

## Child Protection Policy

Become United believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognizes its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

### **We recognize that:**

- the welfare of the child/young person is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and their agencies is essential in promoting young people's welfare
- the Local Safeguarding Board plays in promoting the safety and wellbeing of vulnerable adults in our community. We are committed to working closely with the Local Safeguarding Board to ensure that our safeguarding procedures are effective and up to date, and that we are able to respond appropriately to any safeguarding concerns or issues that may arise

### **The purpose of the policy:**

- To provide protection for the children and young people who receive Become United services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Become United.

### **We will seek to safeguard children and young people by:**

- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures and a code of conduct

for staff and volunteers

- recruiting staff and volunteers safely, ensuring all necessary checks are made and new staff and volunteers have read and understood this policy
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- providing effective management for staff and volunteers through supervision, support and training

**We are also committed to reviewing our policy and good practice annually**

#### **Definition of Abuse**

For the purpose of our policy an abused child is any boy or girl, under 18 years of age, who has suffered from, or is believed likely to be, at risk of significant risk of physical injury, neglect, emotional abuse or sexual 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 recognize 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 behavior
- 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 behavior such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organization's safeguarding and child protection procedures

## **Sexual Abuse**

### **Definition**

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.

## Signs

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 behavior may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behavior 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.

## Physical Abuse

### Definition

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).

### Signs

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

## **Emotional Abuse**

### **Definition**

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.

### **Signs**

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.

## **Neglect**

### **Definition**

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.

### **Signs**

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.

## **Child sexual exploitation**

### **Definition**

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 (Berelowitz et al, 2013).

Child sexual exploitation can involve violent, humiliating and degrading sexual

assaults and involve multiple perpetrators.

### **Signs**

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**

#### **Definition**

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 (Davies, 2012). However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

### **Signs**

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.

### **Domestic abuse**

#### **Definition**

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.

### **Signs**

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**

#### **Definition**

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.

### **Signs**

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**

#### **Definition**

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 (Europol, 2011).

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.

### **Signs**

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**

#### **Definition**

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 (Home Office et al, 2016).

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

### **Signs**

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.

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under-18s to the police (Home Office, 2016).

Further information about definitions and signs of abuse can be found on the NSPCC website [here](#).

### **Designated Child Protection Person**

The designated person's responsible for acting as a source of advice on child protection matters, for co-ordinating action within the organisation and for liaising with health, children's services and other agencies about suspected or actual cases of child abuse. They may also be responsible for implementing child protection training within the organisation.

The designated person(s) within organisations should be aware of the Local Safeguarding Children's Partnership, the multi-agency child protection procedures and the Safeguarding Manager and Development Officer, LSCB. The Safeguarding Manager and the Development Officer, LSCB can be approached for advice about local child protection issues, training possibilities or general advice about the development of your child protection materials. Other organisations and forums, which can offer help, are within the appendix.

The person designated for Become United is knowledgeable about child protection and they have undergone any training considered necessary to keep themselves updated on new developments.

The role of the designated person is to:

- Establish contact with the senior member of social work staff responsible for child protection in the organisation's catchment area. This should be a first step before an incident occurs.
- Provide information and advice on child protection policy and procedures are implemented and followed and particularly to inform social work/health board of relevant concerns about individuals children.
- Be aware of your local Safeguarding Children Partnership child protection procedures.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover as quickly as possible (e.g. within 24 hours).
- Liaise with children's service authorities and other agencies, as appropriate.
- Keep relevant people within the organisation, particularly the chief executive, head or leader of the organisation, informed about any action taken and any further action required, for example, disciplinary action against a member(s) of staff.
- Ensure that an individual case record is maintained of the action taken by the organisation, the liaison with other agencies and the outcome.
- Advise the organisation of child protection training needs and undertake training regarding child protection.
- Deal with the aftermath of incident in the organisation.

### **Child Protection Procedures**

#### **What to do if you suspect a child is being abused**

If a member of Become United suspects that a child is being abused, they will seek advice from the designated child protection person. Who will help you decide what further actions should be taken.

All members of Become United are aware of, and have contact details for, the designated child protection person.

Knowing how damaging abuse is to children, it is up to the adults working with Become United to take responsibility for stopping it.

**See diagrams at the back of this policy.**

#### **What we would do if a child engaging with Become United tells us about abuse**

- We will aim to stay calm and be reassuring
- Find a quiet place to talk
- Believe in what you are being told
- Listen, but do not press for information
- Inform the child that you are glad that they have told you, but you will have to share this information with other professionals who will help to keep the child safe and the information confidential
- Inform the designated child protection person in the organisation
- Contact the child protection partnership and/or the police
- Seek medical advice, if required
- Complete reporting allegations or suspicions of abuse form (see appendix A & B)

#### **What to do if you have witnessed a child being abused**

- Inform your designated child protection worker
- Contact the child protection partnership
- Seek medical advice, if required
- Complete reporting allegations or suspicions of abuse form (see appendix C and D)

**Remember: It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is the task for the professional child protection agencies following a referral to them of concern about a child.**

#### **Good practice**

Before any activity starts, the designated person shall ensure that adequate child protection procedures are in place, as follows.

- Each parent must fill out a consent form for each child/young person attending activities run by Become United.

## Become United

- A register must be kept of all children/young people attending Become United activities, including information about arrival and departure times.
- A daily diary or signing-in book must be kept for all adults on the premises (staff members, volunteers, parents and visitors).
- Team members will record any unusual events on the accident/incident form or in the daily diary, unless this includes anything confidential.
- Where possible, staff/volunteers should not be alone with a child/young person, although it is recognised that there may be times when this may be necessary or helpful.
- Become United recognises that physical touch between adults and children/young people can be healthy and acceptable in public places. However, staff/volunteers will be discouraged from this in circumstances where an adult and child/young person are alone together.
- All team members should treat all children/young people with dignity and respect in their attitude, language and actions.

### Good practice guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an open environment (for example, avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all children/young people equally, and with respect and dignity.
- Always putting the welfare of each child/young person first.
- Maintaining a safe and appropriate distance with children/young people (for example, it is not appropriate for staff/volunteers to have an intimate relationship with a child/young person or to share a room with them).
- Building balanced relationships based on mutual trust, empowering children/young people to share in the decision-making process.
- Making school activities and other off-site activities, fun, enjoyable and safe.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible – for example, by encouraging them to take responsibility for children/young people in changing rooms.
- Ensuring that parents/carers, staff/volunteers, coaches or officials work in pairs, if groups have to be supervised in changing rooms.

- Ensuring that, when mixed groups are taken away, they are always accompanied by a male and a female member of staff/volunteer (but remember that same-gender abuse can also occur).
- Ensuring that, at tournaments or residential events, adults do not enter children's/young people's rooms or invite children/young people into their rooms.
- Being an excellent role model, including not smoking or drinking alcohol in the company of children/young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of children/young people and not pushing them against their will.
- Securing written consent from parents/carers for staff to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written consent from parents/carers, if it is necessary for staff/volunteers to transport children/young people in their cars.

### **Practices to be avoided**

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable, it should be with the full knowledge and consent of the person in charge in the organisation or of the child/young person's parents – for example, if a child/young person sustains an injury and needs to go to hospital, or if a parent/carer fails to arrive to pick up a child/young person at the end of a session.

### **Outings and trips**

- All vehicles hired for outings must be insured, roadworthy and fitted with seatbelts.
- All drivers should travel with at least one escort. Drivers and escorts should have up-to-date DBS checks and should have been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines.
- A roll call will be taken at the start of a journey and again before beginning the return journey; if the group is travelling in more than one vehicle, children/young people will be encouraged to travel in the same vehicle there and back.
- Staff/volunteers accompanying trips will carry the contact numbers for the home organisation and emergency services in the event of an alert being necessary.
- If a child/young person goes missing while on a trip, staff/volunteers should instigate an immediate search. If the child/young person cannot be found within half an hour, the appropriate security staff/volunteers and the police should be notified.

- If, having notified security staff/volunteers and the police, the child/young person cannot be found, the parents/carers of the child/young person must be notified immediately. The care of the remaining children/young people is paramount. It is imperative that they return to the home site as quickly as possible, while a senior staff/volunteer member remains at the visit site to co-ordinate contact between security staff/volunteers and the child's/young person's parents/carers.

### **Use of premises by other organisations**

In the event of a room or rooms on the premises being used by other organisations, the letting agreement should ensure that the hiring organisation works to approved child protection procedures and/or that those hiring the room(s) read and agree to abide by these guidelines.

### **Achieving Positive Behaviour**

#### **Punishment: Discipline or Abuse?**

One of the risk factors identified for abuse is the belief in and use of physical punishment as a form of discipline.

Forms of 'punishment' occur in family, community and educational settings. Learning from punishments and sanctions are an important part of development as it teaches us not to do the things that threaten our wellbeing or disrupt the balance of society, such as having a detention for not completing homework. Systems of rewards and punishments are often used by many to effectively teach and strengthen acceptable behaviour. However, in some cases the punishment can be taken a step further and may become abusive.

The danger often arises when the punishment is physical. Physical punishment includes:

- Spanking, slapping, smacking with the hand
- Striking with an object (e.g. belt, shoe, ruler, stick)
- Forcing a child to kneel on hard objects (e.g. floor, pencils)
- Forcing a child to hold an uncomfortable position (e.g. standing motionless)

Research has found that physical punishment can lead to child aggression, delinquency and poor mental health. Physical punishment does not effectively deter the repetition of the undesirable behaviour; rather, it teaches children that violence pays, and may lead to aggressive, anti-social behaviour in later child/adulthood. Therefore, it is suggested that positive, non-violent discipline is the key to better-behaved children, and by consequences, a better-behaved society.

Frequently, physical abuse has been identified as a consequence of action taken by parents / carers to discipline a child. Thus, once adults give in to the use of physical punishment in their attempts to discipline a child, the likelihood of physical abuse occurring becomes very real.

Alongside physical punishment is the use of emotional punishment to 'teach them a lesson'. Threatening language, belittling, ridiculing, insulting and humiliating a child for getting



something wrong, verbal abuse and other such forms of emotional cruelty can be equally harmful for the development of the child, and equally developing emotional stability, by hindering mental, spiritual, moral and social development. Physical punishment has the same damaging, negative impacts as physical abuse. The use of excessive physical/emotional punishment in educational setting in particular causes the child to become disaffected with the system, and anything related to it. The child does not gain any positives from the experience, and abandons any actions and behaviour associated with the experience, as soon as the possibility arises. This disaffection can last into adulthood

Studies have also found that the consequences of abusive punishment have wider ramifications. Parents who have experienced physical / emotional methods of punishment are more likely to deal with their own children in the same way. Using excessive punishment as a disciplinary tool leads to the same psychological and behavioural maladjustment, and overt physical harm as abuse itself.

The only way to avoid the danger of physical / emotional punishment turning into abuse is to explore more constructive, alternative approaches to discipline. Studies have found that punishment does not effectively deter undesirable behaviour; rather, alternative reinforcement methods are more effective. In other words, it works better to reward good behaviour and thus encourage its repetition than to punish wrong behaviour.

### **How to achieve positive behaviour**

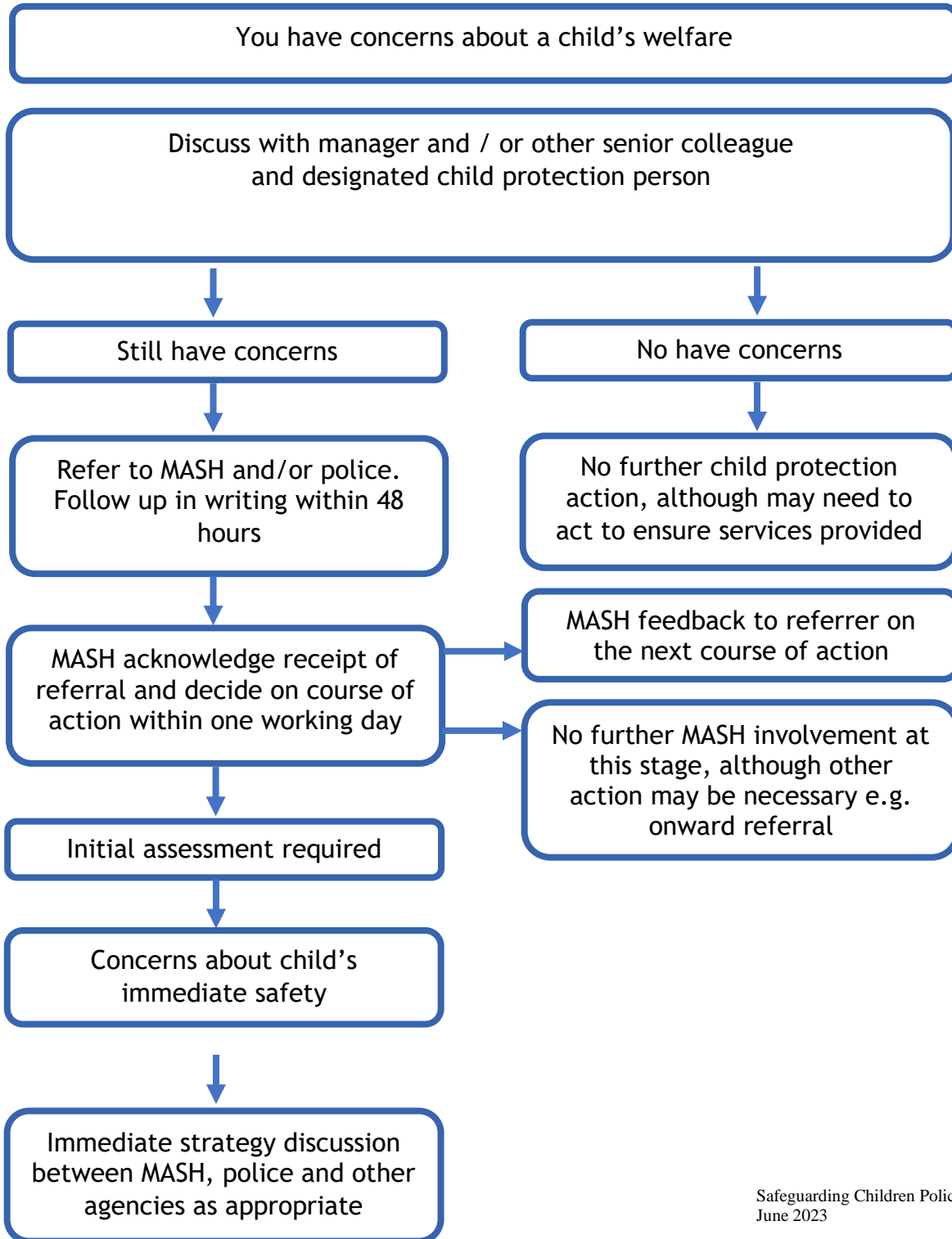
- Creating an environment which encourages and reinforces good behaviour.
- Showing respect and consideration to each child and promoting responsibility and honesty.
- Promoting self-esteem, positive relationships and self-discipline.
- Responding consistently to both positive and inappropriate behaviour.
- Reward good behaviour and praise as often as possible.
- Be consistent.
- Use positive language at all times.

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Appendix A

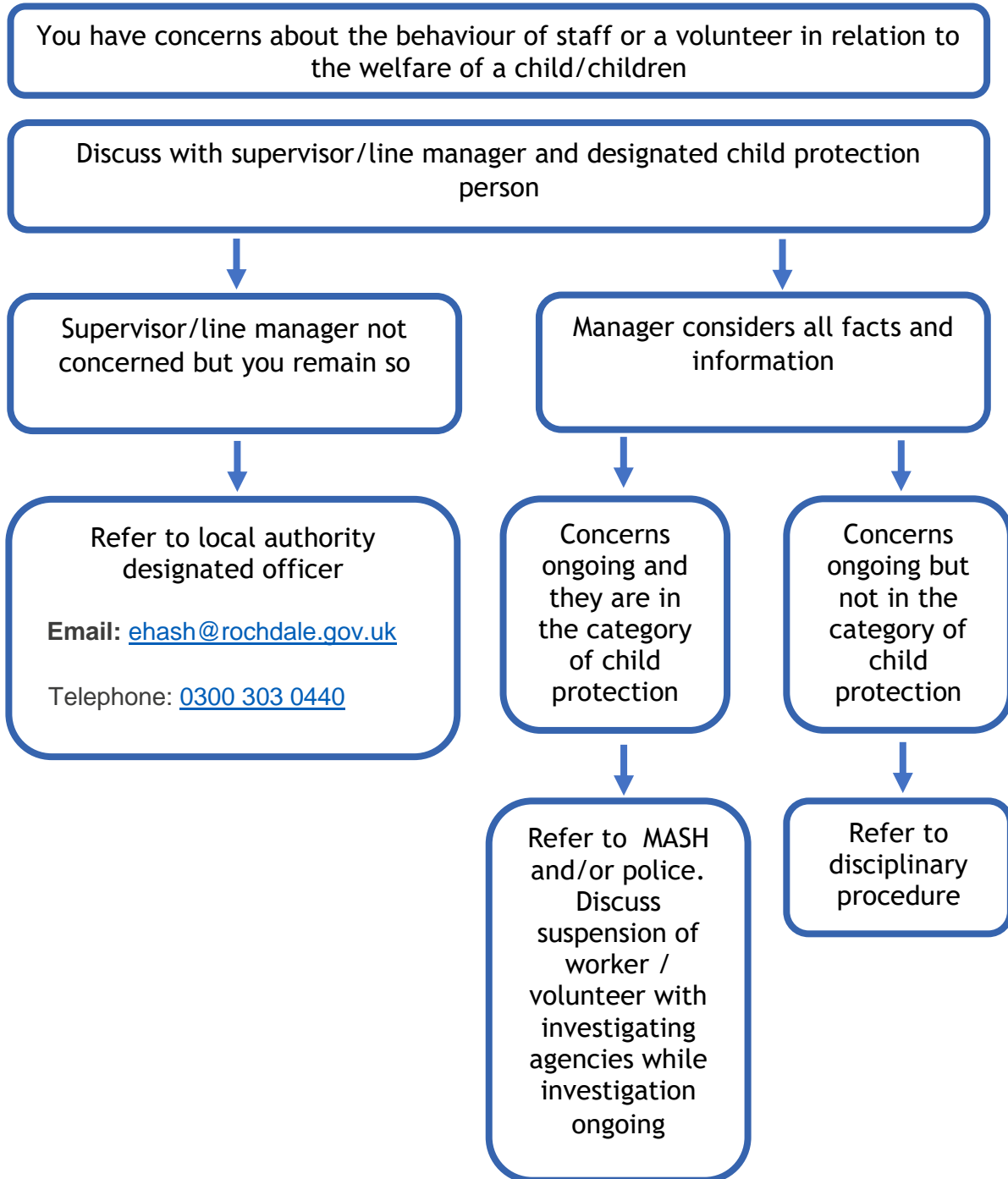
Reporting Child Protection Concerns



Any concerns should be reported promptly to the Multi Agency Safeguarding Hub ( MASH).  
Oldham - Email: [child.mash@oldham.gov.uk](mailto:child.mash@oldham.gov.uk); Tel: 0161 770 7777  
Rochdale - Tel: **0300 303 0440/ 0300 303 8875 (out of hours)**  
Tameside - **Tel: 0161 342 4101 or Tel: 0161 342 2222**

Appendix B

Reporting Child Protection concerns in relation to staff and volunteers



Any concerns in relation to staff and volunteers should be reported promptly to the local authority designated officer.

Email: [ehash@rochdale.gov.uk](mailto:ehash@rochdale.gov.uk) Telephone: [0300 303 0440](tel:03003030440)

## Appendix C

### Responding 2: Reporting allegations or suspicions of abuse

Everyone in your organisation should be aware of the designated person within the organisation who should immediately and always be informed of any concerns about a child being abused:

#### Child Protection Designated Person Details

Name: Dewan Choudhury

Job/Role/Title: Project Manager

#### And of appropriate contacts outside the organisation:

#### Multi Agency Safeguarding Hub

Telephone no.: 0300 303 0440

#### Emergency no.

#### Police stations in Greater Manchester

Telephone no: 101 or 999

NSPCC Child Protection Helpline 0808 800 5000

## Appendix D

**Checklist for reporting suspected abuse**

Name of child:

Age and date of birth:

Ethnicity:

Religion:

First language:

Disability:

Any special factors:

Parent's/carer's name(s):

Home address (and phone no. if available):

Are you reporting your own concerns or passing on those of somebody else?  
Give details.

Brief description of what has prompted the concerns: include dates, times etc.  
of any specific incidents.

Any physical signs? Behavioural signs? Indirect signs?

Have you spoken to the child? If so, what was said?

Have you spoken to the parent(s)? If so, what was said?

Has anybody been alleged to be the abuser? If so, give details.

Have you consulted anybody else? Give details.

Your name and position.

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To whom reported and date of reporting.

Signature

### Useful Contacts

Oldham Local Safeguarding Children Partnership

Procedures

<https://www.olscb.org/>

Rochdale Borough Safeguarding Children Partnership

<https://rochdalesafeguarding.com/>

Tameside Safeguarding Children's Partnership

[www.tamesidesafeguardingchildren.org.uk](http://www.tamesidesafeguardingchildren.org.uk)

Disclosure and Barring Service

DBS Communications - PO Box 110, Liverpool, L69 3EF, United Kingdom

[www.gov.uk/db](http://www.gov.uk/db)

NSPCC Child Protection Helpline

0808 800 5000

0800 056 0566 – deaf or hard of hearing

0800 096 7719 – Asian Child Protection Helpline

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

The Churches' Child Protection Advisory Service, Part of PCCA

Christian Child Care PO Box 133, Swanley, Kent BR8 7UQ

[www.ccpas.co.uk](http://www.ccpas.co.uk)



### **Guidance for safer recruitment and selection introduction**

Safe employment processes go beyond recruitment to include an organisation's ethos about safeguarding children.

A safe employment process will help promote a safe culture generally and complement other 'safety' elements such as health and safety and security issues, such as access to buildings.

Recruiting the best volunteers to your organisation not only helps to reduce the risk to children and young people, it also helps to raise standards overall. It ensures that even more care is taken amongst those working in an environment which brings staff into contact with children and young people

Our organisation recognises the importance of Safeguarding when we recruit and select staff and volunteers, we do this by:

#### **Developing procedures for safe employment – the beginning to end process**

##### **Role description / person specification**

Before the job is even advertised consider the role of the volunteer / staff member, the skills and qualities which will be necessary to become a volunteer / staff member in your organisation and what kind of person is most suited to the post to support the safeguarding agenda.

Ascertain what level of contact the volunteer / staff will have with either children/vulnerable adults.

Think about some specific behaviours, attitudes and values regarding safeguarding children and young people which you can incorporate into:

- The job description / person specification
- An advert or advertising material
- Your criteria for short listing
- Your planned interview questions or selection methods

##### **Advertisement / Recruitment Publicity**

The words and messages used in recruitment campaigns, your organisation's literature, and the expectations of your volunteers and/or staff, will do a lot to make safeguarding a reality. People who want to do harm are more likely to operate in places where it is made easy for them.

- Include information about the safe and secure environment you provide for the children and young people.
- Make it explicit that the wellbeing of children and young people is high on your agenda.
- Explain to volunteers that safeguarding controls are in place.
- Volunteer / staff adverts and promotional publicity should state that a DBS check is required for the role of the volunteer.
- When talking to parents reinforce the safeguarding message.
- Have a clear statement within adverts / publicity about the organisations commitment to safeguarding.
- Plan and monitor the campaign.

### **Application form / response**

Ensure your application form asks prospective volunteers / staff to:

- Supply names of two references that are not family members, ideally the current or most recent employers (preferable covering the past 5 years of employment).
- Supply their National Insurance number and / or proof of eligibility to work in the UK.
- Declare past convictions or cases pending.
- Indicate their interests and any other voluntary activities in which they are involved.

### **DBS enhanced check (develop a procedure for undertaking DBS checks)**

A copy of the child protection procedure is being sent out when people request to be a volunteer / staff.

### **Selection**

Undertake a brief interview with the perspective volunteers / staff, see guidance questions for an informal interview to ascertain the volunteers' / staff opinions of children / young people,

also check all documentation regarding the volunteers' / staff identity and relevant qualifications.

DBS enhanced are undertaken following a successful interview (see guidance for clarification).

References are checked following a successful interview.

### **Induction**

The induction needs to include:

- Roles and responsibilities of the volunteers / staff.
- Awareness about child protection procedures.
- A discussion around the 'guidance for safe working practice for adults who work with children and young people' once the volunteers / staff understands the guidance then they should sign a copy which then goes on file.
- Inform the volunteers / staff who is the designated / named child protection officer and what their role consists of.
- Inform the volunteers / staff who the senior manager for allegations against people working with children and young people is and the Local Authority Designated Officer (LADO) and what their roles are.
- Make the volunteers / staff aware of your organizations complaints procedure, the whistleblowing policy and anti-bullying policy.

### **Supervision**

Agreed regular supervision depending upon the nature of work /volunteering should take place. Including observations of the volunteers / staffs work.

### **Informal interview questions**

#### **Interview questions for volunteers**

- Tell us about any experiences that have been difficult for you when working with children or young people and how you handled them.
- Tell us how you respond to aggression or young people who are especially challenging.
- Suppose you are working with a young person who confided their worries that they might be gay. How would you respond?
- Tell us how you would go about advising a young person about sexual matters, especially if, in law they are under 16 years old.

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- How would you respond to a young person who confides in you that they have been sexually abused?
- What would you do if a young person informs you that they are being bullied?
- Could you explain about any unaccounted-for periods in your job history? (If this is appropriate).
- Any other questions that are appropriate to the role of the volunteer.

**Designated Child Protection Person**

The designated person is: .....Mohammed Towhasir.....

Contact details are: .....07950687252.....

In the absence of the designated person, the matter should be brought to the attention of the second designated person.

The second designated person is: .....Dewan Choudhury.....

Contact details are: .....07521552864.....

The social care number for the area is: ..... 0300 303 0440.....

The emergency number is: ..... 0300 303 0440.....

Policy Name and Number	
Effective From	01/06/2023
Version Number and Date	Version 2 June 2023
Review date	1 June 2024
Designated Person	Dewan Choudhury (with DBS)
Second Designated Person	Mohammed Towhasir (with DBS)

## Revisions

Version Number	Date	Changes	Author (Name and Job Title)
Version 1	01/06/2022	First Written	Dewan Choudhury Project Manager
Version 2	01/06/2023	Review	Dewan Choudhury Project Manager