should hold a full driving licence, the vehicle must be adequately insured and the vehicle road worthy.
- Having checked drivers, it is reasonable to expect that they may be alone with a child for short periods. Consideration should therefore be given to dropping off the least vulnerable last and plan routes accordingly. Two workers in a vehicle does not in itself guarantee safety - there have been incidents where workers have acted abusively together.
- Drivers should not spend unnecessary time alone in the vehicle with someone they are transporting. If, for example, a child wants to talk to a driver about something and has waited until other children have been dropped off, the driver should explain that it isn't convenient to talk there and then, but arrange to meet them at a location where there are other adults around with the knowledge of the group leader. (Remember they may want to talk to the driver about an abusive situation).
- When travelling in groups with more than one vehicle it is good practice to insist those being transported stay in the same groups on the out-going and return journey. This will avoid anyone, at worst, being left behind.
- At collection or dropping off points no child or young person should be on their own and the driver should make sure they are collected by an appropriate adult. This may also apply to a vulnerable adult, depending on the nature of their vulnerability and/or disability.
- It is advisable to be aware of instances where it may be unwise for a particular driver to transport a particular individual e.g. where there has been a disagreement or they have romantic feelings for a driver.
- If parents or carers do some transporting, ensure they are made aware that such arrangements are their own responsibility and not the organisation's.



### **6.3 Residential holidays**

VALUE – Residentials are a great environment for young people to develop independence, and for relationships and trust to be developed but also have high risk and therefore need to be planned and managed well.

If using an established residential centre, checks should be made that it operates a safeguarding policy and carries out Disclosure checks on workers. Organisations providing residential holidays should also carry out full risk and health and safety assessments. On a campsite or in the open countryside the hazards may be guy ropes and other fastenings, fires, calor gas and other flammable substances, access to fields where animals graze.

It is easy to assume that workers automatically know how to organise and run activities, and that children, young people and vulnerable adults have been taught personal safety. This is not necessarily the case so it is doubly important the organisation's expectations are clear and are communicated effectively.

The general safety of every child and young person is the responsibility of the workers, this involves knowing the whereabouts of every child, young person or vulnerable adult at all times, including monitoring access on and off the site.

### **6.4 Swimming Trips**

VALUE – UDB seeks to ensure that all activities are appropriate for all participants and therefore only arrange swimming trips where safety and risks are appropriately responded to in planning and delivery.

There needs to be an increased adult to child ratio for all swimming trips and prior to the trip the swimming ability of a child/young person should be established. A swimming consent form for each child (or a copy) needs to be taken by the group leader on the trip. A copy will also be retained within the office.

Before any visit to a swimming pool the following checks need to be made:

- there will be a qualified lifeguard present at all times
- first aid/rescue equipment is readily available and this would preferably include a poolside telephone/alarm
- check that the pool caters for children with disabilities if this is a need
- there is a changing room for each sex

On arrival at the facilities and during the visit the following checks and protocols should be observed:

- check that the changing rooms are safe and hygienic
- children should be supervised by at least two leaders of the same gender as the children per changing room, but supervised in such a way that the leaders do not watch the children actually getting changed
- it is inadvisable for children to swim immediately after eating
- check the depths of the pool to ensure that children are within the depth
- children and children's workers should follow the rules of the pool. It is important children and young people know how to behave and take their lead from workers' own behaviour.
- group leaders should supervise behaviour at all times and there should be a minimum of two leaders present while the children are in the pool.

Whilst the pool's lifeguard will be on duty to supervise swimmers this does not reduce the duty of care of leaders and workers, including being able to account for the whereabouts of all those participating in the event.

It is worth bearing in mind that because water activities often involve partial nudity, potential abusers are more inclined to make advances. This may include the person lingering around changing rooms or toilets. One way to supervise visits to the toilet is to use the responsible buddy system, i.e. two or three go to the toilet together. One uses the toilet whilst the others stand outside the door.

Swimming or paddling in the sea, rivers, lakes or other natural

waters are potentially dangerous activities and a risk assessment must be completed before organising such an activity. Prior to organising a visit to open waters group leaders can look on local websites or contact the local tourist information to make sure the area is safe.

Swimming in the sea or other natural waters should be allowed only as a supervised activity, preferably in a recognised bathing area with a qualified lifeguard present. Obviously weather conditions should be taken into account. Even with lifeguard cover children should always be in the sight of the group leader and team. One of the team should stay out of the water for better surveillance and preferably hold a relevant life-saving certificate. Leaders must ascertain the level of the children's swimming ability and ensure adequate, increased supervision ratios for the particular group.

The limits of the swimming area need to be explained to the children before they enter the water along with other matters specific to the location. In addition, signals of distress and recall need to be adopted and clearly explained.

It is important to establish a base to which members of the group may return if separated.

## **6.5 Appointment and Supervision of Workers**

Where holidays are being planned with workers from different organisations, it is important that they all use the same appointment process, forms and procedures. This can be achieved by one of the organisations assuming responsibility for this (with the agreement of the others) and checked by the Safeguarding Coordinator.

Workers should be given an opportunity of meeting together before the holiday to discuss the programme/activities. It is also essential that workers receive supervision, to ensure a consistent approach to all work, particularly where a number of different groups have come together.

## **6.6 Responding to Allegations**

Workers should respond to allegations of abuse in accordance with the agreed safeguarding policy and procedures.

If there is an allegation against a worker, this should be reported to the police local to the holiday location. The worker should not be informed of the allegation. Until the worker is seen by the police they should be supervised as carefully as possible to prevent any possibility of further abuse or allegation.

Once the worker has been interviewed by the police, they may well need to be asked to leave camp until the matter has been fully investigated. They should only return to the camp or other activity if the police are satisfied that there is no case to answer. The reason for not informing the worker of the allegation is to prevent him/her, if guilty, covering their tracks (e.g. by silencing their victim) before police arrives or if innocent, false assumptions being made.

Either way, this action will help to safeguard all those on the holiday and/or an innocent worker.

It is the expectation that all workers and helpers accept the camp policy and act according to it.

The following is designed to supplement an existing safeguarding policy of the church/organisation which should be used in conjunction with the information set out below.

## **6.7 Residential Holiday/Camp**

Specify the name of the camp/ centre/residence, its location, dates of the activity and the organisation responsible.

## **6.8 Policy Ownership**

There should be a statement along the following lines:

- The organisers recognise that where workers from other organisations are joining the camp there is a need for clarity with regard to all child protection matters because they may have their own safeguarding policy and procedures. It is expected that sending organisations agree that:
- All allegations of child abuse will be referred to the Camp Safeguarding Co-ordinator or their deputy. If the suspicions in any way implicate both the Co-ordinator and the Deputy Co-ordinator, then Children's Services or the sending organisation's co-ordinator should be contacted in accordance with the safeguarding policy. Thirtyone:eight could also be contacted for advice.
- The Camp Safeguarding Co-ordinator has responsibility to action all allegations or suspicions of abuse. If the suspicions in any way involve the Co-ordinator then the matter should be reported to the Deputy Co-ordinator.
- The Co-ordinator has the authority to contact either Children's Services local to the child's home, Children's Services or the Police local to the Camp and/or Thirtyone:eight for advice.
- Allegations will be dealt with on a 'need to know' basis.
- If allegations involve a child or worker from a sending organisation then the nominated person (i.e. their safeguarding coordinator) will be informed. It is expected they will keep confidence and not investigate the matter themselves.
- Should a sending organisation have other reporting mechanisms, this will be discussed and an agreement made between with that church/organisation.

## **General Safety**

It is the responsibility of the workers to know the whereabouts of every child, young person or adult with care and support needs at all times, including monitoring access on and off the site.

Safety rules should be applied as appropriate (e.g. keeping clear of guy lines). All workers should keep a daily log of camp activities and any significant incidents recorded in the logbook.

All those going on the holiday must complete a Health Information and Consent form and all those below 18 years of age and not be allowed to participate in any activity without the written consent of the parent/carer.

## **Electrical Equipment**

Camp organisers should ensure all equipment has been PAT approved. (PAT stands for Portable Appliance Inspection). Any appliance with a plug attached to it is classed as a portable appliance. A PAT test minimises the risk of potential fire and/or electric shock and the Health and Safety Executive recommends that tests be carried out every 2-3 years. If this is not done there is a risk of invalidating any insurance policy and it also runs the risk of a claim for damages/compensation as a result of accident or injury.

If young people wish to bring electrical equipment with them such as a CD player and they will be running it off mains electricity, measures should be in place to PAT test the equipment, in conjunction with the policies of the residential establishment (e.g. Youth Hostel) where they are staying. Better still, encourage the use of battery operated equipment.

## **6.9 Fire Safety**

The organisers should have a fire safety procedure, which should include the following:

- For a camp especially, everyone should be warned of the danger of fire. If the holiday is in a building then everyone must be made aware of the fire exits. Ideally a fire drill should be practised on the first day of the camp/holiday.
- When using a building as a residential facility, ensure that the fire alarm is audible throughout the accommodation and that all signs and exits are clearly visible. It should also comply with fire regulations.
- In the case of an emergency, ensure measures are in place to alert children, young people, and adults with care and support needs taking into account those with disabilities (e.g. a child with a hearing impairment).

## 6.10 First Aid

There should be at least one worker who holds a recognised and valid First Aid Certificate. The First Aider should ensure that on the site of the holiday camp:

- First Aid boxes are available and their location known.
- The First Aid kit contains those items recommended by St. John Ambulance.
- Written records are made of all accidents and injuries.
- They have the name and telephone number of the local GP practice to hand, and the distance and location of the nearest hospital with an Accident and Emergency (A&E) Department.
- They have access to medical consent forms for all those on the camp.
- Any medication being stored on a child's behalf is kept securely and is always available to the child. (E.g. Don't arrange a trip away from the camp without taking the child's inhaler if they have asthma.)

### **6.11 Adventurous Activities**

No child should participate in adventurous activities without the written consent of the parent/carer. The organisers should ensure that workers engaging in such activities are properly trained and qualified and that the correct ratio of staff to children is met. At an activity centre or for an organisation whose own staff undertake such activities, if the activities come within the scope of the Adventure Activities Licensing Regulations 1996, the Camp Organisers need to ensure that the premises are licensed.

The Adventure Activities Licensing Scheme is a Government sponsored scheme, which was introduced in 1996 under the Adventure Activities Licensing Regulations. The scheme ensures that those who provide certain adventure activities to young people under the age of 18 years will have their safety management systems inspected. Where appropriate, a licence is then issued.

On 1st April 2007, and as a result of widespread government regulatory reorganisation, the responsibility for implementing the regulations was transferred to the Health and Safety Executive (HSE). The organisation that carries out inspections and issues licences on the HSE's behalf is the Adventure Activities Licensing Service.

### **6.12 Food Health and Hygiene**

The Food Safety (General Food Hygiene) Regulations 1995 states that anyone who handles food or whose actions could affect its safety must comply with the regulations. It follows therefore that those with responsibility for food should possess the Basic Food Hygiene Certificate and be aware of food safety (preparation, handling and storage, disposal of waste etc.).

### **6.13 Sleeping Arrangements**

Arrangements for residential holidays should be considered carefully. It would be unwise for a worker to share sleeping



accommodation with 1 or 2 children. In a large dormitory, adults sharing sleeping accommodation with children might be acceptable or on an activity such as youth hostelling where it is customary practice. Look at arrangements which are age-appropriate and provide security for the child and that would be considered safe for children and workers. Ensure parents are aware of the arrangements.

#### **6.14 Insurance**

It is important for the organisers to ensure there is adequate insurance cover for all eventualities such as personal accident (e.g. death or disablement), lost or stolen property and personal liability. If the trip is at a centre it is also important to establish that there is appropriate Public Liability Insurance.

## **Section 7: Internet Safety**

*(this section is supplemented by UDB Digital Practice Guidelines 2021)*

### **7.1 Internet Safety for Children and Young People**

VALUE – We want to utilise the internet, email, mobile phones but ensure the personal safety of children, young people, vulnerable adults and the UDB team. We also want to ensure that UDB data is not compromised.

Modern technology offers excellent resources and effective communication tools but there are unscrupulous individuals who use the technologies to gain access to exploit and even harm children, young people and vulnerable adults. Workers, parents and carers, children, young people and vulnerable adults all need to gain an understanding of internet safety.

### **7.2 Computer use at Hope House**

UDB aims to be responsible in its safeguarding but also to make use of the innovations of modern technology for supporting communication. We seek to make computer use accessible for young people and help them to use this technology to engage with Job searches, develop C.V.'s, and be creative with music and design. We seek to ensure this use is safe through blocking accesses with passwords and having internet filters in place.

### **7.3 Mobile phones**

To connect with young people we need to make use of the fact that the majority have mobile phones and this is the best way to communicate, and sometimes the only way to communicate. As a team we are happy to give out our numbers where appropriate, but ensure that all contact had with young people exists within the broader guidelines of our safeguarding.

## 7.4 Social networking

Many of the young people we connect with use social networking sites to communicate, plan and find out about opportunities. This is an important environment for us to connect into to communicate with young people. Currently UDB has a Facebook, Instagram and Twitter account and we use these to communicate activities and other information. *We have a specific policy on how to use this safely as a team.*

## 7.5 Helpful Guidance

The internet opens up a world of entertainment, opportunity and knowledge. To help children enjoy it all safely, the UK Council for Child Internet Safety (UKCCIS) developed the Click Clever, Click Safe child internet safety strategy.

UKCCIS brings together organisations from government, industry, law, academia and public and charity sectors that work in partnership to help keep children safe online. The Council was established in 2010 following a review by Professor Tanya Byron and discusses and takes action on topical issues concerning children's use of the internet.

One of the first actions of UKCCIS was to produce a simple digital code

1. 'Zip it, Block it, Flag it', to enable parents and children to adopt a few simple strategies to help them stay safe online, while continuing to enjoy the internet.

The code has three simple actions:

**Zip it** - keep your personal information private and think about what you say and do online

Make sure children know to always keep private information safe and watch what they say on the internet. People may not be who

they say they are online and it's not always possible to control who can see your child's information.

Children should know not to give out information like:

- their full name
- photos
- postal or email addresses
- school information
- mobile or home telephone numbers
- details of places they like to spend time

Children shouldn't arrange to meet people that they have only met online. Even if they have been chatting with someone for a while, that person is still a stranger.

**Block it** - block people who send you nasty messages and don't open unknown links and attachments

Get children to block people who send offensive messages and tell them not to open unknown links and attachments. They should delete any suspicious emails or attachments as they may contain something offensive or have a virus that can cause damage to the computer.

One of the main ways children can come across inappropriate content online is through search results. Most search engines include a 'safe search' option that excludes results containing inappropriate images or key words.

This can be countered by installing parental control software to filter out harmful and inappropriate content for computers and some mobile phones and games consoles.

**Flag it** - flag up with someone you trust if anything upsets you or if someone asks to meet you offline

Children should be encouraged to go to a trusted adult if they are worried or unhappy about anything they see online. They should also do this if a friend they have made online has asked to meet them in the offline world.

Since producing the code the UKCCIS has engaged in several initiatives to keep children and young people safe online: UKCCIS

## 7.6 Sexting

Sexting is sending a sexually explicit message or image usually between mobile phones. The person sending and receiving the image could be breaking the law under the Sexual Offences Act 2003. It is not uncommon for young people to share sexually explicit images between themselves whilst in a relationship and then when they are no longer in a relationship for such images to be posted on social networking sites or sent to friends. Whatever the circumstances, young people need to be made aware of the consequences, including the possible legal implications of both taking and sharing sexually inappropriate images.

Once made public they are very difficult to remove and are likely to be in breach of website terms and conditions. Apart from causing acute embarrassment and distress, there are far more serious consequences. Indecent images are used by strangers to bully and blackmail but most worryingly, sexual predators browse the internet not only to distribute images they find, but also by pretending they are the young person in the picture, for grooming.

By taking sexually explicit images young people are potentially committing three criminal offences and can find themselves caught up in something outside their control that they probably never dreamed would happen.

As far as the law is concerned, the person who has taken the photo of themselves is taking an indecent photograph as they are still

considered to be a child under 18 years of age; if they then send this to someone else, they could be seen to be distributing an indecent image; they would also be storing the image on their device which is the third offence. The person it is sent to could also be at risk of committing a criminal offence as they would be in possession of an indecent image. If they then share the image with friends, they also become culpable. Posting the image on a social networking site is also likely to be in breach of the website terms and conditions. If caught, these offences carry a maximum of 15 years imprisonment and being registered on the sex offenders register for life.

Apart from the acute embarrassment and detrimental impact it may be having on the person whose image has been made public, there are even more serious risks to consider. In addition, the image could be used by complete strangers to bully and intimidate. Perhaps most worrying is that sexual predators browse internet profiles and in some instances are able to distribute the images they find. They can also use them to blackmail children and young people and even pretend they are the young person in the picture to trap another victim.

The best thing any worker can do is to educate and discuss with young people on the potential dangers of 'sexting' before anything like this happens. If it does happen and the image is on a social networking site, the people who run the site should be contacted and asked to remove it. Workers might also encourage young people to self-report to the Child Exploitation and Online Protection Centre to have the image removed.

The basic rule is 'if you share, take care'.

For further advice on sexting you can visit:

<http://www.ceop.police.uk> OR <https://www.thinkuknow.co.uk>

## 7.7 Grooming

Online grooming of children is where a suspected sexual offender, sometimes called a paedophile, tries to contact or meet a child (anyone under 18 year of age) through the internet or email with the aim of engaging them in sexual acts. Grooming is illegal under the Sexual Offences Act 2003.

**Concerns that a child may be groomed online could include:**

- Spending increasing amounts of time on the internet.
- Becoming increasingly secretive – particularly around their use of the new technology.
- Shutting the door and hiding what they have on screen when someone enters the room.
- Not being able to talk openly about their activity online.
- Becoming possessive of their mobile phone and concerned if someone else picks it up and wants to look at it.
- Agitated behaviour when answering their mobile and needing to take the call in private.
- Developing a pattern of leaving the family home for periods of time with no explanation about where they are going.
- Spending increasing amounts of time taking secretly with the new friend online and vague talk of a new friend but offering no further information.
- Not wanting to be alone with a particular adult or young person.
- Sudden, unexplained personality changed and mood swings.
- Outbursts of anger and irritation.
- Self-harm

Sexual approaches to children on-line are increasing. To combat this there is an offence of meeting a child following sexual grooming, which makes it a crime to befriend a child on the internet or by other means and meet or intend to meet the child with the intention of abusing them. The maximum sentence is 10 years imprisonment. There is also a civil preventative order, the Sexual Harm Prevention Order, which can be imposed which will prohibit adults from engaging in inappropriate behaviour such as sexual conversations with children on-line.

**Concerns that an adult may be grooming a child online could include:**

- Start to spend increasing amounts of time on the internet and become preoccupied with it.
- Need to be online so frequently that it starts to impact on their family and/or work life.
- Become emotionally distant and less available.
- Withdraw from usual family and social activities.
- Become secretive about their online activity, shutting the door of the room where they are using the computer and changing the screen if someone enters the room.
- Regularly make plausible excuses for needing to work online.
- Increase their viewing of adult pornography.
- Regularly use the internet late at night.
- Use the new technologies with children whilst excluding other adults.



- Make promises not to go online so frequently, then break them.
- Change their sexual attitudes and preferences.
- Hide traces of their online activity and storage of files.
- Meet up with children, young people and/or adults in real life whom they have initially met online.

### **7.8 Cyber-Bullying**

Bullying of any sort, whether of the traditional kind or through digital technologies such as mobile phone or social networking sites- known as cyber bullying- should not be tolerated.

Bullying is always distressing for a child and, with cyberbullying, the bullying can seem inescapable because there is nowhere out of reach of the bullies. Even the child's bedroom is not a sanctuary if there is a computer or mobile device present. Children need support in being able to speak out about cyberbullying, especially as it is so pervasive, both on and offline.

These days bullying doesn't just happen in the playground. Cyberbullying – or bullying via digital technologies like mobile phones and computers – is a different threat to children. It can be harder to spot and more difficult to stop than 'traditional' bullying, but understanding the dangers can help keep children safe.

### **What's different about Cyberbullying?**

Cyberbullying is different to other forms of bullying because:

- it can occur anytime, anywhere – the victim can even receive bullying messages or materials at home
- the audience to the bullying can be large and reached very quickly and easily if messages are passed around or things are posted online

- it can be unintentional – people may not think about the consequences of sending messages or images
- Characteristics of Cyber Bullying
- Anonymous – cyber abusers can use the internet using pseudonyms
  - Accessibility - cyber bully's can approach their victims at any time
  - Loss of inhibition – the anonymity of the internet can encourage cyber bully's to commit acts which they might otherwise do in person.

### **Ways of Cyberbullying**

The most common ways of cyberbullying are through:

- Video chat apps, chat rooms, blogs and forums – although many of these are moderated, people involved in discussions can be sent abusive responses
- text messaging – abusive and threatening texts can be sent to mobile phones
- abusive or prank phone calls – these can be made to a child's mobile phone
- picture and video clip messaging – offensive images can be sent to mobile phones
- email – new addresses can be set up in minutes and used to send offensive messages and images
- social networking and messaging apps (like Omegle, Facebook, Kik Messenger, WhatsApp) – offensive or humiliating messages and images can be posted on these sites

- identity theft – in many cyber environments fake profiles can be set up pretending to be someone else with the aim of bullying others
- instant message services – quicker than email, these allow users to have 'real time' conversations, and offensive messages or content can be sent in this way
- webcams – usually used to view each other when chatting online, children can also be sent abusive images or encouraged to act in an inappropriate way while being filmed
- video chat apps (like ooVoo) – children may find themselves the subject of films being shown (e.g. what is wrongly called 'happy slapping') or be accidentally exposed to pornographic images
- gaming sites, consoles and virtual worlds – chatting is possible within many games, and name calling, abusive remarks and picking on particular players can occur

### **Protecting children from Cyberbullying**

As with other types of bullying it's important for you to listen to children and react with sympathy. You should let children know that bullying is always wrong and that seeking help is the right thing to do.

It's important for them to learn to respect and look after their friends online and to think before they post or text. To help keep children safe you can:

- encourage them to talk to you or another adult about anything that's upsetting them
- watch out for them seeming upset after using the internet or their mobile phone

- try to understand the ways in which they are using their digital technologies
- ask them to think about how their actions affect other users
- suggest that they only use moderated chat rooms
- encourage them to show you any abusive or offensive emails or messages they've received and keep a record of them
- help them report any abuse to their internet service provider, the website manager/moderator, the mobile phone company or the police
- tell them never to respond to any abusive messages or calls – this is frequently what the abuser wants
- discuss keeping their passwords safe and avoiding giving their name, email address or mobile phone number to people outside their circle of friends and family
- change email address or telephone number if the abuse continues
- turn on in-built internet safety features and install computer software to ensure that you only receive emails from people you have chosen and to block unwanted images
- tell them about places where they can go for help and support like ChildLine, CEOP's ThinkuKnow and Childnet International, Bullying UK.

## 7.9 Internet Safety for Vulnerable Adults

Unscrupulous people target adults as well as children on the internet and through social media. Adults can be groomed as well as children. As well as falling victim to general financial fraud e.g. through phishing scams, adults have also been known to succumb to 'catfishing' which can often lead to financial fraud based on gaining a romantic attachment between the fraudster and the

victim. A catfish is someone who pretends to be someone they're not using Facebook or other social media to create false identities, particularly to pursue deceptive online romances

## 7.10 Social Media and Websites

VALUE – In the design and ongoing development of our website and when using social media we will exist within the parameters of Thirtyone:eight's recommendations, to ensure that while these platforms are significant tools for our services it doesn't compromise the safety of our users.

- When designing a web site, make clear what is available for copying and what is not and don't refer to other sites without permission.
- Parental/carer's permission must be obtained before using any picture of a child or young person, and from any adults at risk or their carer.
- Avoid using photos of individual children, young people or adults at risk. In preference use a group photograph. However, do not use any photos in which the person can be identified by their name or location and never reveal these in website information. Doing this could inadvertently help a sex offender to identify or gain access to a child.
- Personal email or postal addresses, telephone numbers must not be divulged.
- Make web content accessible to people with disabilities.
- Filtering software should be installed on all computers used at organisation. On the organisation's websites ensure that details are prominently displayed as to where to find help online including having the CEOP button on the web site.

### **7.11 Expectations of workers**

The leadership have decided to use social media and mobile phones to communicate with children, young people, families and other stakeholders. However, workers at UDB should operate within the following guidelines:

- There is a UDB Instagram (@udbyouth), Facebook (urbandevotion) and Twitter account (@urbandevotion) which are used to communicate UDB activities and events. Workers should only use these official UDB social networking accounts for making contact with children with whom they are working.
- Workers should seek to ensure that their personal profiles on any social networking sites should be set to the highest form of security to avoid children accessing personal information or seeing any pictures of a personal nature.
- Where concerned that there may be an e-safety incident ensure that this is reported to your designated safeguarding officer in the organisation. They can then determine if the matter should be reported to the statutory authorities or other appropriate agencies e.g. CEOP.
- Use an appropriate friendly but not too over-familiar or personal tone in communications
- Be warm and friendly but do not suggest or offer a special relationship
- Be clear and explicit about information that you need to share and be circumspect about using abbreviations or short cut communications to avoid any possible misinterpretation of motives or behaviour.
- Do not share personal information with children, or request or respond to any personal information from a child other than that which would be appropriate as part of your role.

- Only make contact with children for reasons related to the work of the organisation and maintain a log of all electronic contact.
- Have a clear cut off time for communicating with children and young people e.g. no contact past 9 pm
- Have clear confidentiality clauses in communications e.g. within emails outlining the extent of confidentiality.

## **Useful Contacts**

### NCA's CEOP Command

### Think U Know

Childnet International, Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD. Phone: 020 7639 6967.

Email: [info@childnet-int.org](mailto:info@childnet-int.org). [www.childnet-int.org](http://www.childnet-int.org) and [www.chatdanger.com](http://www.chatdanger.com)

Internet Watch Foundation, Phone: 01223 20 30

30. [www.iwf.org.uk](http://www.iwf.org.uk) (for reporting abusive images). The Internet Watch Foundation (IWF) is a not for profit organisation that works internationally to help victims of sexual abuse by identifying and removing sexual abuse images and videos. They also offer a place for the public to report them anonymously to have them removed.