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**WEST GLAMORGAN**

**SAFEGUARDING BOARDS**

Safeguarding Children Guidance

For Non-Statutory Organisations

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1. **Introduction**
   1. This *‘Safeguarding Children Guidance for Non-Statutory Organisations’* provides guidance and information to non-statutory organisations regarding their roles and legal responsibilities in safeguarding children (an individual under the age of 18 years).
   2. This guidance **does not** replace the need for all non-statutory organisations working with children to have their own safeguarding policy and procedure. All non-statutory organisations that work with or come into contact with children must have safeguarding policies and procedures to ensure that every child, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, has a right to equal protection from harm.
   3. Safeguarding procedures are detailed guidelines and instructions that support your safeguarding policy. They explain the steps that your organisation will take to keep children and young people safe and what to do when there are concerns about a child's safety or wellbeing. All organisations should ensure that staff and volunteers know what to do if they are concerned about anything happening in a child's life - whether or not it is happening within your organisation.
   4. Safeguarding is everyone’s responsibility including non-statutory organisations and their staff and volunteers, collectively referred to as ‘practitioners’ in this guidance.
   5. All non-statutory organisations working with children in Wales should ensure they follow the national safeguarding legislation, guidance and procedures for in Wales including:

* [Social Services and Well-being (Wales) Act 2014](https://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf)
* [Working Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk](https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf)
* [Wales Safeguarding Procedures](https://safeguarding.wales/index.html)
  1. To assist non-statutory organisations in Wales with their safeguarding roles and responsibilities free resources are available from the [Wales Council for Voluntary Action (WCVA)](https://wcva.cymru/safeguarding/) and the [NSPCC.](https://learning.nspcc.org.uk/)
  2. Further information regarding the West Glamorgan Safeguarding Board can be found on [here.](http://www.wgsb.wales/)

1. **Key Definitions Relevant To Safeguarding Children**

All practitioners should be aware of the definitions of abuse and neglect in the *Social Services and Well-being Act (Wales) 2014* as well as the signs and indicators of abuse and neglect. This is essential in order to report concerns about harm.

* 1. **A Child**

The *Social Services and Well-being (Wales) Act 2014* and accompanying Guidance define a ‘child’ as a person who is aged under 18.

Even if a child has reached 16 years of age and is: living independently; in further education; a member of the armed forces; in hospital; or in custody in the secure estate, they are still legally children and should be given the same protection and entitlements as any other child.

* 1. **A Child At Risk**

*S.130 (4) of the Social Services and Well-being (Wales) Act 2014* defines a child at risk as a child who:

* Is experiencing or is at risk of abuse, neglect or other kinds of harm;

And

* Has needs for care and support (whether or not the authority is meeting any of those needs).

It is important to note the use of the term ‘*at risk’* means that **actual abuse or neglect does not need to occur**, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect

* 1. **Harm**

Harm is defined as:

* Ill treatment this includes sexual abuse, neglect, emotional abuse and psychological abuse.
* The impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment).
* The impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).
  1. **Types of harm to a child**

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect:

* **Physical Abuse** – means deliberately hurting a child or young person. It includes: physical restraint; such as being tied to a bed, locked in a room inflicting burns cutting, slapping, punching, kicking, biting or choking stabbing or shooting withholding food or medical attention drugging denying sleep inflicting pain shaking or hitting babies fabricating or inducing illness (FII).
* **Emotional Abuse** - is the ongoing emotional maltreatment of a child. It’s sometimes called psychological abuse and can seriously damage a child’s emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same tim. Emotional abuse includes: humiliating or constantly criticising a child threatening, shouting at a child or calling them names making the child the subject of jokes, or using sarcasm to hurt a child blaming, scapegoating making a child perform degrading acts not recognising a child's own individuality, trying to control their lives pushing a child too hard or not recognising their limitations exposing a child to distressing events or interactions such as domestic abuse or drug taking failing to promote a child's social development not allowing them to have friends persistently ignoring them being absent manipulating a child never saying anything kind, expressing positive feelings or congratulating a child on successes never showing any emotions in interactions with a child, also known as emotional neglect.
* **Sexual Abuse** - there are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.
  + Contact Abuse involves: touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child's 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, touch someone else's genitals or masturbate.
  + Non-Contact Abuse involves: non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes encouraging a child to watch or hear sexual acts not taking proper measures to prevent a child being exposed to sexual activities by others meeting a child following sexual grooming with the intent of abusing them online abuse including making, viewing or distributing child abuse images allowing someone else to make, view or distribute child abuse images showing pornography to a child sexually exploiting a child for money, power or status (child exploitation).
* **Financial Abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
* **Neglect** - is a failure on the part of either the male and/or female caregiver or pregnant mother to complete the parenting tasks required to ensure the developmental needs of the child are met. This failure may be associated with parenting issues such as such a drug and alcohol misuse. Neglect should be differentiated from poverty and occurs despite reasonable resources being available to enable the carer/s to complete the parenting tasks to a good enough standard. Whilst neglect is likely to be ongoing and cause cumulative harm one-off incidents and episodic neglect can affect the health and development of the child. There are a range of parenting behaviours that can be described as neglect:
  + Medical Neglect: a failure to seek and provide appropriate medical, dental and optical care
  + Nutritional Neglect: occurs when the carer fails to pay sufficient attention to the diet for the child who may become obese or fail to thrive
  + Supervisory Neglect: happens when the carer fails to provide the level of guidance and supervision that ensures the child is safe and protected from harm
  + Educational Neglect: is more than securing school attendance it includes a failure on the part of the carer to provide an environment allowing the child to achieve their cognitive potential
  + Physical Neglect: happens when the child does not receive appropriate physical care necessary for their age and development and/or where the child lives in a physical environment that is not conducive to their health and development healthy and/or is unsafe
  + Identity Neglect: occurs when a parent or carer fails to recognise or address the child or young person’s needs in terms of, for example, culture, religion, gender and sexuality.

Risk from other actual or potential harm to a child or young person may also result from:

* [Criminal Exploitation Such As County Lines (CCE)](https://safeguarding.wales/chi/c6/c6.p1.html)
* [Child Sexual Exploitation](https://safeguarding.wales/chi/c6/c6.p10.html)
* [Radicalisation](https://safeguarding.wales/chi/c6/c6.p6.html)
* [Female Genital Mutilation](https://safeguarding.wales/chi/c6/c6.p2.html)
* [Modern Slavery](https://safeguarding.wales/chi/c6/c6.p3.html)

1. **The ‘Duty To Report’ A Child At Risk**

The *Social Services and Well-being (Wales) Act 2014* specifies that *‘relevant partners’* of the local authority have a statutory (legal) responsibility to report any reasonable cause to suspect adults and children, including unborn children, are at risk of abuse.

The relevant partners of the local authority are: police, probation services, Local health board, NHS trust providing services, Youth Offending Team (YOT) and Education.

While non-statutory organisations are not included as *‘relevant partners’* they are **still expected to report any safeguarding concerns in the same way as those with a specific** [Duty to Report.](https://safeguarding.wales/chi/index.c2.html) This includes both paid and non-paid practitioners in third sector organisations including independent contractors and professionals.

* 1. **The ‘Duty To Report’ Explained**

For the purposes of this guidance a duty to report to the local authority will be taken to mean a referral to social services who, alongside the police, have statutory powers to investigate suspected abuse or neglect.

The term *‘practitioner’* has been used as a blanket term to describe anyone who is in paid employment as well as unpaid volunteers.

A report must be made whenever a practitioner has concerns about a child under the age of 18 years who:

* Is experiencing or is at risk of abuse, neglect or other kinds of harm;

And

* Has needs for care and support (whether or not the authority is meeting any of those needs).

If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police who have statutory duties and powers to make enquiries and intervene when necessary.

THIS IS NOT A MATTER OF PERSONAL CHOICE.

* 1. **Duty To Report Concerns (Including Abuse And Neglect) About A Practitioner**

It is important that ‘practitioners’ do not ignore or dismiss suspicions about another practitioner or colleague who may be abusing, neglecting or causing harm to a child at risk.

**Every practitioner has a responsibility to safeguard children and that includes protection from abuse by a professional, paid carer or volunteer.** Therefore, the duty to report any concerns about suspected abuse and neglect applies in these situations. This duty also covers situations when abuse is only suspected.

All organisations must ensure that job descriptions, codes of conduct and contracts/service level agreements include the duty to report and safeguarding children including ensuring practitioners are aware they have a duty to report concerns about the behaviour of other practitioners.

All organisations must ensure they have whistle blowing procedures.

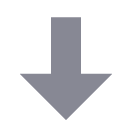
* 1. **The Duty To Report Professional Concerns In Private Life**

The duty to report extends beyond the working context. This means if any ‘practitioner’ becomes aware of concerning behaviour of, for example, a friend, family member or neighbour, who is also a practitioner they must report their concerns.

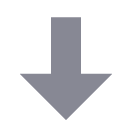
*Example: A practitioner is aware that a teacher living on their street is being physically abusive towards their child.*

[**An Overview Of The Duty To Report Process**](https://safeguarding.wales/chi/c2/c2.p2.html)

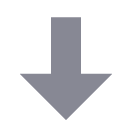
*I am aware of a child that may be at risk of harm? of a child that may be at risk of harm? What evidence do I have: disclosure; observation; information?*



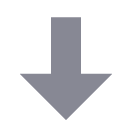
*Do I need to take immediate action to ensure safety? Should I obtain emergency medical aid? Do the police need to be informed a possible crime has been committed?*



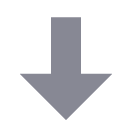
*Is there a designated safeguarding person (DSP) in my agency I can discuss this with? Do I need to contact social services for advice? What is the result of these discussions?*



*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?*



*Should this report be immediate by telephone, followed up in 24 hrs 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?*



*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. **Making Sure Your Safeguarding Arrangements Are Effective**

The guidance offers a simple, step-by-step approach to developing and acting on a plan for putting safeguarding measures in place.

* 1. **The Nine Steps Along Your Pathway To Safer Practice**

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| **Step One** | **Assessing The Risks**  Use the exercises tounderstand the needs ofthe children and youngpeople in your organisation, and any risksthey might face. |
| **Step Two** | **Identifying Safeguarding Leaders**  Decide who is going tobe your ‘Designated Safeguarding Person’ (DSP) andunderstand their role. |
| **Step Three** | **Getting Support**  Make sure yoursafeguarding measureshave support from thehighest level in yourorganisation. |
| **Step Four** | **Writing A Safeguarding Policy Statement**  Make sure you have a written policy for safeguarding children that includeseverything it needs to. |
| **Step Five** | **Writing Procedures**  Create procedures tohelp everyone in yourorganisationrespond appropriatelyto safeguarding concerns. |
| **Step Six** | **Setting A Code Of Behaviour**  Write a code of behaviourfor your organisation so thateveryone knows what isexpected of them. |
| **Step Seven** | **Selecting The Right Staff And Volunteers (Recruitment)**  Make sure you have thebest people working orvolunteering for your organisation, and thatthey are safe to work withchildren and young people. |
| **Step Eight** | **Getting Informed And Staying Up To Date**  Make sure everyone in yourorganisation has up to dateknowledge of safeguarding issues. |
| **Step Nine** | **Making Sure Your Safeguarding Arrangements Are Effective**  Put checks and reviews in place so that you can assess how well your organisations safeguarding arrangements are working. |

1. **Step One – Assessing The Risks**

Every organisation that includes children in its work needs to take steps to keep them safe. This is the same whether your organisation focuses solely on children and young people or whether you only provide a few activities that involve children.

* 1. Use this four-part exercise to help you get a real picture of the needs of the children and young people who take part in your activities and the ways in which you can keep them safe. Make sure you write down your thoughts and ideas.

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| **Mapping Your Contact With Children And Young People** |
| Think about the main activities or services that your organisation provides for children and young people, and the other ways in which you make contact with them.  It might be helpful to draw a mind map to show the different ways that children and young people have contact with your organisation (for example, face-to-face, via email or internet), how often this happens (every day, once a week, occasionally or rarely) and the different activities they relate to. |

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| **Children And Young People’s Needs** |
| Make a list of the needs of the children and young people who use your services. Think about groups of children and also specific children with extra needs. Things to consider include:  • Age or stage of development  • Gender identity  • Religion  • Cultural and/or ethnic background  • Sexual identity  • Language needs, including different communication methods, such as braille or sign language  • Whether the child has a disability, and, if so, the impact of this  The clearer you can be about the needs of the children and young people involved with your organisation, the better your safeguarding arrangements will meet the needs of your members. |

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| **What You Do Well** |
| There are likely to be many things that you already do that keep children and young people safe, and you will need to build these into your safeguarding arrangements.  Think about the strengths of your organisation in safeguarding and write them down. You could include:  • The way your organisation, its staff and volunteers value children and young people.  • The way you welcome and include children and young people from many different backgrounds or who have different characteristics.  • Your understanding of children’s and young people’s specific needs (as you identified in part two of this exercise).  • The way you communicate with all children and young people and ask them what they think.  • Your contact with the local community.  • The way your organisation is managed.  • Existing policies and procedures that you use to keep children and young people safe.  • The training you provide for staff and volunteers.  • The way you recruit and select your staff and volunteers. |

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| **What are the risks and how do you currently manage them?** |
| Now think about the safeguarding risks that children and young people might be exposed to. Take into account the things you identified in part one and two and consider what risks might be present to all or some of the children and young people you work with, during all your interactions with them.  For example, you could think about:  • The physical environment in which you work with children and young people.  • Staff and volunteers (including freelance workers, agency staff and those from other organisations involved on an occasional basis).  • Other people who use the same venue as you.  • [Specific activities that you undertake in the organisation and any equipment you use](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-activities-events)  • Other children and young people in the organisation.  • Risks that might take place outside your organisation, for example [online](https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety).  • Risks faced by children and young people in the organisation in their everyday lives, for example a family situation or risks within the community.  As well as thinking about each risk individually, consider how they might impact upon one another. Make notes of how you try to manage each of the areas of risk you have identified and where you feel the gaps might be. |

* 1. This guide is an introduction to the safeguarding measures you need to put into place to mitigate the risks you have identified. The following steps will help you get started.

1. **Step Two – Identifying Safeguarding Leaders**

Every organisation that works with children and young people must have a Designated Safeguarding Person (DSP). Organisations that have charitable status should, in addition, identify a [lead trustee for safeguarding.](https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees)

It’s crucial that the person who takes on the responsibilities of the DSP are given the full backing of the most senior people in the organisation – including the trustees or management board members if you have them. You also need to identify a deputy to cover absences. This chapter will help you decide who will be the DSP and make sure arrangements are in place to keep children and young people safe.

* 1. **The Designated Safeguarding Person (DSP)**

The Wales Safeguarding Procedures describe the designated safeguarding person (DSP) as the identified person within the organisation who:

* Is available to discuss safeguarding concerns;
* Should be consulted, when possible as to whether to raise a safeguarding concern with the local authority;
* Will manage any immediate actions required to ensure the individual at risk is safe from harm;
* All practitioners must know who to contact in their agency for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear.

Whilst every effort should be made to seek advice from the DSP a practitioner may need to contact social services directly, particularly where:

* Contacting the DSP would result in undue delay and thereby place someone at risk;
* The DSP has been contacted and they have not taken action and the practitioner thinks it is necessary;
* The concern relates to the DSP and there is no other appropriate alternative manager to contact.
  1. It is **not** the DSP’s responsibility to decide whether a child or young person has been abused. This is the task of the statutory agencies, who have the legal responsibility to investigate. It is the DSP’s responsibility to ensure concerns regarding a child at risk are reported to social services or the police.

The DSP should know who is responsible for child protection in their local area. This means they should be in contact with:

• The local authority child protection services

• Police

• Education and health authorities.

The DSP, and all other staff and volunteers of the organisation, need to know the relevant contact numbers and addresses of the statutory agencies in their area. This includes out-of-hours/ emergency contact details (see appendix 1).

* 1. The DSP should know what their responsibilities are, and have good awareness of safeguarding. They need to complete relevant safeguarding training, and understand the relevant legislation and guidance that underpins safeguarding in Wales.
  2. [**Safeguarding And Protecting Is Everybody’s Responsibility**](https://safeguarding.wales/chi/c1/c1.p2.html)

Effective safeguarding requires each practitioner and organisation to play their part and contribute to safeguarding and promoting the well-being of the child.

Every person in contact with or working with children at risk of harm, abuse and neglect, their carers, and their families; or with adults who may pose a safeguarding risk; or are responsible for arranging services for children and/or adults, should:

* Understand their role and responsibilities to safeguard and promote the welfare of children at risk of harm, abuse and neglect;
* Be familiar with and follow their organisation’s procedures and protocols for safeguarding;
* Know who to contact in their organisation to discuss concerns about a child at risk of abuse and neglect and their duty to report;
* Be alert to indicators of abuse and neglect both within and outside the family;
* Have access to and comply with the [wales safeguarding procedures](https://safeguarding.wales/);
* Have received training to a level commensurate with their role and responsibilities;
* Know when and how to report any concerns about abuse and neglect to social services or the police.

1. **Step Three – Getting Support**

Thinking about putting arrangements in place to keep children and young people safe can seem like a big task, and it helps greatly if the job is not all down to one person.

You may be part of a large and busy organisation, or you may run your group

by yourself, or with other volunteers who are all pressed for time. However, whatever your situation, it is important to get the right people involved. If you are in a large organisation, make sure you talk to staff and volunteers from every section, safeguarding procedures affect everyone, and everyone needs to be committed to them.

Depending on their size, some organisations may decide to form a working group. It will meet to discuss what needs to be done, or to read and comment on draft documents. The working group might include:

• Trustees or the management committee

• Managers or leaders in the group

• People in direct care of children or young people

• People responsible for health and safety in the building

• People responsible for organising events, outings or residential trips

* 1. There may be people in your organisation who know about safeguarding through their job or experience. If they can become involved, it will be a great help. There are also other local people you could ask to help. They might include:

• Local safeguarding agencies, [your safeguarding board](http://www.wgsb.wales/)

• [Child protection professionals](https://learning.nspcc.org.uk/) in education, health or the police

• A commissioning, funding or grant-making body you work with

• Your local [council for voluntary service](https://wcva.cymru/) or member organisation

• Another voluntary sector group or organisation with whom you could develop a peer mentoring arrangement.

* 1. **Support From Children, Young People And Families**

If at all possible, involve the children, young people and families using your services when you start to work on your safeguarding arrangements. They will have views on what makes them feel safe already, and on what may need further work. Some of their ideas may be things that you will not have thought of.

It is not possible to develop a fully supportive culture in the organisation and make the safeguarding arrangements work properly if the children, young people and families involved do not contribute and do not understand the reasons for things being done in a certain way.

1. **Step Four – Writing A Safeguarding Policy Statement**

A written [safeguarding policy statement](https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement) makes it clear to staff, parents, children and young people what the organisation thinks about keeping children and young people safe, and what it will do to ensure that this happens.

* 1. **The Purpose Of The Safeguarding Policy Statement**

The purpose of the policy statement is to show clearly that the organisation takes the safety of children and young people seriously, and that it expects its staff, volunteers and trustees to do so too. It sets out the overarching principles that underpin the organisations safeguarding procedures and systems.

* 1. A safeguarding policy statement states:

• Your commitment to keeping children and young people safe

• How, in broad terms, the organisation is going to meet this responsibility

• Why the organisation is taking these steps

• Who the policy applies and relates to (for example, all staff and volunteers, children and young people up to the age of 18)

• How the organisation will put the policy statement into action

• How this policy statement links to other relevant policies and procedures (such as procedures for taking photographs and videos, internet use, and recruitment of staff and volunteers).

* 1. The policy statement should also:

• Identify the organisation, its purpose and function

• Recognise the needs of all the children and young people who are involved in your organisation (you can use the work you did in Step one to help with this)

• Briefly state [the main legislation and guidance](https://learning.nspcc.org.uk/child-protection-system/wales) that supports the policy

• Include a commitment to making sure that everyone, including children and young people, is aware of and understands the safeguarding arrangements

• Include arrangements for the regular review of the policy statement and related procedures

• Contain the contact details for the people responsible for safeguarding in the organisation.

* 1. **All Children And Young People Have The Right To Be Protected**

Children and young people who have a disability, come from a different ethnic or cultural group or are perceived as ‘different’ in any way may be at risk of becoming victims of discrimination and prejudice. Any discrimination is harmful to a child’s or young person’s wellbeing, and may mean that they are less able to access the services they need to keep them safe.

Your organisation needs to make sure that all children and young people have the same protection, and your policy statement needs to say that this is your belief. It is important not to make the wrong assumptions about a child’s wellbeing because of prejudice or ignorance. You, your staff and volunteers know the children and young people you work with and must make sure any discrimination is challenged.

1. **Step Five – Writing Procedures**

[Safeguarding procedures](https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement) are detailed guidelines that tell everyone what to do in situations where there could be a concern about a child’s or young person’s safety or wellbeing. It is very important to have clear instructions to ensure that there is a speedy and effective response for dealing with issues around the safety of a child or young person.

* 1. Think about the ways in which concerns may be raised, as this will help the procedures to work well. For instance:

• A child or young person may tell you about something that has upset or harmed them, or that has happened to another child or young person

• An adult might report that a child or young person has told them something concerning, or that they are worried a child or young person has experienced harm

• A child or young person might show signs of injury or neglect, for which there appears to be no satisfactory explanation

• A child’s or young person’s behaviour may suggest he or she is being abused

• The behaviour or attitude of one of the adults involved in your organisation may worry you or make you feel uncomfortable in some way

• Someone might make an allegation that a worker or volunteer has harmed a child or young person or behaved inappropriately towards them

• You may witness worrying behaviour from one child or young person to another.

* 1. **Making Sure Everyone Can Access Your Procedures**

You will need to make sure that everyone is able to understand and use your safeguarding procedures, regardless of the language they use or whether they have a disability.

This may mean providing the procedures in different languages for anyone whose preferred language is not English or Welsh, or in other formats for disabled people, such as Braille or large text.

* 1. **What Procedures Should You Have?**

We recommend that every organisation working with children should have the following procedures in place:

• A procedure for responding to concerns that a child may be at risk of abuse or neglect.

• An [anti-bullying procedure](https://learning.nspcc.org.uk/research-resources/templates/anti-bullying-policy-statement)

• a procedure for reporting accidents

• A [procedure for managing concerns or allegations against a member of staff or volunteer in your organisation](https://learning.nspcc.org.uk/safeguarding-child-protection/managing-allegations-of-abuse)

• A procedure for managing concerns or allegations that a child or young person in the group is harming another child or young person (this is often known as ‘peer-on-peer abuse’)

• A [whistleblowing and complaints procedures.](https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse#whistleblowing)

* 1. **Some General Guidelines To Writing Procedures**

• Make sure that you state the purpose and aim of each procedure.

• Be clear about who the procedure applies to. For example, this should include all those in contact with children and young people, even if it is not their main job to look after them, such as the building caretaker.

• Provide a summary of useful information relevant to the procedure. For example, you may want to include a description of the different categories of abuse (physical, emotional, sexual abuse, and neglect). The procedures could also contain examples of signs and indicators that might give cause for concern.

• Provide clear directions on the steps you expect people to take when following each procedure. Flow charts and diagrams can help make the procedure clearer. Ask people in your organisation to check the procedure while it is still in draft form. You may think that you are being clear, when in fact there may be something confusing or contradictory in what you have written.

• Include details of key agencies who should be informed, including their contact telephone numbers. State whose job it is to liaise with other agencies (the DSP) and the timescales for doing so. It is important that staff and volunteers do not feel on their own when dealing with a worrying situation. The procedures should encourage them to get advice and support even if their concern turns out to be nothing to worry about. Parents, children and young people also need to know who they should talk to if they are worried.

• Make sure that the procedure states how, when and what information needs to be recorded. State whose job it is to make and keep the record, explain how to distinguish between fact and opinion, and state how and where records should be stored confidentially.

• Be clear about confidentiality.

***The legal principle that the “welfare of the child is paramount” means that taking action to safeguard and protect the best interests of the child or young person is more important than anything else.***

• You should respect a child or young person’s privacy whenever possible. But if you have concerns about a child’s welfare or think they may be at risk of serious harm, you must follow your safeguarding procedures and share this information with people that can help. This is the case even if a child or young person has asked you not to tell anyone what is going on.

• The introduction of the [General Data Protection Regulation (GDPR)](https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation) and [Data Protection Act 2018](https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted) does not affect this principle. However, you should only share information with people who need to know, for example social services and the police. This respects a child’s and their family’s right to privacy while simultaneously protecting the child. If a child needs confidential advice and support, direct them to [Childline (childline.org.uk](https://www.childline.org.uk/) or telephone 0800 1111).

• What should people do if they are concerned about a child but are not sure if it is a ‘child at risk’? Everyone who works or volunteers with children in Wales has a duty to report concerns about a ‘child at risk’ to social services and/or the police. It is not your organisation’s responsibility to investigate concerns about a ‘child at risk’. Although you may think something is an isolated incident, it may be part of a wider pattern of abusive behaviour. By sharing information with social services or the police, you are enabling them to build up a picture of the support the child and their family need.

• The NSPCC helpline is available to anyone who has a concern about a child. Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or phone 0808 800 5000.

1. **Step Six – Setting A Code Of Behaviour**

You should decide how you expect everyone in your organisation to behave towards children and young people. This includes staff, volunteers, parents and the children and young people themselves. A [code of behaviour](https://learning.nspcc.org.uk/research-resources/templates/behaviour-codes-adults-children) can help to ensure that these expectations are accepted and understood.

* 1. It is important that your behaviour code reflects the child centred principles of the organisation. It should be made known to all children, young people, staff and volunteers, and, where possible, it should be prominently displayed, perhaps a poster.
  2. **Involving Children And Young People**

Children and young people should be given every opportunity to learn that they have the right to be treated with respect, and that others have the right to be treated respectfully by them. They should be taught and encouraged to speak out if they experience any behaviour from adults or other children and young people that makes them feel threatened, and to avoid behaving in this way themselves. This includes face-to-face contact and also online behaviour.

Involving children and young people in writing the behaviour code is really important. It can help develop a clearer understanding of the reasons why the code is helpful, ensure their views are heard, and provide an element of shared ownership. Children and young people are much more likely to stick to the code and to help each other do so if they have helped create it.

* 1. **What To Include**

It may be best to have a separate code of behaviour for staff/volunteers and children and young people, as your expectations may be slightly different for each group. However, the ethos and values underpinning each document should be the same and should include positive statements about:

* listening to each other
* valuing and respecting others in the group
* involving others, including children and young people, in decision-making as appropriate
* offering praise and encouragement
* respecting differences
* cooperating with each other.

There should also be a clear statement about promoting an anti-bullying environment and dealing firmly with bullying in all its forms.

Some organisations have a separate policy on [bullying](https://learning.nspcc.org.uk/research-resources/templates/anti-bullying-policy-statement), and we recommend that you work towards this if you do not already have it.

* 1. **Breaches Of The Behaviour Code**

As well as developing a behaviour code, you need to think about what the consequences will be if someone breaches it.

For staff, you should have a disciplinary process.

For volunteers, you should have a separate process to deal with concerns, such as a volunteer resolution process to recognise the legal distinction between these roles.

If the breach raises a safeguarding concern, then you will need to use your procedure for managing allegations against an adult, regardless of whether the person is a member of staff or a volunteer.

For children and young people who breach the code, you should also have a disciplinary system. Try to use a system that promotes good behaviour rather

than punishing inappropriate behaviour. Using a traffic light system is often helpful.

If a child’s behaviour is of such concern that it may constitute a safeguarding

risk to others (peer-on-peer abuse), you need to follow your procedure for managing concerns or allegations of abuse against a child, as well as your

procedure for dealing with concerns that a child may be at risk of abuse.

1. **Step Seven – Selecting The Right Staff And Volunteers (Recruitment)**

Whatever activities your organisation provides for children or young people, you will want to make sure that you have the best people for the role. A good recruitment process that incorporates [safer recruitment](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment) practices will help you to choose the right people, those who are well suited to your organisation and who are less likely to harm children or young people, intentionally or accidently.

* 1. Good recruitment and induction processes help to show staff, volunteers, contractors, children, young people and their families how much you value the safety and wellbeing of those who use your facilities or services.

Below are some tips to help you recruit safely – they apply to recruiting both paid and unpaid people of all ages, including young people themselves. By taking these steps, you are aiming to build as complete a picture of each applicant as possible and to identify and eliminate unsuitable applicants. You are also helping to ensure a fair and equitable recruitment process.

* 1. **Planning Your Recruitment Activity**

To attract the right people to your setting, it is important to ensure the whole recruitment process is accessible and attractive to potential applicants. Potential recruits should feel valued throughout the whole recruitment process, not just at the interview or face-to-face meeting. Developing a plan for your recruitment that considers the complete process from start to finish can help you to achieve this.

Taking a planned and structured approach to recruitment will help you to:

• Reduce the risk of appointing someone unsuitable

• Ensure all relevant steps have been followed

• Ensure there are records of the process for future reference

• Select the right person for the right role.

Planning is the first step towards safer recruitment practice and your commitment to safeguarding should be clear and explicit at every stage of the recruitment process.

Work out your timetable for the different stages in the process and make sure the right people are available to shortlist and interview – it helps to have a minimum of two people and stick to the same two people throughout, if possible.

* 1. **Defining The Role And Developing Selection Criteria**

Consider the tasks and skills necessary for the job and what kind of person is most suited to it. Decide how the person should behave with children and young people, and what attitudes you want to see. Ensure you have these written down in the form of a role profile for volunteers or a job description for paid positions. You should also include a person specification.

From this you can develop a list of essential and desirable qualifications, skills and experience to select against when you receive your applications.

* 1. **The Application Pack**

You will need to prepare the application pack in advance, so it is ready for potential applicants. Decide how you will make this available – will you send it out on request or publish it online?

The application pack should include the following:

• A standard application form. Use this to obtain the applicant’s full identifying details, information about their education and training and a full history of past and present work and/or volunteering experiences. It should also give them the opportunity to provide a personal statement.

• The role profile or job description. This should include information about the role and about your organisation.

• A copy of your safeguarding policy statement and procedures.

• Information about your vetting and barring procedures. If the role requires a criminal record check, include your policy on recruiting ex-offenders to make it clear you recruit people fairly.

**•** A confidential [self-disclosure form](https://learning.nspcc.org.uk/research-resources/templates/self-disclosure-forms) (if appropriate). This allows an applicant to disclose any relevant information about their past, such as information about a criminal record or past conduct issues. It should be submitted in a sealed envelope and only opened if the applicant is successful. Before asking applicants to fill in a self-disclosure form, you must check that it is appropriate for the role you are recruiting to.

• A reference form. The applicant should provide details of people who will be able to provide suitable references. You should give an overview of the questions you will be asking the referee so that the applicant can give their consent to you obtaining this information.

* 1. **Advertising The Vacancy**

Circulate details of all vacancies widely using a variety of methods to ensure accessibility. Include a statement about your commitment to safeguarding.

* 1. **Reviewing Applications And Creating A Shortlist**

Use your selection criteria to help you make a shortlist of suitable candidates.

Make a note of any gaps in employment or volunteer history or any questions or concerns you will need to follow up with the applicant at interview.

* 1. **Setting Interview Questions And Tests**

Make sure that your interview tests whether the applicants have the necessary tasks, skills and attitudes that relate to the role.

* 1. **Conducting Interviews**

Always include a face-to-face meeting as part of the selection process. This gives you the opportunity to: test that the applicant has the right skills for the role; explore their values, attitudes and motivation for working with children and young people; and check their commitment to safeguarding.

To give you a better picture of each candidate, it can be helpful to include a number of different selection methods, such as roleplay or a presentation.

* 1. **Carrying Out The Necessary Checks**

There are a number of [checks](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment#vetting-disclosure-and-barring-checks) that you should carry out, whether the person is applying for a paid or voluntary role:

* **Identity checks.** You have a legal obligation to check a person is who they say they are when applying for a role with you. Ask for photographic documentation to confirm identity and be aware of how to verify identity and authenticity of the documents you receive.

• **Right to work.** You need to check the candidate has permission to work in the UK, unless they meet the definition of ‘a volunteer’. Some voluntary roles may be deemed to be ‘working under a contract as a voluntary worker’ (the contract is not necessarily written). These roles still require a right to work check.

• **Qualifications.** Ask to see original documents and certificates if they are relevant to the role.

• **References.** Ask for written references from at least two people who are not family members and, ideally, who have first-hand knowledge of the applicant’s experience of work or contact with children or young people. If there are doubts or you have any questions resulting from the reference, follow up with a telephone call to the referee.

• [Criminal record checks.](https://www.gov.uk/government/organisations/disclosure-and-barring-service) You need to carry out the relevant criminal records checks to make sure the person applying for your role is eligible to work with children. If the role involves work that is classed as ‘regulated activity’, you need to carry out an ‘enhanced with barred list’ criminal records check. If the role is not classed as 'regulated activity' or 'regulated work', a different form of [check](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment#vetting-disclosure-and-barring-checks) might still be necessary.

• **Overseas checks.** If the person has previously lived abroad, you may need to carry out checks in the relevant country. More information about when this is necessary and how to do it is available [here.](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)

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| **What Is ‘Regulated Activity’?**  In Wales, regulated activity with children means carrying out any of the below activities frequently or with intensity (more than 3 days in a 30 day period or overnight):  • Unsupervised activities: teaching, training, instructing, caring for or supervising children; providing advice/guidance on wellbeing, or driving a vehicle only for children.  • Working for a limited range of ‘specified places’ with the opportunity for contact with children and young people, for example schools, children’s homes, childcare premises.  These are also examples of regulated activity if unsupervised:  • Engaging in intimate or personal care of children.  • Health care (including by a registered health care professional).  It can also apply to certain positions of trust within organisations, for example being a trustee of a children’s charity. |

* 1. **Third Party Suppliers**

Where children and young people are likely to have contact with people supplied by third party contractors, ensure that you have a written agreement requiring the contractor to comply with your safeguarding requirements.

When using an agency (such as a recruitment agency) to provide workers or volunteers, you should ask to see written confirmation that the relevant checks for the role have been undertaken.

It is your responsibility to check that the person the agency sends is the person who arrives for the work or activity.

1. **Step Eight – Getting Informed And Staying Up To Date**

Everyone who works or volunteers with children should understand how to recognise and respond to situations where children might be at risk of harm. Ensuring your staff and volunteers are competent, knowledgeable and well trained about safeguarding needs to be an important feature of your ongoing training and development.

* 1. **Inducting Staff, Volunteers And Management Board Or Trustee Board Members**

New members of the team need to be provided with essential information about your approach to safeguarding and know what is expected of them. It is up to you to decide how best to inform new staff, volunteers and board members about what they need to know – it could be on a one-to-one basis; by asking them to read documents and then discussing them; by shadowing other staff members; or by more formal briefings or training sessions.

Whatever methods you choose, we recommend that the following matters are covered as a minimum during the induction period of a staff member, board member or volunteer:

• your safeguarding policies and procedure

• your behaviour code for adults and children and young people

• your whistleblowing procedures

• a detailed discussion of the new person’s duties and responsibilities

• information about any training they are expected to undertake

(including [safeguarding training](https://learning.nspcc.org.uk/training/wales)).

* 1. **Ongoing Training And Development**

Safeguarding training is not a ‘one-off’ experience. The law, our society, and our understanding of good practice changes and develops all the time, and so refresher training should be provided at regular intervals.

Everyone who works or volunteers with children should have regular basic safeguarding training and keep their knowledge up to date.

The Designated Safeguarding Person should make sure they keep updated on key issues in safeguarding and are able to share this information with others in your organisation as appropriate.

1. **Step Nine – Making Sure Your Safeguarding Arrangements Are Effective**
   1. **Keeping Policies And Procedures Up To Date**

Policies and procedures need to be looked at regularly to make sure that they are up to date and relevant to the work of your organisation. Set timescales to review your safeguarding arrangements, and make sure you know who is responsible for taking the lead in the review process. It is best to conduct a review on an annual basis, sooner if necessary.

* 1. **Audit The Ways In Which Your Safeguards Are Used**

Safeguarding is an ongoing process. Your policies and procedures will only keep children and young people safe if they are used effectively. Here are some questions you can use to check the effectiveness of your safeguarding measures:

• Does everyone know what to do if they are worried about a child or young person? How can you be sure!

• Do children and young people and their families know who to talk to if they are worried? Do they feel safe in your organisation? How do you know?

• Is everyone happy with the procedures and clear about what they are?

• Have they been used and did they work well?

• Are there any trends or patterns emerging in how they are being used?

• Could they be improved? If so, how?

You should get other people to help you with the audit, and seek the views of children, young people and families.

**Appendix 1 – Useful Contacts**

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| **West Glamorgan Safeguarding Board** | West Glamorgan Safeguarding Board Civic Centre  Neath  Neath Port Talbot  SA11 3QZ  [www.wbsb.co.uk](http://www.wbsb.co.uk)  [wbsb@npt.gov.uk](mailto:wbsb@npt.gov.uk)  (01639) 763 021 |
| **Neath Port Talbot Social Services** | Please contact us if you are concerned that a child is being harmed, or is at risk of harm.  (01639) 685 717 |
| **Neath Port Talbot Emergency Duty Team** | 5.30pm to 1.30am (Weekdays)  9am to 1.30am (Saturday/Sunday/Bank Holidays)  (01639) 895 455 |
| **Swansea Social Services** | This team deals with all initial enquiries and referrals relating to children in need, including child protection issues.  (01792) 635 700  [access.information@swansea.gov.uk](mailto:access.information@swansea.gov.uk) |
| **Swansea Emergency Duty Team** | Monday - Thursday: 5.00 pm - 1.00 am  Friday: 4.30 pm - 1.00 am  Weekends and Bank Holidays: 9.00 am - 1.00 am  One person remains on duty from 1.00 am until 9.00 am for the most serious emergencies only.  (01792) 775 501  [EDT@swansea.gov.uk](mailto:EDT@swansea.gov.uk) |
| **NSPCC Helpline** | If you're worried about a child, even if you're unsure, contact our professional counsellors for help, advice and support.  Call us or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).  0808 800 5000 |
| **Childline** | 18 or under?  Childline offers free, confidential advice and support whatever your worry, whenever you need help.  0800 1111 |

**FOR EMERGENCY SERVICES CALL 999**