RJ WORKING CHILD SAFEGUARDING POLICY

INTRODUCTION

The purpose of RJ Working is to strengthen and support the children and young people of Cornwall, it follows that our organisation is wholly committed to their safety and welfare.

We are committed to child-centred practice and we seek to understand children's lived experience through listening carefully to children and young people. This commitment is confirmed by the DfE guidance 'Listening to and involving Children and Young People' (2014).

We promote the safety and welfare of children and young people through our work in schools, and with staff who work in health and education. RJ Working CIC may be in a position to contribute to a culture of co-ordination and co-operation, and support communication and shared learning to promote children's safety and welfare. In particular our work seeks to support practitioners developing lasting and trusting relationships with children and their families. We understand our responsibility to follow the lead of our Local Safeguarding Partnership (between the Local Authority, Health and the Police) in terms of local arrangements for co-ordination and co-operation.

THE SCOPE OF THIS POLICY

This Policy applies to all work undertaken of behalf of RJ Working CIC by team members, whether Restorative Practitioners, Trainers, Volunteers and our Board of Directors.

We are committed to following the statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2021), Our Safeguarding Children Partnership (OSCP) for Cornwall and the Isles of Scilly, and Information Sharing Advice for Safeguarding Practitioners (2018). We recognise our responsibilities as a voluntary / independent sector organisation. We are using the definitions provided in the 2018 and 2021 guidance which we have reproduced at Appendix 1.

RJ Working has adopted the following principles in relation to Child Safeguarding:

● The welfare, safety, and best interests of the child are paramount considerations.
● Anyone under the age of 18 is considered a child for the purpose of this Policy.
● All children – whatever their age, cultures, disability, gender, racial origin, language and/or religious beliefs have the right to protection from abuse.
● All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately. They will not be ignored.
● Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting the child's welfare.

The purpose of this Policy is to:

● Provide protection to the children in contact with RJ Working, including the children of staff, sessional workers and volunteers.
● Provide guidance to all of our organisation's staff, sessional workers and volunteers about what to do if they suspect a child may be experiencing, or be at risk of experiencing, harm.

Application of Safer Recruitment principles and enhanced DBS checks for all staff, sessional workers and volunteers supports this Policy.

Policy Review - This policy will be reviewed annually, or as required by changes in Local Multi-Agency policies and working, by RJ Working CIC, or by further national legislation.

We will ensure that all those working on behalf of RJ Working CIC:
● Understand their personal responsibility for protecting and safeguarding the wellbeing of children with whom they work.
● Are able to take appropriate action if a child is suffering, or likely to suffer from harm; or is in immediate danger.
● Are informed & able to respond helpfully to children who allege or disclose that abuse is happening.
● Are fully supported where they act in good faith to report a concern that a colleague is, or may be, abusing a child.
● Have opportunities to discuss and manage the feelings and emotions that are associated with protecting children.

RJ Working will work to safeguard children and young people by:
● Listening to, valuing and respecting them.
● Acting in their best interests.
● Adopting and enforcing Safeguarding guidelines and procedures and a code of conduct for staff, sessional workers and volunteers.
● Ensuring that, where RJ Working works with partners, they have appropriate and effective Child Safeguarding policies and procedures in place.
● Ensuring effective management of staff, sessional workers and volunteers through induction, supervision, support and training, all including child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare
● Distinguishing between i) allegations ii) concerns about quality of care/practice & iii) complaints.
● Ensuring that RJ Working staff, sessional workers, volunteers and directors undertake appropriate Child Safeguarding training within the first year of their involvement with RJ Working, and regularly review their practice to ensure development of skills and expertise.
● Knowing the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.
● Being vigilant, as multiple safeguarding issues will overlap with one another.
● Being prepared to identify children who may benefit from Early Help.
● Appointing Designated Safeguarding Lead and Deputy Lead members of staff with relevant expertise from RJ Working to respond to concerns, and collate Child Safeguarding data.
● Sharing information about Child Safeguarding and good practice with children, parents, staff, sessional workers and volunteers.
● Ensuring that appropriate recording and monitoring systems are in place & that information about concerns is shared with agencies who need to know, involving parents and children appropriately.
● Ensuring that partners, users and workers are aware of RJ Working policies and procedures, and the role of the Designated Safeguarding Leads.

Designated Safeguarding Lead (DSL)is Deborah Mitchell deborah@rjworking.co.uk 07535656007
Registered Social Worker SW120353   BASW member 111888/104949
Deputy Safeguarding Lead is Nicky Abrahams nicky@rjworking.co.uk 07842250100
Registered Social Worker SW2184

This Policy is reviewed and updated 23 November 2022, ratified by the Board of Directors and signed by the Chair Guy Watson.

RJ Working Child Safeguarding Process / Procedure

It is not the responsibility of anyone working for RJ Working in a paid or non-paid capacity to decide whether or not abuse of a child has taken place or investigate the matter. However, everyone has a responsibility to act on any concerns by reporting these to our Designated Safeguarding Lead (DSL), our Deputy DSL or the appropriate Local Authority or Police colleagues.

Where there is actual or suspected abuse - report this to the RJ Working Designated Safeguarding Lead or Deputy. If neither is available, make a referral directly using the referral form you can obtain from the MARU. Follow the guidance accompanying the MARU referral form. Complete the form and send it to The Multi Agency Referral Unit (MARU) without delay; keeping a copy.

If the Child Protection matter is urgent telephone the MARU and follow this up by sending a completed referral form without delay. Or call the Police on 101 (When to Call the Police, NCPP).

Multi Agency Referral Unit 3 North, New County Hall, Truro. TR1 3AY

Telephone 0300 1231 116   multiagencyreferralunit@cornwall.gov.uk   Out of Hours 01208 251300

Remember to:
● Listen carefully to any disclosure and take it seriously.
● Reassure victims they will be supported and kept safe. They shouldn't be made to feel ashamed for making a report or given the impression they are creating a problem.
● Do not touch or clear away any evidence.
● Do not agree to keep any secret.
● Do not ask leading questions.
● Do not contact any alleged abuser.
● Do not talk to anyone else (outside the alert process) about information shared with you.
● Keep a record that is factual, use the words given to you; describe the circumstances and anyone else who was there at the time.

Where there is a complaint about a member of staff, sessional worker or volunteer there may be:
a)Criminal investigation b)Child Protection investigation c)Internal disciplinary / misconduct investigation. All available information will be used to reach decisions and removal of a paid or voluntary individual because the person poses a risk of harm to children will trigger a DBS referral.

For further information please see the following documents online:
Working Together to Safeguard Children 2018
Keeping Children Safe in Education 2022
What to do if you're worried a child is being abused: Advice for Practitioners 2015
Preventing and Tackling Bullying updated 2017
When to call the Police
Information Sharing Advice for Safeguarding Practitioners (2018)
Serious harm is defined as potentially life-threatening injury
OR serious or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social or behavioural development.

Appendix 1 Definitions (3 pages)

The definitions and signs of abuse described in Working Together to Safeguard Children (2015) have been updated in the 2018 Statutory Guidance glossary and the most relevant items are reproduced here:

Safeguarding and promoting the welfare of children
Defined for the purposes of this guidance as:
a. protecting children from maltreatment
b. preventing impairment of children's health or development
c. ensuring children are growing up in circumstances consistent with the provision of safe & effective care
d. taking action to enable all children to have the best outcomes

Child Protection
Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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

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

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

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

a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)

b. protect a child from physical and emotional harm or danger

c. ensure adequate supervision (including the use of inadequate care-givers)

d. ensure access to appropriate medical care or treatment

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

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons

Child criminal exploitation

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Keeping Children Safe in Education 2022 also defines: Child on child abuse

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment,7 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Domestic abuse

We recognise the importance of the Domestic Abuse Act 2021. Keeping Children Safe in Education 2022 states that "Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents/crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Appendix 2: RJ Working Whistleblowing Policy

RJ Working recognises the 2018 requirement for Safeguarding organisations to have a Whistleblowing Policy based on Sir Robert Francis 'Freedom to Speak Up Review' 2015.

We have identified 12 of the 20 Principles proposed for the NHS relevant to RJ Working as a small, independent sector organisation. We will develop a 2022 Policy reflecting these principles.

Principle 1 Culture of safety: Safeguarding organisations should actively foster a culture of safety and learning, in which all staff feel safe to raise concerns.

Principle 2 Culture of raising concerns: Raising concerns should be part of the normal routine business of any well led organisation.

Principle 3 Culture free from bullying: Freedom to speak up about concerns depends on staff being able to work in a culture which is free from bullying and other oppressive behaviours.

Principle 4 Culture of visible leadership: Employers should demonstrate, through visible leadership, that they welcome and encourage the raising of concerns by staff.

Principle 5 Culture of valuing staff: Employers should show that they value staff who raise concerns, and celebrate benefits and improvements made in response to the issues identified.

Principle 6 Culture of reflective practice: There should be opportunities for all staff to engage in regular reflection of concerns in their work.

Principle 7 Raising and reporting concerns: Organisations should have structures to facilitate both informal and formal raising and resolution of concerns. Staff should be encouraged to raise concerns informally   and work together with colleagues to find solutions. Organisations should have a clear process for   recording all formal reports of incidents and concerns, and for sharing that record with the person who reported the matter.

Principle 8 Investigations: When a formal concern has been raised, there should be prompt, swift, proportionate, fair and blame-free investigations to establish the facts. Organisations should devise and implement systems which enable such investigations to be undertaken.

Principle 9 Mediation and dispute resolution: Consideration should be given at an early stage to the use of expert interventions to re solve conflicts, rebuild trust or support staff who have raised concerns. Organisations should have access to resources to deploy alternative dispute resolution techniques, including mediation and reconciliation to:

• address unresolved disputes between staff or between staff and management as a result of or associated with a report raising a concern

• repair trust and build constructive relationships.

Principle 10 Training: Every member of staff should receive training in their organisation's approach to raising concerns and in receiving and acting on them.

Principle 11 Support: Organisations should ensure that there is a range of persons to whom concerns can be reported easily and without formality. They should provide staff who raise concerns with ready access to mentoring, advocacy, advice and counselling.

Principle 14 Accountability: Everyone should expect to be held accountable for adopting fair, honest and open behaviours and practices when raising or receiving and handling concerns. There should be personal and organisational accountability for:

• poor practice in relation to encouraging the raising of concerns and responding to them

• the victimisation of workers for making public interest disclosures

• raising false concerns in bad faith or for personal benefit

• acting with disrespect or other unreasonable behaviour when raising or responding to concerns

• inappropriate use of confidentiality clauses.

Appendix 3: Child Protection and safeguarding online process/procedure

RJ Working recognises that training remotely through live online sessions presents a different setting for its work. The policy and procedures outlined above apply in their entirety to all work carried out by RJ Working, including online sessions. *Online safety* is the collective term for safeguarding involving the use of electronic devices and applications to communicate and access the Internet; often referred to as Information & Communications Technology. An online safety policy should be adopted and adapted to reflect all communications between RJ Working team members and children (those under 18 years of age).

Technology:
- RJ Working member of staff, sessional worker or volunteer will liaise with school/college partners to ensure that students have adequate access to technology and WiFi, without incurring additional costs to the young person or their family
- A third member of staff from either the RJW team or school technical staff will be on hand to ensure glitches can be addressed
- RJ Working staff, sessional worker or volunteers will utilise company log-ins for online platforms only

Staffing and conduct:
- All online sessions will involve 2 staff members, either both from RJ Working or one RJ Working colleague co-training with one school colleague
- 1:1 interactions online will be limited to specific staff
- Professional conduct expectations remain the same as in face-to-face training sessions, with no sharing of personal contact details
- RJ Working and all young people will adhere to schools' online safety policy
- Staff take responsibility for establishing a safe, calm, respectful online space for young people and establish clear ground rules for this at the start of each programme
- Small group work (maximum 12) enables best practice to be upheld at all times
- Recordings of group sessions should only be made for clear and stated reasons; feedback can be sought from young people with their consent and recorded with due care for personal data
- School staff will carry out pre-training calls to young people, obtaining agreement and ensuring a clear message about selecting a suitable background setting in their home
- RJ Working trainers will deliver against a neutral background
- All communications with young people prior to and following the training will happen through school staff.
- RJ Working require all school partners to sign and return an Online Protocol Statement for their work with us

Platform specifics:
Zoom:
- Meeting ID and passwords/links for entry will be generated by RJ Working and shared via school staff
- Waiting-room feature to be enabled with a welcome message: one trainer checks off each participant as they enter the space
- Only host can share screen (advanced sharing)
- Each meeting will be locked once each session has begun (participants tab)

- RJ Working will turn off file-transfer in the group (user management, group management)
- Disable private chat facility between members

Teams:
- School /college partners will provide RJ Working with organisational log-ins for the purpose of delivering live sessions
- Blurred background feature to be used by staff and students
- Lobby feature to be enabled with a welcome message: one trainer checks off each participant as they enter the space
- Participant screen-sharing to be disabled (settings under 'meeting policies)
- Each meeting will be locked once each session has begun
- Disable private chat facility between meeting participants

Allowable actions in an incident of misuse:
- Zoom/Teams: the host holds the ability to 'remove' under participants menu. Following conversations with staff, it is permissible for the young person to rejoin the meeting.
- Any incident of harm or misuse will be recorded by RJ Working and this information shared with school staff

Harmful or upsetting content

RJ Working team members follow usual reporting procedures as well as sharing information with school partners. Staff can also get support by:

- reporting harmful online content to the UK Safer Internet Centre
- Advise schools to access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

References used in updating this policy:
https://swgfl.org.uk/
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 - virtual-lessons-and-live-streaming
https://blog.zoom.us/wordpress/2020/03/20/keep-uninvited-guests-out-of-your-zoom-event/
https://thirtyoneeight.org/get-help/resources/online-safety-policy/online-safety-policy-template/

Appendix 4: Young Team Members Induction Support

The language of safeguarding is not necessarily familiar to us all, so this short statement is designed to support everyone's understanding of RJ Working's policy, and what we can do to promote safety and wellbeing.

The purpose of RJ Working is to strengthen and support the children and young people of Cornwall and the Isles of Scilly, it follows that our organisation is wholly committed to their safety and welfare. We are committed to child-centred practice and we seek to understand children's lived experience through listening carefully to children and young people. We promote the safety and welfare of children and young people through our work in schools, and wider communities and often with staff who work in health and education. RJ Working may be in a position to contribute to a culture of co-ordination and co-operation, and support communication and shared learning to promote children's safety and welfare. In particular our work seeks to support young people's lasting and trusting relationships with each other and the adults in their lives.

What to do if you have a concern about a child or young person:
- When working with children and young people in schools and colleges, we comply with their safeguarding procedures (eg. no taking of photos or use of our phones in school)
- RJ Working's Safeguarding Lead (DSL) is Deborah Mitchell, and the Deputy is Nicky Abrahams.
- Any concerns or disclosures need to be shared immediately with Deborah or Nicky, who will advise how to respond and how to notify the school appropriately. If Deborah and Nicky are not available and the matter cannot wait (ie. it is very urgent and you are concerned about immediate significant risks to a child or young person), please talk with the school Designated Safeguarding Lead DSL
- If none of these options are possible, you need to contact MARU (Multi Agency Referral Unit) on 0300 1231 116 to discuss your concerns. You can start by discussing the concerns anonymously; they will advise you on next steps and if you need to share any personal information with them. Following this, you need to update Deborah or Nicky as soon as you can.

Working with safeguarding concerns, such as being trusted by a child with a disclosure of abuse, can naturally be upsetting and we will support the impact of this.
Proactive safeguarding is about everyone's wellbeing, promoting a culture of care where we look out for one another, talk about issues together, and develop confidence and capabilities to take steps when things aren't right. We can look out for things that don't seem right, or things that are different from usual. This includes noticing ourselves and each other.
It's important that we know who to discuss these things with. We are lucky to have a wide range of knowledge and experience within the RJW team. You will have regular support from colleagues. In addition to this:
- If you experience issues or have questions about anything to do with disability and health, you can talk to Nicky Abrahams
- If you experience issues or have questions about anything to do with racism, you can talk to Bernadette Chelvanyagam
- If you experience issues or have questions about anything to do with LGBTQ+ issues, you can talk to Lucy Pearson.