

Safeguarding Policy

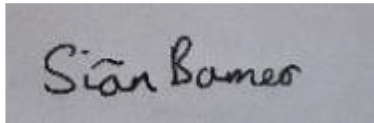
This policy is split into two parts:

- Part 1 is the Safeguarding Policy Statement; and
- Part 2 is the Safeguarding Guidance and Procedures.

Policy review:

This policy is effective immediately and supersedes all prior versions. It will be reviewed and updated at least once a year.

Signed:



Siân Bameo

Position: Designated Safeguarding Lead

Date: 15 January 2025

Part 1: Statement

The Purpose of this Statement

The overall aim of the Breconshire Award Scheme Group is to offer young people the opportunity and support to undertake their Duke of Edinburgh Awards. To do this, we engage with the young people (and their parents/carers as necessary) to identify what they will do to complete each section of their Award as well as coordinate training and provide some kit and equipment to support the young person to undertake their expedition section.

The purpose of this statement is:

- to protect children and young people who interact with Breconshire Award Scheme Group's services from harm; and
- to provide our volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

The Scope of this Statement

This policy applies to anyone working on behalf of Breconshire Award Scheme Group, volunteers, sessional workers, agency staff and participants.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in Wales. A summary of the key legislation and guidance is available from www.nspcc.org.uk/childprotection.

Supporting Documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

- Safeguarding Policy for
 - role description for the designated safeguarding officer
 - dealing with disclosures and concerns about a child or young person
 - recording concerns and information sharing
 - child protection records retention and storage
 - photography and sharing images guidance
 - online safety
 - anti-bullying
 - whistleblowing
- Disciplinary and Grievance Procedure for
 - managing complaints
- Volunteers Code of Conduct
- Participants Code of Conduct
- Recruitment Procedure for

- safer recruitment
- induction, training, supervision, and support
- Health and Safety Policy
- Risk Assessments and What Happens If Flowcharts for
 - adult to child supervision ratios

We believe that:

- children and young people should never experience abuse of any kind; and
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take;
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare;
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse; and
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

Find out more about:

- [safeguarding children who come from Black, Asian and minoritised ethnic communities](#)
- [safeguarding d/Deaf and disabled children and young people](#)
- [safeguarding LGBTQ+ children and young people](#)
- [safeguarding children with special educational needs and disabilities \(SEND\)](#)

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them;
- appointing a nominated DSL for children and young people, and a deputy DSL;
- adopting child protection and safeguarding best practices through our policies, procedures and codes of conduct for participants and volunteers;
- developing and implementing an effective online safety policy and related procedures;
- providing effective management for volunteers through supervision, support, training and quality assurance measures so that all volunteers know about and follow our policies, procedures and behaviour codes confidently and competently;
- recruiting and selecting volunteers safely, ensuring all necessary checks are made;
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance;

- sharing information about safeguarding and good practice with children and their families via email, group work and one-to-one discussions;
- making sure that children, young people and their families know where to go for help if they have a concern;
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately;
- using our procedures to manage any allegations against volunteers appropriately;
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise;
- ensuring that we have effective complaints and whistleblowing measures in place;
- ensuring that we provide a safe physical environment for our children, young people, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance; and
- building a safeguarding culture where volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Contact Details

Nominated Designated Safeguarding Lead (DSL)

Name: **Sian Barnes**

Phone/email: **07925 653593 / info@breconshireawardschemegroup.org**

As these are the group methods of communication (and therefore accessible by several Leaders) **please mark your safeguarding messages 'For the attention of the Designated Safeguarding Lead'.**

Any messages received with this as the subject (email) or the start of the message (WhatsApp) will be forwarded to the DSL without being opened/read by any other member of the team.

Part 2: Procedures & Guidance

1. The Designated Safeguarding Lead Role

1.1 We all have a responsibility to keep children safe. The Designated Safeguarding Lead (DSL) has additional responsibilities in ensuring the safety and wellbeing of children and young people involved in an organisation.

The DSL is the point of contact for anyone in an organisation who is concerned about a child or adult. The role is also responsible for leading on:

- safeguarding policies and procedures
- training and development
- receiving concerns about a child
- reporting, storing and retaining child protection records following the organisation's policies and procedures.

Breconshire Award Scheme Group CIC's DSL is:

Sian Barnes

07925 653593 / info@breconshireawardschemegroup.org

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2. Reporting a Concern Flowchart

This flow chart will give you a quick reference guide for what to do in the event of disclosure, witnessing or suspicion of abuse: *Appendix 1 - Reporting a Concern*

3. Guidance on Recognising and Responding to Abuse

It can be very hard for children and young people to speak out about abuse. Often, they fear there may be negative consequences if they tell anyone what's happening to them.

Some may delay telling someone about abuse for a long time, while others never tell anyone, even if they want to.

It's vital that children and young people are able to speak out and that whoever they tell takes them seriously and acts on what they've been told.

Even if a child doesn't tell someone verbally about what's happened to them, there may be other indicators that something is wrong. Therefore, we need to be able to recognise the signs and know how to respond appropriately.

3.1 Guidance: Identifying concerns

3.1a Disclosure

Disclosure is the process by which children and young people start to share their experiences of abuse with others. This can take place over a long period of time – it is a journey, not one act or action.

Children may disclose directly or indirectly and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.

Not all disclosures will lead to a formal report of abuse or a case being made or a case being taken to court, but all disclosures should be taken seriously.

It takes extraordinary courage for a child to go through the journey of disclosing abuse.

It's vital that anyone who works with children and young people undertaking this journey is able to provide them with the support they need.

How disclosure happens

Children and young people may disclose abuse in a variety of ways, including:

- directly– making specific verbal statements about what's happened to them
- indirectly – making ambiguous verbal statements which suggest something is wrong
- behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- non-verbally – writing letters, drawing pictures or trying to communicate in other ways.

Children and young people may not always be aware that they are disclosing abuse through their actions and behaviour.

Sometimes children and young people make partial disclosures of abuse. This means they give some details about what they've experienced, but not the whole picture. They may withhold some information because they:

- are afraid they will get in trouble with or upset their family
- want to deflect blame in case of family difficulties as a result of the disclosure
- feel ashamed and/or guilty
- need to protect themselves from having to relive traumatic events.

When children do speak out it is often many years after the abuse has taken place.

3.1b Barriers to Disclosure

Some children and young people are reluctant to seek help because they feel they don't have anyone to turn to for support.

They may have sought help in the past and had a negative experience, which makes them unlikely to do so again.

They may also:

- feel that they will not be taken seriously
- feel too embarrassed to talk to an adult about a private or personal problem
- worry about confidentiality
- lack trust in the people around them (including parents) and in the services provided to help them
- fear the consequences of asking for help
- worry they will be causing trouble and making the situation worse
- find formal procedures overwhelming

Not all children and young people realise they have experienced abuse, for example if they have been [groomed](#).

3.1c Spotting the Signs of Abuse

Children and young people who have been abused may want to tell someone, but not have the exact words to do so. They may attempt to disclose abuse by giving adults clues, through their actions and by using indirect words.

Adults need to be able to notice the signs that a child or young person might be distressed and ask them appropriate questions about what might have caused this.

Please refer to *Appendix 2 - Definitions and Signs of Child Abuse*

Child protection training can help increase adults' confidence in recognising the indicators of abuse and understanding the different ways a child might try to share what they have experienced.

We should never wait until a child or young person tells us directly that they are being abused before taking action. Instead, ask the child if everything is OK or discuss any concerns with our organisation's DSL, or the NSPCC helpline.

Waiting for a child to be ready to speak about their experiences could mean that the abuse carries on and they, or another child, are put at further risk of significant harm. Not taking appropriate action quickly can also affect the child's mental health. They may feel despairing and hopeless and wonder why no-one is helping them. This may discourage them from seeking help in the future and make them distrust adults.

3.2 **Guidance: Helping Children Disclose Abuse**

It's important to create an environment where children and young people are comfortable about speaking out if anything is worrying them. They need to:

- be able to recognise abuse and know it is wrong
- know who they can talk to about it.

The people they choose to disclose to need to listen, understand and respond appropriately so the child gets the help, support and protection they need. Please use the form at *Appendix 3 – Safeguarding Reporting Form*.

The **Childline** service offers children and young people confidential help and advice. Calls to **0800 1111** are free and children can also contact Childline online or find advice on the Childline website.

3.2a Encouraging Children and Young People to Seek Help and Support

Many children and young people will seek help because they know where to go and believe that it will make a difference.

Others may not have the confidence to seek support or be too scared to ask for help. They may not get the help they need until they reach crisis point.

Make it as easy as we can for young people to find and take up the offer of help.

Reinforce positive messages about those who seek help – seeking help is a sign of strength.

Encourage parents to support their children in seeking help.

Be positive about young people, their capacity for change and their resilience.

Listen to the people we help – improve our services using feedback from service users.

Shout about our work – lack of awareness is a significant barrier to young people seeking help.

See the whole person – engage with young people both in terms of their strengths and their weaknesses.

Build trust – treat young people with respect.

Help young people to help each other – equip young people with the skills and tools to support their friends/peers and family members.

Consider the role of new technologies – these should be complementary to other ways of supporting young people.

Through Childline, children and young people can access a range of support including:

- information and advice
- online and telephone counselling
- peer support message boards
- therapeutic tools.

3.3 Guidance: Responding to Disclosures

The NSPCC carried out research to find out how adults can better respond to a child who is disclosing abuse. They found three key interpersonal skills that help a child feel they are being listened to and taken seriously:

- show we care, help them open up: Give our full attention to the child or young person and keep our body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today' help.
- take our time, slow down: Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
- show we understand, reflect back: Make it clear we are interested in what the child is telling you. Reflect back what they've said to check our understanding – and use their language to show it's their experience.

If a child tells us they are experiencing abuse, it's important to reassure them that they've done the right thing in telling us. Make sure they know that abuse is never their fault.

Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

Overview of Responding to a Disclosure: Do's and Don'ts

What should you do when a child or adult at risk tells you something?

Do

- stay calm
- listen carefully
- take it seriously
- tell the child or adult at risk that they have done the right thing by telling you
- explain who you need to share the information with
- follow your organisation's procedure
- make accurate notes using the child or adult at risk's own words
- consult immediately (same day) with the designated safeguarding lead.

Do NOT

- react strongly, for example, by saying "how awful"
- stop someone who is speaking freely
- jump to conclusions, especially about the abuser
- ask leading questions
- use your own words to describe events
- investigate
- promise confidentiality

- deal with it alone
- contact the alleged abuser.

3.3a Non-biased Approach

It's vital that any child who is trying to disclose abuse feels that they are being listened to and taken seriously.

But there can be a risk that if professionals just believe the child's account without thoroughly investigating the situation, this can lead to unfair bias against the alleged abuser as formal investigations progress.

This means it's important to maintain an unbiased approach when responding to disclosures and follow our organisation's procedures to ensure each case is treated in a fair and transparent manner and that the child gets the protection and support that they need.

3.3b Making Notes

It's important to keep accurate and detailed notes on any concerns we have about a child. We will need to share these with the nominated child protection lead.

Include:

- the child's details (name, age, address)
- what the child said or did that gave us cause for concern (if the child made a verbal disclosure, write down their exact words)
- any information the child has given us about the alleged abuser.

3.4 **Guidance: Information Sharing & Records**

3.4a Why Information Sharing is Important

Sharing information about a child's welfare helps professionals build a clearer picture of the child's life and gain a better understanding of any risks the child is facing. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet.

General principles of best practice for information sharing are outlined below. Refer to our organisation's procedures as well as local multi-agency arrangements to ensure we are following the information sharing processes that are most appropriate for our role.

3.4b When to Share Information

Timely information sharing is key to safeguarding and promoting the welfare of children.

People who work with children, whether in a paid or voluntary role, may need to share information about the children and families they are involved with for a number of reasons. These include:

- we are making a referral to arrange additional support for someone in the family

- someone from another agency has asked for information about a child or family
- someone in the family has asked to be referred for further help
- a statutory duty or court order requires information to be shared
- we are concerned
- that a child or a member of their family may be at risk of significant harm
- we think a serious crime may have been committed or is about to be committed which involves someone in the family.

We must always have a clear and legitimate purpose for sharing a child's personal information. Keep a record of the reasons why we are sharing or requesting information about a child or their family.

We should also make sure we are not putting a child's safety and welfare at risk by sharing information about them.

Some professionals have a legal duty to share information relating to safeguarding concerns. More information about this is available in the Mandatory reporting section.

Always seek consent to share information about a child and their family. However if consent isn't given, we can still share information with relevant professionals under certain circumstances, for example if we are protecting a child from significant harm. The [Data Protection Act 2018](#) and [General Data Protection Regulation \(GDPR\)](#) do not affect this principle.

3.4c What Information to Share

We need to decide what specific information is appropriate to share and who to share it with.

Prioritise the safety and welfare of the child and anyone else who may be affected by the situation.

Make sure we share the information quickly and securely. The sooner we report our concerns the better. This means the details will be fresh in our mind and action can be taken quickly.

Identify how much information should be shared. This will depend on the reasons for sharing it.

Use language that is clear and precise. Different agencies may use and understand terminology differently.

Make sure the information we are sharing is accurate. Make it clear what information is factual and what is based on opinion (ours or other people's).

3.4d Facts and Opinions

When working with children and families we may need to gather information from a variety of sources. How we interpret this information can depend on:

Safeguarding Policy

- any previous information received
- our knowledge of research and theory
- our own frame of reference.

When recording information we should be as factual as possible. If we need to give our own or somebody else's opinion make sure it is clearly differentiated from fact. We should identify whose opinion is being given and record their exact words.

3.4e Keeping and Storing Records

There is no one way to set up safeguarding records but there are key things that should be in place.

They should be started as soon as we become aware of any concern.

Use clear and straightforward language.

Be concise and accurate, so they can be understood by anyone not familiar with the case.

Clearly differentiate between facts, opinions and judgements.

Make sure they're up to date and preferably in chronological order.

3.4f Storage of Safeguarding Records

Keep them secure and separate from any general records.

Separate each person.

Only keep them for as long as necessary.

Make sure they're only accessible to relevant staff and volunteers.

In England, Scotland and Wales, the file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

3.5 **Guidance: Seeking Consent to Share Information**

Children should be given the opportunity to decide whether they agree to their personal information being shared. If a child doesn't have the capacity to make their own decisions ask their parent or carer (unless doing so would put the child at risk of harm).

We should always seek consent to share information about an adult.

Tips for getting consent:

- be open and honest
- make sure the person we are asking for consent understands what information will be shared and why

- explain who will see the information and what it will be used for
- make sure the person we are asking for consent understands the consequences of their information not being shared
- get the consent in writing, in case there are any disputes in the future. If it's only given verbally, make a written record of this
- make sure the person knows they can withdraw consent at any time.

3.5a Sharing Information without Consent

If consent is refused or if we are unable to seek consent, we can still share information with relevant professionals if this is in the public interest.

This includes protecting children from significant harm and promoting the welfare of children.

The [Data Protection Act 2018](#) and [General Data Protection Regulation \(GDPR\)](#) do not affect this principle.

When deciding whether to share information without consent, we should consider each case individually.

Decide if the need to share information is in the public interest and whether it outweighs the need to maintain confidentiality.

Consider all the implications of sharing the information, for example if we are sharing sensitive details about a person's life.

If we are not sure what to do, [contact the NSPCC helpline for advice](#).

Make sure we are following the relevant legislation and guidance.

If we are sharing information without consent keep a written record explaining:

- what steps we took to get consent
- the person's reasons for not giving consent (if known)
- why we felt it was necessary to share information without consent.

Pass a copy of this record on to the agency/agencies we are sharing the information with.

3.5b Confidentiality

Never promise a child that we will keep the things they are telling us a secret.

Explain that we need to share what they have told us with someone who will be able to help.

If a child or young person needs confidential help and advice direct them to Childline. Calls to 0800 1111 are free and children can also [contact Childline online](#).

3.6 **Guidance: Reporting Concerns**

If a child is suffering or at risk of suffering significant harm, we can share information with appropriate agencies or professionals without the child's or their parent's consent

If a child is in immediate danger, call the **police** on **999**.

If a child is **not** in immediate danger:

- Follow our organisation's safeguarding policies and procedures as soon as possible. These provide clear guidelines on the steps we need to take if a child discloses abuse. They will state who in our organisation has responsibility for safeguarding or child protection and who we should report our concerns to.
- Contact our local child protection services: [Report Child Abuse - Powys County Council](#) or for adults [How to Report Abuse \(A Safeguarding Concern\) - Powys County Council](#);
- Contact the police. They will assess the situation and take the appropriate action to protect the child;
- Contact the **NSPCC Helpline** on [0808 800 5000](tel:0808 800 5000) or by emailing help@nspcc.org.uk. Their trained professionals will talk through any concerns with us, give us expert advice and take action to protect the child as appropriate. This may include making a referral to the local authority.

If we have made a verbal referral to local children's services we should follow this up with a written referral as soon as possible, ideally within 48 hours.

3.7 Guidance: Mandatory Reporting

3.7a Female Genital Mutilation (FGM)

It is illegal to carry out FGM in the UK. It is also a criminal offence for UK nationals or permanent UK residents to perform FGM overseas or take their child abroad to have FGM carried out.

In England and Wales, regulated health and social care professionals and teachers must make a report to the police, if, in the course of their duties:

- they are informed by a child under the age of 18 that they have undergone an act of FGM
- they observe physical signs that an act of FGM may have been carried out on a child under the age of 18.

In Wales, professionals who identify cases of FGM need to make a report to both the police and the local authority.

3.7b Duty to Report in Wales

"Relevant partners" are required to inform the local authority if they have reasonable cause to suspect a child within the local authority's area is at risk of experiencing abuse, neglect or other types of harm. This includes people who work for the local authority such as teachers and social work practitioners, health practitioners, the police, probation services and others.

3.8 Guidance: Managing Allegations Against or Concerns About People Who Work or Volunteer with Children

Any allegation or concern that a volunteer has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place.

Depending on the situation, an appropriate response may involve:

- the police investigating a possible criminal offence
- our local child protection services making enquiries and/or assessing whether a child is in need of support
- our organisation following the relevant disciplinary procedures with individuals concerned.

We should also make sure any children involved are given appropriate support.

**If we think a child is in immediate danger
Don't delay – call the police on 999,
or call the NSPCC on [0808 800 5000](tel:08088005000), straight away.**

Breconshire Award Scheme Group takes any concerns raised about volunteers seriously, regardless of who the person is, how long they've been involved with the organisation.

We will not investigate the matter, but gather the facts of the case and keep written records.

If an allegation is made that a volunteer has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children.

We must report this immediately to the relevant agencies (for example the [NSPCC helpline](https://www.nspcc.org.uk) on [0808 800 5000](tel:08088005000), our local child protection services or the police).

We can also liaise with our local child protection services (csfrontdoor@powys.gov.uk / 01597 827666) and the police to ensure that we are responding appropriately.

In addition, see *Appendix 4 - Managing a Concern Raised Against a Volunteer*

3.8a Confidentiality and Support

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated, and make sure everyone involved in the investigation understands this.

We will consider how best to support the children involved, their parents or carers, and individuals who have had an allegation made against them. This includes:

- telling parents or carers and the volunteer concerned about the allegation as soon as possible (as long as this does not place any children at further risk of harm)
- telling them how we are going to manage the allegation
- keeping everyone informed about the progress and outcomes of the case.

3.8b Record Keeping

It's important to keep a clear and comprehensive summary of:

- all allegations that have been made
- details of how allegations have been followed up and investigated
- decisions made about the allegation and actions taken.

3.8c Reporting

If we (Breconshire Award Scheme Group CIC) remove a volunteer from working with children because they pose a risk of harm (or if we would have but the person has resigned or left), we have a legal duty to inform the relevant disclosure and barring agency. Failure to do this is a criminal offence.

In England, Wales and Northern Ireland, refer to the [Disclosure and Barring Service](#) (DBS).

In Scotland, refer to [Disclosure Scotland](#).

We should also make a report to the appropriate regulatory bodies. This includes:

- regulators for our organisation (Duke of Edinburgh's Award)
- regulators for particular professions (for example the Teaching Regulation Agency in England and Wales or the General Teaching Council in Northern Ireland and Scotland).

3.8d Learning Lessons

If an allegation is substantiated it is vital to think about lessons that can be learnt.

This should include:

- considering any factors that may have contributed to or failed to prevent abuse occurring
- reviewing safeguarding and child protection measures to ensure ongoing vigilance
- making changes to organisational policies and procedures as necessary.

3.9 **Guidance: Photography and Sharing Images Guidance**

3.9a Guidance for Photographing and Filming

It's important that children and young people feel happy with their achievements and have photographs and films of their special moments. Family and friends also want to be able to share the successes of their children when they have been part of a special event or activity.

However, some children, parents or carers may not be comfortable with images of themselves or their children being shared. For example:

- if a child and/or their family have experienced abuse they may worry about the perpetrator tracing them online
- children who choose not to have contact with some members of their family may decide to minimise their online presence
- families may have religious or cultural reasons for choosing not to be photographed.

It's important to be aware of child protection and safeguarding issues when taking photos of or filming children and young people. The potential for misuse of images can be reduced if we are aware of the potential dangers and put appropriate measures in place.

We must also consider the data protection implications of making, using and storing images of children and young people for our organisation's use.

3.9b Risks of Sharing Images Online

Sharing photographs and images of children on social media or other online platforms carries potential risks. For example:

- children may become vulnerable to [grooming](#) if a photograph is shared alongside information that makes them identifiable. This includes: personal details; a tag with location information; visual details such as a school uniform
- inappropriate images of children may be shared online
- images may be copied, downloaded, screenshotted or shared by anyone
- images of children may be adapted and used inappropriately
- photos or videos may appear in internet search results
- depending on the terms and conditions of using an online platform, the image may be owned by the platform once it's been posted. Platforms may then license images for use by third parties – such as for commercial purposes
- each photo or video, and any comments on them, become a part of a child's public image. This may affect them later in life – for example, it may affect how they see themselves, or how they are viewed when applying for a job

(Thinkuknow, 2021).

Before sharing images of children on social media, adults should consider how widely images may be shared, how long they may remain available and how this may affect the children's long-term wellbeing.

3.9c Guidance on Sharing Images

Seeking consent to share images of children and young people

When is consent needed?

Children should always be consulted about the use of their image and give consent to it being used and shared.

For young people under 18, we should also get parental consent to use an image. In situations where under 18s are separated from their parents (for example if they are in care) we should seek consent from someone who holds parental responsibility (for example the child's carer or the local authority).

How to get consent

Make sure children, young people, their parents and carers understand what they are agreeing to.

Make them aware that a photo or video is being taken.

Explain what the image is going to be used for.

Ask for their consent to share their image and record this on a written consent form.

Tell them how long their consent is valid for and how long we will keep the image for.

Explain what we will do if a child or their parents change their mind and withdraw consent at a later stage.

Make it clear that if a child's image has been used online or in printed publications it will be very difficult to recall it if consent is withdrawn.

Keep a record of the written consent that parents, carers and children have given for images being used.

It's good practice to share our photography policy with children and parents and seek their consent at the beginning of the year. We may also need to get additional consent in specific circumstances (if for instance, we are bringing in a professional photographer or the photos might appear in the local or national media).

What to do if consent isn't given

If children and/or their parents and carers don't want to have their photo taken or shared, we should respect their wishes.

Children should never be excluded from an activity because we don't have consent to take their photograph.

Advising parents or carers about sharing images of children on social media

There is no law against taking photos at public events, including of other people's children. However, if we deem it necessary, we might consider asking parents not to share any pictures or videos of events and activities on social media, where other people's children can be identified.

3.9d Storing Images Securely

If we store images or video recordings of children for official use, we must ensure we are complying with the [Data Protection Act 2018](#).

We must take steps to mitigate the risk of unauthorised access to and inappropriate use of images of children. This might include:

- storing images in a secure location
- encrypting electronic images before they are stored

- only using devices belonging to our organisation to take and store photos and recordings of children
- making sure anyone who takes or uses images of children for our organisation has permission to do so.

The Information Commissioner's Office (ICO) provides [guidance on data protection](#). Further guidance about [encryption and data storage](#) is also provided by the ICO.

3.10 Guidance: Online Safety

Whilst it is challenging to supervise the online activity of the young people in our care, we must encourage the safe use of online activity. Below are some areas of guidance:

- Online Safety Tips
 - Educate and Communicate: Discuss the potential dangers of the internet with children, including privacy concerns, cyberbullying, and the importance of not sharing personal information.
 - Supervise and Monitor: Keep an eye on children's online activities. Use parental controls and monitoring tools to limit access to inappropriate content.
 - Set Clear Rules: Establish guidelines for internet use, such as time limits and approved websites or apps.
- Preventing Exploitation:
 - Recognise Signs: Teach children to recognise signs of exploitation, such as someone asking them to keep secrets or share personal information and photos.
 - Encourage Open Communication: Foster an environment where children feel comfortable discussing any uncomfortable encounters online or in person.
 - Seek Help: Educate children about trusted adults they can turn to if they ever feel threatened or exploited.
 -
- Combating Radicalisation:
 - Promote Critical Thinking: Encourage children to question and critically evaluate the information they encounter online.
 - Understand the Risks: Make children aware of how radical groups might target young people through social media and other online platforms.
 - Foster Inclusivity: Promote a culture of inclusivity and respect, reducing the allure of radical ideologies by reinforcing positive values and social connections.
- General Safety Practices:
 - Know Their Friends: Encourage children to only communicate with friends and family members online.

- Privacy Settings: Teach children to use privacy settings on social media and other online platforms to control who can see their information.
- Report and Block: Show children how to report and block inappropriate content or users on the platforms they use.

By combining education, open communication, and supervision, we can help children navigate the online world safely and responsibly.

3.11 Guidance: Whistleblowing

Whistleblowing is when someone reports wrongdoing on the basis that it is in the public interest for the wrongdoing to be brought to light. This is usually something they've seen at work but not always. The wrongdoing might have happened in the past, be happening now, or be something the whistleblower is concerned may happen in the near future (Gov.uk, 2019).

Volunteers should feel confident about challenging the behaviour of others and voicing concerns. They should also know who to contact if they feel unable to report an incident within their organisation.

If you are worried that your organisation or another organisation is not responding to or sharing child protection information appropriately, it's vital that you share your concerns to keep children safe.

Legislation across the UK ensures that you shouldn't be treated unfairly or lose your job because you 'blow the whistle' (Gov.uk, 2021).

In England, Scotland and Wales, whistleblowers are protected by law under the [Public Interest Disclosure Act 1998](#).

The government provides [guidance for whistleblowing for employees](#) in England, Scotland and Wales (Gov.uk, 2021).

The NSPCC Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

Contact the Whistleblowing Advice Line on:

[0800 028 0285](tel:0800 028 0285)
help@nspcc.org.uk

Contact the Whistleblowing Advice Line if:

- your or another organisation doesn't have clear safeguarding procedures to follow
- concerns aren't dealt with properly or may be covered up
- a concern that was raised hasn't been acted upon
- you are worried that repercussions are likely to arise if you raise a concern.

This applies to incidents that happened in the past, are happening now, or may happen in the future.

4 Procedures

4.1 Procedures: Safer Conduct

At Breconshire Award Scheme Group CIC, the safety of our volunteers and participants is paramount. We will therefore ensure that, as volunteers, we:

- include safeguarding as a standing item on our monthly Leaders Meeting agendas to allow all leaders an opportunity to ask questions and for any learning to be discussed;
- spend time training participants before going out on expedition to get to know the participants and understand any background issues;
- model and talk about expected behaviours with participants;
- intervene appropriately if we observe early signs of aggressive behaviour with two leaders to talk to participant and invite them to move away from the situation to calm down;
- report concerns to the DSL to then be discussed with support worker, parent, carer or DofE Wales, as appropriate;
- will not take a participant on expedition if we observe aggressive behaviours and feel we are not able to manage;
- will challenge early signs of inappropriate behaviour from participants or Leaders, if observed. The police will be called if the behaviour is not defused quickly;
- support each other and step in to help if another Leader is in challenging situation that could escalate;
- undertake training in safeguarding and ensure that we all have current enhanced DBS checks;
- will not to have one to one contact with young person at any time – we will always work in pairs;.
- give first aid, if the need arises, describing clearly what are doing and why and seek consent from the participant if possible;
- will only transport a participant in car if absolutely necessary, with another Leader in vehicle and the participant sat in back, with another participant if possible;
- will be aware of the content of our discussions and tone of conversations at all times around young people;
- will be polite but firm and clear if a young person starts to engage in inappropriate comments or behaviour - make clear this is not OK. We will report and concerns to the DSL;
- will only contact the participants via the centre email and phone number at all times; never via personal accounts;
- will familiarise ourselves with the campsites to ensure:
 - if there is phone signal – where none, make sure that there is a landline nearby or other youth groups are also staying at the site;
 - the facilities at campsites are appropriate for the participants expected to use them, particularly when being left overnight unsupervised;

- periodically check on participants to ensure their safety as much as is reasonable given the Award level they are undertaking; and
- do not enter the accommodation of the participants, always asking them to step outside of their tents.

4.2 Procedures: Online Safety

At Breconshire Award Scheme Group CIC, the online safety of our volunteers and participants is important. We will therefore ensure that:

- we never share passwords to our accounts or the passwords to the accounts of the participants (unless to reset their details if they become locked out);
- our social media posts only contain information and images of those who have consented to their information and image being shared in the online space;
- our Facebook page is used for sharing information to support recruitment to the Breconshire Award Scheme Group only, not as a platform to share other irrelevant information;
- we ask our participants to be mindful of what they are sharing so that they are respectful of other participant's and volunteer's privacy;
- will only contact the participants via the centre email and phone number at all times; never via personal accounts; and
- we adhere to the Data Protection Policy to protect the data of all involved in the Breconshire Award Scheme Group.

Also refer to the [E-mentoring: Supporting young people on digital platforms](#) saved in the Volunteers Training folder under Safeguarding in the Group Dropbox.

4.3 Procedures: Anti-bullying

At Breconshire Award Scheme Group CIC, the safety of our volunteers and participants is paramount; bullying and intimidating behaviour will not be tolerated. We ask that all participants, and volunteers treat each other with mutual respect.

As volunteers, we will continually monitor the behaviour of ourselves, each other, and the participants, and if we witness any behaviour that could be deemed as bullying and intimidating, we will address it appropriately. This may result in a volunteer being asked to no longer offer their services within our Group, or a participant not being able to complete their Award with our Group.

We will therefore ensure that we:

- model and talk about expected behaviours with participants;
- intervene appropriately if we observe early signs of aggressive behaviour with two leaders to talk to participant and invite them to move away from situation to calm down;
- report concerns to the DSL, to then be discussed with support worker, parent, carer or DofE Wales, as appropriate;
- will not take participant on expedition if we observe aggressive behaviours and feel we are not able to manage;

- will challenge early signs of inappropriate behaviour from other Leaders if observed. Police to be called if behaviour not defused quickly;
- support each other and step in to help if another Leader is in challenging situation that could escalate; and
- undertake training in safeguarding and ensure that we all have current enhanced DBS checks.

4.4 Procedures: Safer Recruitment

Upon identifying that an individual would like to volunteer with Breconshire Award Scheme Group CIC, we will:

- carry out an interview of the volunteer with at least two Directors of the CIC present;
- ask the individual to complete a Volunteer Code of Conduct and Enrolment Form;
- obtain their consent to carry out a DBS check;
- obtain references as necessary;
- provide the new volunteer with an induction to the Breconshire Award Scheme Group;
- ensure the volunteer is clear about their role within the group;
- provide training, support and supervision to the volunteer so that they may confidently undertake their role within Breconshire Award Scheme Group CIC.

Please refer to the Recruitment Policy and Procedures for further guidance.

4.5 Procedures: Volunteer Induction – Safeguarding

Upon becoming a volunteer with Breconshire Award Scheme Group CIC, we will make sure all (new) volunteers:

- have read and understand our Safeguarding Policy;
- know how to spot the signs that a child may be experiencing abuse;
- know how to respond appropriately if a child makes a disclosure about abuse; and
- know what to do if they have concerns about a child's wellbeing.

All volunteers should complete safeguarding training as part of their induction – even if they say they have done this before. It's important to make sure everyone has up-to-date knowledge and skills and understands how child protection works in Breconshire Award Scheme Group.

We have a mentoring and/or supervision process in place for new volunteers, which allows for concerns on either side to be raised and responded to appropriately.

Please refer to the Recruitment Policy and Procedures for further guidance.

4.6 Procedures: Ongoing Supervision and Training – Safeguarding



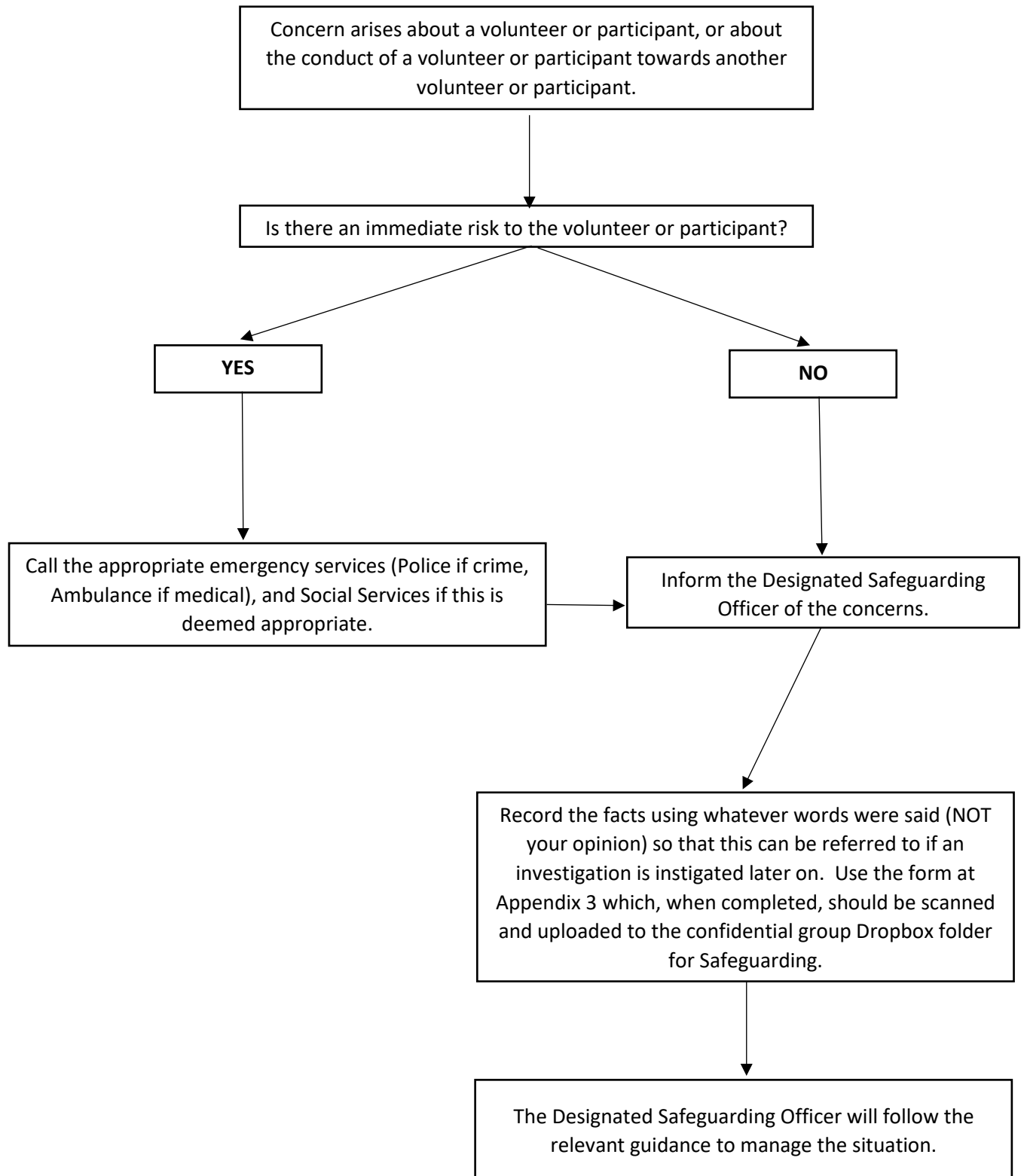
Breconshire Award Scheme Group



Supervision is ongoing and training will be carried out annually. This will give everyone a chance to reflect on and improve their child protection practice and keep safeguarding at the front of our minds.

We will ensure everyone is kept up-to-date with any changes that are made to our safeguarding and child protection policies and procedures.

Reporting a Concern



An Overview of the Duty to Report Process¹

Step 1

- I am aware of a child that may be at risk of harm?
- What evidence do I have: disclosure; observation; information?

Step 2

- Do I need to take immediate action to ensure safety? Should I obtain emergency medical aid?
- Do the police need to be informed a possible crime has been committed?

Step 3

- Is there a DSL in my organisation I can discuss this with?
- Do I need to contact social services for advice?
- What is the result of these discussions?

Step 4

- Do I need to make a report to social services?
- Do I need to try to gain consent?
- What information do I have to share: core data; cause for concern; individual's living environment?

Step 5

- Should this report be immediate by telephone, followed up in 24 hours by a written report or is the level of concern such I can make a written report?
- What advice have I received about this from my agency and social services?

Step 6

- What do I need to do next?
- Document incident/concerns; inform key people; ensure received response from social services within 7 working days or chase up.

¹ These steps have been taken directly from WSP.

Definitions and Signs of Abuse²

Guidance for professionals who work with children on how to recognise the signs of child abuse

What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect.

Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period of time.

Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or

² Adapted from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning) learning@nspcc.org.uk 0116 234 7246 @NSPCCLearning © NSPCC 2020.

relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organisation's safeguarding and child protection procedures.

Physical Abuse

What is physical abuse?

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating.

It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

Spotting the signs of physical abuse

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

- Bruising
 - bruises on babies who are not yet crawling or walking
 - bruises on the cheeks, ears, palms, arms and feet
 - bruises on the back, buttocks, tummy, hips and backs of legs
 - multiple bruises in clusters, usually on the upper arms or outer thighs
 - bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
 - large oval-shaped bite marks.
- Burns or scalds
 - any burns which have a clear shape of an object, for example cigarette burns
 - burns to the backs of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

Neglect

What is neglect?

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter

- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Spotting the signs of neglect

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment.

Sexual abuse

What is sexual abuse?

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse.

Child sexual abuse can involve contact abuse and non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts

- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.
- meeting a child following online sexual grooming with the intent of abusing them.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Spotting the signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse.

These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy.

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they might become sexually active or pregnant at a young age.

Child Sexual Exploitation

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Spotting the signs of child sexual exploitation

Sexual exploitation can be very difficult to identify. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships
- hang out with groups of older people
- be involved in gangs or anti-social groups
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones, which they aren't able to easily explain
- have unexplained physical injuries.

Harmful Sexual Behaviour

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

HSB can include:

- using sexually explicit words and phrases

- inappropriate touching
- using sexual violence or threats
- sexual activity with other children or adults.

Sexual behaviour between children is considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

Spotting the signs of harmful sexual behaviour

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

Emotional abuse

What is emotional abuse?

Emotional abuse involves:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

Spotting the signs of emotional abuse

There aren't usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions.

Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.

Babies and pre-school children who are being emotionally abused may:

- be overly-affectionate towards strangers or people they haven't known for very long

- not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- self-harm.

Domestic Abuse

What is domestic abuse?

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse.

Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

Spotting the signs of domestic abuse

It can be difficult to tell if domestic abuse is happening, because abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Bullying and Cyberbullying

What are bullying and cyberbullying?

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.

Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Spotting the signs of bullying and cyberbullying

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault.

No one sign indicates for certain that a child's being bullied, but you should look out for:

- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Child trafficking

What is child trafficking?

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children may be trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering. Child trafficking can also be organised by individuals and the children's own families.

Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation.

Modern slavery is another term which may be used in relation to child trafficking. Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking (HM Government, 2014). The **Modern Slavery Act** passed in 2015 in England and Wales categorises offences of slavery, servitude, forced or compulsory labour and human trafficking.

Spotting the signs of child trafficking

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events.

Children who have been trafficked may:

- have to do excessive housework chores
- rarely leave the house and have limited freedom of movement
- not have any documents (or have falsified documents)
- give a prepared story which is very similar to stories given by other children
- be unable or reluctant to give details of accommodation or personal details
- not be registered with a school or a GP practice
- have a history with missing links and unexplained moves

- be cared for by adults who are not their parents or carers
- not have a good quality relationship with their adult carers
- be one among a number of unrelated children found at one address
- receive unexplained or unidentified phone calls whilst in a care placement or temporary accommodation.

There are also signs that an adult is involved in child trafficking, such as:

- making multiple visa applications for different children
- acting as a guarantor for multiple visa applications for children
- having previously acted as the guarantor on visa applications for visitors who have not left the UK when the visa expired.

Female Genital Mutilation

What is female genital mutilation?

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a child is new-born, during childhood or adolescence, just before marriage or during pregnancy.

FGM is child abuse. There are no medical reasons to carry out FGM. It's dangerous and a criminal offence.

Spotting the signs of female genital mutilation

A child at risk of FGM may not know what's going to happen. But they might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- missing school repeatedly or running away from home.

A child who has had FGM may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Reporting requirements

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under-18s to the police.

Safeguarding Reporting Form

This form should be used to record safeguarding concerns relating to children and adults in contact with Breconshire Award Scheme Group CIC.

In an emergency, please do not delay in informing the police or social services. All the information must be treated as confidential and reported to the Designated Safeguarding Lead within one working day or the next working day if it is a weekend.

This form should be completed at the time or immediately following disclosure, but after all necessary emergency actions have been taken. Please complete the form as fully as possible.

1 Your Details – the person completing the form

Name

Position

Telephone

Email

2 Details of the Person Affected

Name

Position

Telephone

Email

3 Details of the Incident (please describe in detail using only the facts)

4 Details of Other(s) Present or Potential Witness(es)

Name	<input type="text"/>		
Position	<input type="text"/>		
Telephone	<input type="text"/>	Email	<input type="text"/>

Name	<input type="text"/>		
Position	<input type="text"/>		
Telephone	<input type="text"/>	Email	<input type="text"/>

3 Additional Relevant Information (please detail anything else you believe to be helpful or important))

I have completed this form and provided information that is factual and does not contain my own views or opinions on the matter.

Print Name

Signature

Date

Appendix 4

Managing a Concern Raised Against a Volunteer

