

THE GRASSROOTS TRUST: SAFEGUARDING POLICY

(UPDATED JANUARY 2019)

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1: Details of organisation and contact details

1.1 Organisation details

The Grassroots Trust
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England & Wales Registered Charity No: 1060034
Scottish Registered Charity No: SCO46121

Insurance company:

Access Insurance Services

Selsdon House, 212-220 Addington Road, South Croydon, Surrey, CR2 8LD

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1.2 Grassroots Trust statement and commitment

The charity has a limited work and ministry among children, young people and vulnerable adults in the UK, but does organise trips including children and young people. The charity also serves children, young people and vulnerable adults in other countries – often by taking teams from the UK. The charity leadership takes seriously its responsibility to protect and safeguard the welfare of children, young people and vulnerable adults entrusted to the charity's care. All those working with Children & Vulnerable Adults in connection with the charity should be aware of and share the commitment to safeguard and promote the welfare of children, young people and vulnerable adults.

We are committed to:

- Listening to, relating effectively to and valuing children and adults with additional support needs whilst ensuring their protection whilst entrusted to our care
- Providing a safe and caring environment for children and adults who are entrusted to our care.
- Encouraging and supporting parents/carers
- Ensuring that those working with children and/or adults with additional support needs are given support and training
- Having a system for dealing with concerns about possible abuse
- Building and maintaining good links with the statutory and voluntary agencies involved in safeguarding.

We:

- acknowledge that children, young people and adults can be the victims of physical, sexual and emotional abuse, and neglect.
- accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that all people are of value and we will promote inclusivity.
- concur with the Convention on the Rights of the Child which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.”

We have therefore adopted this safeguarding policy with its practical guidelines. It is based on the ten Safe and Secure safeguarding standards published by the Churches' Child Protection Advisory Service (CCPAS) who previously acted as our advisory/support body. That relationship has now ceased (in 2019) and we now have **Christian Safeguarding Services** (www.thecss.co.uk) as our support body.

1.3 Contact numbers/addresses:

Grassroots Safeguarding Co-ordinators (Sometimes called the “Grassroots Safeguarding Officer/s”):

Andrew Myall – responsible for DBS and policy

Sharon Anson – executive leadership

Dr Catherine Sweatman – independent with relevant experience and qualification

Karen Hedges - trustee

Christian Safeguarding Services

39 Gracedieu Road, Loughborough, Leicestershire, LE11 4QF

Phone: 07960 751778

E-mail: info@thecss.co.uk

www.thecss.co.uk

The **Social Services** office telephone number that relates to any situation will depend on where and incident occurs.

UK Police 101

1.4 The role of the Safeguarding Co-ordinators include:

- The preparation and implementation of a safeguarding policy and its review annually
- Ensuring safeguarding policies and procedures are followed
- Acting as an advocate on behalf of children and adults in need of protection
- Arranging and making sure workers and leaders attend relevant training
- Keeping accurate records relating to safeguarding concerns
- Regularly informing the trustees regarding good practice issues
- Collating and clarifying the precise details of any allegations or suspicions and passing this information on to statutory agencies who have a legal duty to investigate
- To facilitate the provision of information about where to get help and advice in relation to abuse, discrimination, bullying or similar matters.

2. Abuse - recognising and responding to abuse

Defining child abuse or abuse against an adult is a difficult and complex issue. A person may abuse by inflicting harm, or failing to prevent harm. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or adult.

2.1 Understanding child abuse and neglect including definitions

a. Definition of a child

The legal definition of a child is someone under the age of 18 according to The Children Act 1989. Throughout this guidance when we refer to a child our meaning (unless otherwise stated) is a person under the age of 18.

b. What is meant by child abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Child protection legislation throughout the UK is based on the United Nations Convention on the Rights of the Child. Each nation within the UK has incorporated the convention within its legislation and guidance. The four definitions of abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (2015)'. Each of Scotland and Wales have their own definitions based on legislation but in practice they are all almost identical.

- **Physical abuse**

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

- **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual

activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Scotland

The Scottish Government have produced National Guidance for Child Protection in Scotland 2014 (The Scottish Government, 2014) along with the Children and Young People (Scotland) Act 2014. This guidance replaces the previous version published in 2010 and Protecting Children – A Shared Responsibility: Guidance on Inter-agency Co-operation, which was published in 1998 and incorporates the Scottish Government guidance, Protecting Children and Young People: Child Protection Committees (2005).

Wales

The Social Services and Well-being (Wales) Act 2014 which came into force in April 2016 introduces a strengthened, robust and effective partnership approach to safeguarding.

2.2 Signs of possible abuse in children

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life.

Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/burns/substance abuse*

Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia*

Emotional

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression, aggression, extreme anxiety.
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Neglect

- Under nourishment, failure to grow, constant hunger, stealing or gorging food, Untreated illnesses,
- Inadequate care, etc

*These may indicate the possibility that a child is self-harming. Approximately 20,000 are treated in accident and emergency departments in the UK each year.

2.3 How to respond to a child wanting to talk about abuse; Effective listening

- Ensure the physical environment is welcoming, giving opportunity for the child to talk in private but making sure others are aware the conversation is taking place.
- Allow time and space for them to talk
- Listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality. A helpful phrase to say can be "Of course anything you tell me is between us but if I am concerned that someone is being hurt or isn't safe then I may need to share it with someone who can help"
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.

- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

Helpful things to say/do:

- Show acceptance
- Thank you for telling me
- It's not your fault
- I will help you

Things not to say/do:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Promising not to tell anyone else

Concluding

- Reassure the child that they were right to tell you and show acceptance
- Let them know what you are going to do next and that you will let them know what happens
- Consider your own feelings and seek pastoral support if needed

2.4 What to do once a child has talked to you about abuse:

1. **Make notes as soon as possible** (preferably within an hour of being told), writing down exactly what the child said, write what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes securely, even if these have been typed subsequently.

Report your discussion as soon as possible to one of the Co-ordinators. If one of the co-ordinators is implicated, report to one of the other Co-ordinator. If both are implicated, report to **Christian Safeguarding Services** or to Social Services.

2. **You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.**
3. Once a child has talked about abuse the worker/co-ordinator should **consider whether or not it is safe for a child to return home to a potentially abusive situation.** On rare occasions it might be necessary to take immediate action to contact Social Services and/or police to discuss putting into effect safety measures for the child so that they do not return home.
4. Under no circumstances should a worker carry out their own investigation into an allegation or suspicion of abuse.

It is, of course, the right of any individual to make a direct referral to the safeguarding agencies or seek advice from **Christian Safeguarding Services**, although the directors and trustees hope that workers will use the procedure outlined in this policy. If, however, the individual with the concern feels that the Safeguarding Co-ordinators have not responded appropriately, or where

they have a disagreement with the Safeguarding Co-ordinator(s) as to the appropriateness of a referral they are free to contact an outside agency direct.

2.5 Accusations made against a children's worker

If an accusation is made against a worker whilst following the procedure outlined above, the Safeguarding Co-ordinator, in accordance with Local Safeguarding Children Board (LSCB) procedures will need to liaise with Children's Social Services in regards to the suspension of the worker, also making a referral to a designated officer formerly called a Local Authority Designated Officer (LADO).

In addition to this, whether or not there are such mechanisms in operation, consideration should be given to whether a referral should be made to the Disclosure and Barring Service which manages the list of those people deemed unsuitable for working with children or vulnerable adults. Where you are liaising with a designated officer discuss with them about the need to refer to the DBS. If a designated officer is not involved, you need to contact the DBS if the situation is that the nature of concern leads you to end the employment of the worker or volunteer or would have made this decision in circumstances where they have left voluntarily.

The Charity commission would need to be informed if a serious incident occurs.

2.6 ADULTS with care and support needs – understanding abuse including definitions

An adult is someone over the age of 18 years. The Care Act 2014 uses the terminology "adults with care and support needs" to describe vulnerable adults. When considering the safeguarding issues regarding adults, other pieces of legislation are also relevant such as the Anti-social Behaviour, Crime and Policing Act 2014 which deals with Forced Marriage, the Modern Slavery Act 2015 which deals with trafficking and abuse, the Domestic Violence Crime and Victims Act 2004 which is self-explanatory but which may be strengthened to deal with coercive and controlling behaviour. These pieces of legislation apply to England and Wales.

Another important piece of legislation when dealing with safeguarding adults is the Mental Capacity Act 2005. Where decisions are being considered regarding the welfare of adults, under the Care Act 2014 they have to be full participants in the process and those who are involved in the investigations and assessments will form a view of the adult's capacity to make decisions for themselves. This means that where there are safeguarding concerns, referrals must be made to Adult Services so that this level of capacity can be assessed.

Statutory Definitions of Abuse in Adults

The Safeguarding duties apply to an adult who has need for care and support (whether or not the local authority is meeting any of those needs) and;

- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

This section considers the different types and patterns of abuse and neglect and the different circumstances in which they may take place. This is not intended to be an exhaustive list but an illustrative guide as to the sort of behaviour which could give rise to a safeguarding concern.

- **Physical abuse** – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- **Domestic violence** – including psychological, physical, sexual, financial, emotional abuse; so called ‘honour’ based violence.
- **Sexual abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
- **Psychological abuse** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- **Discriminatory abuse** – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Organisational abuse** – including neglect and poor care practice within an Institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one’s own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- **Neglect and acts of omission** – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding.

Incidents of abuse may be one-off or multiple, and affect one person or more.

2.7 Recognising and responding to possible abuse in adults

Physical abuse

- History of unexplained falls, fractures, bruises, burns, minor injuries.
- Signs of under or over use of medication and/or medical problems left unattended.

Domestic violence

- Unexplained injuries or 'excuses' for marks or scars
- Controlling and/or threatening relationship including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence and Female Genital Mutilation

Sexual abuse

- Pregnancy in a woman who is unable to consent to sexual intercourse
- Unexplained change in behaviour or sexually explicit behaviour
- Torn, stained or bloody underwear and/or unusual difficulty in walking or sitting
- Infections or sexually transmitted diseases
- Full or partial disclosures or hints of sexual abuse
- Self harming

Psychological abuse

- Alteration in psychological state eg. withdrawn, agitated, anxious, tearful
- Intimidated or subdued in the presence of a carer
- Fearful, flinching or frightened of making choices or expressing wishes
- Unexplained paranoia

Financial or material abuse

- Disparity between assets and living conditions
- Unexplained withdrawals from accounts or disappearance of financial documents
- Sudden inability to pay bills
- Carers or professionals fail to account for expenses incurred on a person's behalf
- Recent changes of deeds or title to property

Modern slavery

- Physical appearance; unkempt, inappropriate clothing, malnourished
- Movement monitored, rarely alone, travel early or late at night to facilitate working hours.
- Few personal possessions or ID documents.
- Fear of seeking help or trusting people.

Discriminatory abuse

- Inappropriate remarks, comments or lack of respect
- Poor quality or avoidance care

Organisational abuse

- No confidence in complaints procedures for staff or service users.
- Neglectful or poor professional practice.

Neglect and acts of omission

- Deteriorating despite apparent care
- Poor home conditions, clothing or care and support.
- Lack of medication or medical intervention

Self-neglect

- Hoarding inside or outside a property
- Neglecting personal hygiene or medical needs

If you have concerns about an adult with care and support needs, then speak to the safeguarding co-ordinator or directly to Adult social services if they are not available. The listening process and actions are the same as for children in 2.3 above.

2.8 Allegations of abuse against a person who works with adults with care and support needs.

The Care Act places the duty upon Adult Services to investigate situations of harm to adults with care and support needs. This may result in a range of options including action against the person or organisation causing the harm, increasing the support for the carers or no further action if the 'victim' chooses for no further action and they have the capacity to communicate their decision. However, this is a decision for Adult Services to decide not the trust.

3. Prevention

3.1 Safer recruitment

We will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

- Those applying have completed an application form and a self-declaration form
- Those applying have been interviewed and that safeguarding has been discussed at interview
- Written references have been obtained, and followed up where appropriate
- A disclosure and barring check has been completed where necessary (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information)
- Qualifications where relevant have been verified
- A suitable training programme is provided for the successful applicant
- The worker is given good support as they commence their role
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns.

Deciding not to appoint

This is particularly important where past offences have come to light which were not disclosed on application. In addition if there are reservations about an individual's behaviour, attitudes,

lifestyle and spiritual commitment then we should consider carefully their suitability for a role with children or with adults with care/support needs. **No one has a right to work with children or adults with care/support needs.**

3.2 Management of Workers

We are committed to ensuring that all workers receive training, support and supervision. All workers will have received training regarding our code of conduct towards children and adults with care and support needs.

- Training for workers in relevant areas should be arranged e.g. safeguarding, first aid, food hygiene, etc.
- Workers will be given opportunities to meet together with a leader to discuss their role, training needs etc.

3.3 Boundaries/protecting ourselves

- The level of personal care, e.g. toileting, must be appropriate and in the case of children, related to the age of the child whilst also accepting that some children have special needs.
- Workers should treat everyone with dignity and respect in attitude, language used and actions. Take care not to ridicule.
- Respect privacy.
- Ideally talk on a one to one where others are in the room. If it is necessary to be alone then ensure another worker knows where you are and sit in a room with the door open or with glass in the door
- Group activities can be held in a home with the knowledge of the Co-ordinators but one to one meetings should always be held in a public place, with parental consent in the case of children and the knowledge of the Co-ordinators.
- Ensure that arrangements for transporting children are with the knowledge of the team/leadership and have parental approval. In some circumstances it may be unwise to carry a particular child on their own. Consider carefully the order you drop children off and avoid chatting in the car with the last child.
- Consider carefully arrangements for residential holidays and whether adults should share sleeping accommodation with children. This might be an unwise practice generally, but appropriate, say, with very young children or in a large dormitory situation or on an activity such as youth hostelling where it is the custom. If room sharing is to take place, two leaders should be present with the children.
- Make sure that the only people allowed into a children's activity are the workers assigned to that group. You should not allow other adults to have free access. If they need to be there for a specific reason (e.g. guest speaker, maintenance person), ensure that you note in your log book, their name and the time they came/left. See also 5.5 regarding parents staying with children in their groups.

3.4 Abuse of Trust

The Sexual Offences Act 2003 prohibits those in a position of responsibility and trust from having any sexual relationship (even if legal under other circumstances e.g. a 20 year old adult and 17 year old young person) with someone that they are responsible for in their position of trust. Any behaviour which might allow a sexual relationship to develop between the person in a position of trust and the individual or individuals in their care should be avoided; and that any sexual relationship within a relationship of trust is unacceptable so long as the relationship of

trust continues. We would add that any exclusive relationship between a worker and someone that they are responsible for in their position of trust is unacceptable.

4. Pastoral care

4.1 Working with Offenders

Where someone in contact with the work of the charity is known to have abused children or vulnerable adults, then whilst extending friendship to the individual, the charity leadership in its commitment to the protection of all children, will meet with the individual and discuss boundaries that the person will be expected to keep. Where deemed appropriate a contract will be drawn up between the offender and the leadership and signed.

4.2 Caring for victims of abuse

As an organisation, we are committed to supporting victims of abuse, and encouraging them in their faith. The directors or trustees will offer help by listening and signposting to specialist services who can offer skilled help. We recognise that there are often ongoing effects from abuse such as low self-esteem, deep-seated anger or guilt. There may also be practical needs such as financial issues if a wage earner is imprisoned for example.

4.3 Pastoral care code of practice:

- Those providing pastoral care should avoid any behaviour that may give the impression of favouritism or a 'special' relationship.
- Where workers are providing mentoring and/or coaching roles this should be clearly defined
- Pastoral workers should be aware of the pitfalls of over-dependency in pastoral relationships. This dependency can apply both ways. Ensure adequate supervision.
- Workers should be aware of the limits of their ability/ competence and seek further help when faced with situations outside their expertise.
- Pastoral relationships have been known to develop into romantic attachments (both ways). If this becomes an issue, the carer should declare this to one of the directors or trustees and another carer should be appointed. This is because all pastoral relationships are ones in which the worker is in a position of power and influence by virtue of their work or nature of the activity.

4.4 Guidelines on touch

- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors.
- Touch should be related to the child or adult's needs, not the worker's.
- Touch should be age-appropriate and generally initiated by the child or adult, rather than the worker.
- All children and adults are entitled to personal privacy and the right to decide how much physical contact they have with others, except in circumstances such as a medical emergency .
- When giving first aid (or applying sun cream etc), encourage the child or adult to do what they can themselves but, in their best interests giving appropriate help where necessary.

- Team members should monitor one another in the area of physical contact. They should be free to help each other by constructively challenging anything which could be misunderstood or misconstrued.
- Concerns about abuse should always be reported.
- Avoid any physical activity/games that may possibly be sexually stimulating.

5. Practice Guidelines

4.1 Health and Safety: for projects in a specific location

- Registration to include leaders
- New attendees to take home a general information and consent form which covers issues such as contact details, health issues, and permission for plasters and emergency health care.
- Accident and Incident book and reporting issues. To cover accidents and violence. (Disclosure of abuse to be recorded separately)
- Log book to note other observations which may be of relevance
- Be observant for potential hazards (e.g. floor surface, upturned chairs, fire risk)
- Contact sport issues (FA close age guideline, hard surface issues, aggression issues)
- Leadership ratios...
 - General rule: Two leaders per group regardless. Ideally one of each sex. One of these leaders must be over 18.
 - School years 2–13: 1 leader per 8 children.
 - School year 1 down to and including 3 year olds: 1 leader with every 4 children.
 - From 0 to 2 year olds the ratio is 1 leader per 3 children, but there must be a leader present for every under 1 year old. (e.g. 2 leaders could have six children, but only two of which could be under one.)
- Food handling procedures must be abided by.
- First Aid (all teams should carry first aid packs, First aid training is advised and available to all)
- Fire evacuation – be aware of exits and procedure
- Consider times and places, according to the programme, when and where adults who are not trained workers are not allowed to be
- Each group should have a general risk assessment for normal activities and then each additional different activity should have an individual risk assessment.

5.2 Health and Safety: for projects including trips

- Each trip off site needs a written risk assessment (Swimming, residential, off site general risks, crossing roads)
- Transport in the UK needs to be considered and mentioned on consent form. Seat belts are to be worn and all drivers should have a full driving licence and at least one year's driving experience. All drivers should also have valid insurance. Mini bus drivers should be MIDAS trained. Booster seats should be used for children under 135cm.
- Permission (to include detail of activity and contact number while we are away) and consent forms using standardised forms (swimming, activity/day trips and camps/residentials). Note the swimming consent form asks for parental assessment of

swimming capability and consent but this should not mean that full risk assessment is not carried out

- First aid box to be carried
- Ensure the supervision ratios are adequate for the size of the group, the age of the children and the activities planned (aiming for 1 leader for 4 children is recommended for school aged children)
- Ensure children are appropriately supervised so that no child gets lost and there is no unauthorised access to children
- Take all consent forms with you and a fully charged mobile phone (plus recharge capability)
- For camps/residentials, the food preparation must be done by someone who has received training on the food handling/hygiene course

5.3 Visiting children at home

Children's workers and leaders may need to visit children and their families at home from time to time. The parents may or may not be involved with the programmes of the charity.

- Inform your leader/another worker of the proposed visit
- Never go into a child's home if a parent is absent
- Keep a record of the visit, noting date and purpose in the log book
- If the parent/carer is absent when you call, leave some means of identification/ explanation that can be handed to them if the child is at home alone/with other children
- Provide information about your group to the parent/carer – to include contact telephone numbers etc.

5.5 Unexpected Attendance at Activities

Sometimes children or vulnerable adults will want to join in with an organisation's 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), address and telephone number. Record their visit 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 interrogation, you will need to find out as soon as possible whether they have any additional needs, (e.g. medication), so that you can respond appropriately in an emergency.

5.5 Parents/Carers Staying With Children's Groups

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 Disclosure and Barring Service (DBS) checks.

Organisations should therefore consider the following:

- Parents can be permitted to observe groups but not take part. A distinction should be made.
- 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.
- Organise an open evening from time to time as part of the on-going children's programme to build relationships and encourage parents to take an active role in supporting the group.
- Be aware that for some disabled children, 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.

6. Use of social media/e-communication and internet safety

6.1 Opening Statement

- Changes in technology have had a massive impact on the way in which we all communicate with each other. This is especially true for young people. We believe that rather than avoiding e-communication (via social media sites, email, texting etc...), as Christian youth workers it is important that we engage with the lives of young people in the way in which they engage with the world, through technology.
- This social media and e-communication policy aims at addressing some of the challenges that they present and offers guidelines on how to work safely within them for the protection of young people, adults with additional care needs and workers.
- See Appendix 4 for a list of the most currently used social media and e-communication methods with a red, amber and green guide to safety.

6.2 Principles

- We will treat our online and technological lives in the same way as our offline lives. We recognise that the internet is a public space, even when it feels very private. We will not do, say or comment on anything online that we would not do or say face to face or be happy for the whole community to see on a big screen.
- We believe that our lives should be filled with integrity. Hiding some actions or words is not consistent with the life of an honest Christian and we will remember this when online and in using technology.
- We will remember Philippians 4:8 in our on-line lives “Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”
- **Use of social media and e-communication with under 16 year olds is to be completely avoided.**

6.3 Safeguarding

- We are committed to safeguarding children and adults with additional care needs. We will not put ourselves or them into a position that will compromise their safety in any way, either on or offline.
- For the avoidance of doubt, it is not appropriate for any leader to form exclusive one to one relationships with those they lead
- We agree to adhere to this social media/e-communication safety policy.
- We will review this policy at least every 12 months, to ensure it is still the best practice for ensuring that children and young people are safeguarded from harm in this area.
- For the purposes of accountability, we will have at least 2 other workers from our particular teams as friends or followers on social media sites.

6.4 When and how to use social media & e-communication

- We will always think through when and the reason for using social media and e-communication with young people. We will think through which methods fit best with our reason.

- Generally setting up a group or page is the most appropriate for our work with young people being mindful of the privacy settings for the group.
- We will consider whether private messaging is ever appropriate for our youth work, or whether we will just use social media for sharing information.
- We will only friend or follow young people who have invited us and who we have personally met and have an offline relationship with.
- We will only contact young people via social media or e-communication within the hours of 9am and 9pm, unless in extreme emergencies in accordance with our previous safeguarding training.
- We will not use webcams, face-time, skype or other media classified in appendix 4 as “red” with young people.

6.5 Privacy Settings

We will be mindful regarding our personal privacy settings for all forms of social media and e-communication.

6.6 Recording and Reporting

- We recognise that social media and e-communication is difficult for parents and carers to monitor. We will explain our policies and practices to parents and carers and seek to ensure they are aware that we use social media and e-communication as part of our work with young people. This will be part of an annual letter and general consent form for 16 and 17 year old young people.
- We will record our online conversations and those using technology with young people as much as possible.
- We will make available any online conversations we have with young people if possible, if we are asked.
- We will report to the child care co-ordinators, project leaders or charity trustees anything of concern or that is inappropriate that is sent to us, bearing in mind the confidentiality of the young person.

6.7 Photographs and videos

Since the introduction of the Data Protection Act in 1998, 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 and vulnerable adults are kept safe. Permission must be obtained of both children and adults before a photograph is taken or film footage recorded. Photographs should not be posted online without written parental consent

6.8 Use of Media e.g. Youtube, film clips

We will ensure all film clips, computer games etc. are of the correct age for the children or young people in the group (the youngest person in the group is the dividing line). We will watch and think about all material before showing it and ask another leader to check it too. Even if the clip itself is appropriate, it is important to think about whether showing the clip is giving approval to a film that is inappropriate.

6.9 Internet use/safety while involved with the programmes of the charity

When using a computer or electronic device to access the Internet at while involved with the programmes of the charity, children should not:

- Search for or enter pornographic, racist or hate motivated websites
- Download, forward-on any music, images, movies from the internet where permission has not been granted by the copyright holders.
- Disclose any personal information e.g. addresses, telephone numbers, bank details.
- Send or display offensive messages or images
- Use obscene language
- Violate copyright laws
- Harass, insult, bully or attack others

6.10 Training workers

- We will regularly train leaders and helpers regarding use of social media and e-communication
- We will regularly teach appropriately aged children and young people regarding use of social media and e-communication, aiming for annually
- We will also have an organisation wide social media and e-communication policy to ensure safeguarding across all the programmes of the charity.

APPENDIX 1

Leadership Safeguarding Statement

The trustees and project leaders of the all the programmes of The Grassroots Trust, hereafter referred to as the Leadership, recognises the importance of its ministry /work with children and adults with care/support needs and its responsibility to protect everyone entrusted to our care.

The following statement was agreed by the leadership/organisation on:

We are committed to the safeguarding of children and adults with care/support needs and ensuring their well-being.

Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of children (those under 18 years of age) and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to help prevent the physical, sexual, psychological, financial and discriminatory abuse and neglect of adults who have care and support needs and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of adults who find themselves victims of forced marriage or modern slavery and will ensure all our policies and procedures reflect this.
- We believe all adults should enjoy and have access to every aspect of the life of the charity unless they pose a risk to the safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children and adults with care and support needs.

We are committed to:

- Following the requirements for UK legislation in relation to safeguarding children and adults and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any denominational or organisational guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the safeguarding co-ordinators in their work and in any action they may need to take in order to protect children and adults with care/support needs.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this charity.
- Supporting parents and families
- Nurturing, protecting and safeguarding children

- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all that we are connected with who are affected by abuse.
- Adopting and following the 'Safe and Secure' safeguarding standards developed by the Churches' Child Protection Advisory Service.

The Leadership undertakes to:

- endorse and follow all national and local safeguarding legislation and procedures, in addition to the international conventions outlined above.
- provide on-going safeguarding training for all its workers and will regularly review the operational guidelines attached.
- ensure that the premises meet the requirements of the Equality Act 2010 and all other relevant legislation, and that it is welcoming and inclusive.
- support the Safeguarding Coordinators in their work and in any action they may need to take in order to protect children and vulnerable adults.
- the Leadership agrees not to allow the document to be copied by other organisations.

We recognise:

- Children's Social Services (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child. Adult Social Care (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about an adult with care and support needs.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.
- Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns to our agency's headquarters.
- Safeguarding is everyone's responsibility.

We will review this statement and our policy and procedures annually (January each year).

If you have any concerns for a child or adult with care and support needs then speak to one of the following who have been approved as safeguarding co-ordinators for this organisation.

Andrew Myall	Safeguarding Co-ordinator for Children & Adults with care/support needs
Sharon Anson	Safeguarding Co-ordinator for Children & Adults with care/support needs
Catherine Sweatman	Safeguarding Co-ordinator for Children & Adults with care/support needs
Karen Hedges	Trustee with oversight of Safeguarding for Children & Adults with care/support needs

A copy of the full policy and procedures is available from any of the above and in the Grassroots Trust office.

Signed by trustee/leadership/organisation

Signed _____

Date _____

Appendix 2 Guidelines for discipline with children

- Ask God for wisdom, discernment and understanding and pray for the child.
- Work on each individual child's positives, do not compare them with each other, but encourage and build them up, giving them responsibility for simple tasks.
- Build healthy relationships with children and be a good role model, setting a good example. You can't expect children to observe ground rules if you break them yourself.
- Take care to give quieter and well behaved children attention and don't allow some children to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said – this avoids manipulation.
- Look honestly at your programme – if children are bored, they misbehave. Is the programme at fault? Remember the age + 2 minutes guideline from the training.
- NEVER smack or hit a child and don't shout – change voice tone if necessary.
- Discipline out of love NEVER anger. (Call on support from other leaders if you feel you may deal with the situation unwisely in your anger.)
- Lay down ground rules e.g. no swearing, racism or calling each other names, a respect for property, and make sure the children understand what action will be taken if not kept.
- Each child is unique, special and individual, and each child needs a different method of being dealt with. We need to ask ourselves why the child might be behaving that way.
- Separate children who have a tendency to be disruptive when together. Give them a chance, warn them and only separate if they are disruptive as a last resort.
- Have the child sit right in front of you or get a helper to sit next to the child.
- Be pro-active and encourage helpers to be pro-active and not wait to be told to deal with a situation.
- Take the child aside and talk to them, challenge them to change, whilst encouraging them on their strengths.
- Warn a child that you will speak to their parents and do so if necessary. Warn them, send them outside the room (care re supervision), back into the service or ban them for a week. (Never a total ban without reference to your leader and ensure parents are advised in cases of banning)
- If a child's behaviour is constantly disruptive, seek advice and guidance from a leader.
- Pray before you meet and talk over the session before you leave.

Appendix 3 Sleep-overs

Sleepovers should be discussed and arranged in advance by the workers so that agreements can be made on the best way of caring for the children given the venue, number of children, age and gender mix etc. Children are best protected in an environment where the adults caring for them are aware of the possibility of abuse by adult and child alike and accept the need to be watchful.

The following issues need to be considered when organising a sleep-over:

- There must be adequate insurance cover on the building to cover this activity including any limits on numbers.
- Prior to the sleepover the building should be checked for suitable fire exits and workers should know where the water, electricity and gas can be turned off and the location of fire extinguishers. A fire drill should be carried out as soon as possible after entering the premises for the night.
- Parents/carers must complete a medical consent form and an activity consent form in respect of their children's medical care, travel and collection arrangements, sleeping conditions, food, other specific activities (e.g. games).
- Parents/carers should be given written details of the arrangements for the night with the contact number of an identified children's worker, not simply the phone number of the premises.
- Specific responsibilities should be designated to workers to ensure clarity of roles.
- Make sure there is a qualified first-aider in attendance.
- Males and females should sleep separately. If it is a mixed sex group, female and male leaders will be needed.
- Adults should not sleep in the same room as the children unless it is considered the group needs to be supervised at all times. It may be more appropriate to appoint an adult to conduct random night patrols.
- Appropriate night attire must be brought and worn.
- Changing and showering facilities should be single-sex and separate for children and adults. If there are limited facilities, timetables need to be drawn up.
- All medical information and emergency contact numbers must be easily accessible and workers should have access to a telephone or mobile phone.

Appendix 4 – Social media/e-communication guidelines

Red (avoid) – on-line gaming; skype; snapchat; video one to one communication; face-time

Amber (take a lot of care) - individual communication of any type – email, texting, whats app, facebook messenger; individual Facebook walls; Instagram; Twitter; phoning a mobile

Green (preferred method of communications) – group messages – texts, emails, whats app, facebook messenger; phoning the home phone; groups or pages on Facebook.

Appendix 5 Anti-bullying policy

Definition of bullying: The Anti-Bullying Alliance defines bullying as *“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or through cyber space.”*

Objectives of this policy

- All children, workers, parents and carers should be aware of the anti-bullying policy within the organisation and what they should do if bullying arises
- All workers should have an understanding of what bullying is, be aware of possible signs if it is happening and follow the policy when it is reported
- Children and parents/carers should be assured that they will be supported when bullying is reported

Prevention

Strategies can be adopted to prevent bullying. As and when appropriate, these may include:

- Writing a set of group rules
- Signing a behaviour contract
- Having discussions about bullying and why it matters

Procedures

Report the bullying incident to children’s leaders

- Ensure that details are carefully checked before action is taken
- In all cases of bullying, the incidents should be recorded by the worker
- Consideration should be given to informing the parents/carers of the bully, but this should only be done if workers are satisfied there is no bullying/abuse going on at home that might exacerbate the situation
- If it is thought that an offence has been committed, consideration should be given to contacting the police
- The bullying behaviour or threats of bullying must be investigated and stopped quickly
- Help should be offered to help the bully address his/her behaviour

Outcomes

- The children’s worker involved in dealing with the incident should issue a warning to the child concerned
- An apology should be given by the child who has bullied another
- If possible, those involved will be reconciled

- After the incident has been investigated and dealt with, the situation should be monitored to ensure repeated bullying does not take place
- After the incident(s) have been investigated parents/carers should be informed of the action taken
- All incidents must be recorded in the log book

Cyberbullying

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.

Appendix 6 Country safeguarding policy

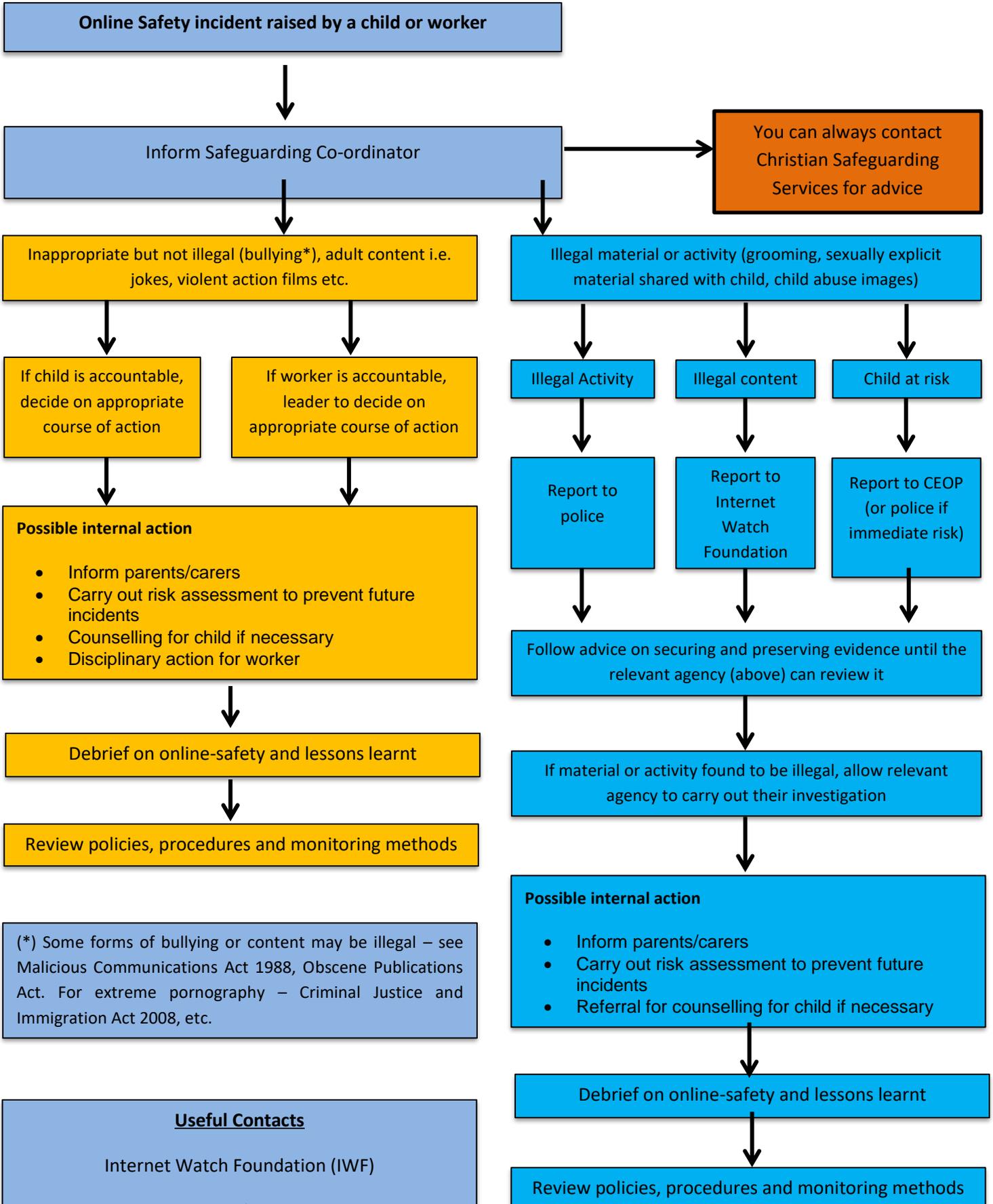
Tanzania's the Law of the Child Act 2009. This landmark legislation effectively domesticates the UN Convention of the Rights of the Child (CRC) and provides the legal framework through which the rights of the country's children can be protected and realized.

The **Integrated Child Protection Scheme (ICPS)** is a governmental program implemented by the Government of India to help secure the safety of children, with a special emphasis on children in need of care and protection, juveniles in conflict or contact with the law and other vulnerable children. Its primary purpose is to create a central structure to provide oversight and standardization for pre-existing and evolving child protection schemes in India. Proposed in 2006 and implemented in 2009, the ICPS is administered at the state level by state child protection committees and societies and at the district level by district child protection societies, among other institutions

The 2010 Constitution of Kenya (Article 53) recognizes the need for all children to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhumane treatment and punishment, and hazardous or exploitative labour. It affirms that children have basic rights, including the right to education, nutrition, shelter, health care and parental care. These provisions are aligned with those cited in both the Convention on the Rights of the Child and the Africa Charter on the Rights and Welfare of the Child, to which Kenya is a signatory.

Appendix 7

Online Safety Flowchart



(*) Some forms of bullying or content may be illegal – see Malicious Communications Act 1988, Obscene Publications Act. For extreme pornography – Criminal Justice and Immigration Act 2008, etc.

Useful Contacts

Internet Watch Foundation (IWF)

www.iwf.org.uk