

DHEF Safeguarding and Child Protection Policy and Procedure

DHEF Safeguarding and Child Protection Policy

Development and review process

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The term 'Designated Safeguarding Lead' refers to the person who holds ultimate responsibility for safeguarding at the time of the disclosure. If the primary Designated Safeguarding Lead is absent or unavailable, the responsibility defers to the Deputy Designated Safeguarding.

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INTRODUCTION

DHEF encourages families and especially women of all ages and cultures from every sector of society to reach their potential through formal and informal educational projects.

DHEF is committed to fulfilling its responsibilities in safeguarding and promoting the welfare of all young persons under eighteen years of age and vulnerable adults. Where Child Protection or Safeguarding is referred to in this document, it also applies to Vulnerable Adults.

A definition of Vulnerable Adults is provided in Appendix A.

What is the difference between *safeguarding* and *the protection of children or vulnerable adults*?

Safeguarding refers to the policies and practices that organisations employ to keep children and vulnerable adults safe and promote their wellbeing while they are under their care.

Protection is the term used to describe the activity undertaken to prevent the suffering of specific children or vulnerable adults who are at risk of significant harm. In particular, this entails the recording and reporting of concerns.

Child abuse

Child abuse is a general term used to describe situations where a child may experience ill treatment or impairment of development. This may occur in a number of different settings, including the home. It may include both actions and omissions on the part of parents and carer, but other close family members or friends may be involved. Child abuse is normally defined under one or more of the following headings:

- Physical abuse
- Neglect
- Sexual abuse
- Emotional abuse

It is important to recognise that abuse is a multi-faceted concept and many children who have been abused will have experienced more than one form of abuse. Children can be put at risk of harm by a variety of behaviours. This list is not exhaustive but can include:

- domestic violence
- drug and alcohol abuse
- female genital mutilation
- forced marriages
- exploitation by criminal gangs and organised crime groups
- trafficking
- online abuse
- sexual exploitation
- the influences of extremism leading to radicalisation. “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

See appendix 8: ‘Types and Indications of Abuse’.

1.0	POLICY
	1.1 Statement of Intent
	<p>DHEF will take all reasonable steps, through its policy guidelines and procedures, to ensure the health, safety and welfare of all the young people involved in its activities. It is committed to providing a safe and enjoyable environment that enables young people to develop their full potential as individuals while protecting them from all physical, sexual and emotional harm.</p> <p>This policy sets out DHEF's commitment to Safeguarding and Child Protection arrangements and provides a clear framework for all staff and volunteers in fulfilling that obligation. The policy aims to reassure and protect staff and volunteers of DHEF who work in an environment where we promote the welfare of children, young adults and vulnerable adults and will also detail the skills required to identify potential abuse and how to record and report it.</p>
	1.2 Legal Framework
	<p>This policy is written in the wider context of the following:</p> <ul style="list-style-type: none"> • The Children Act 1989 This allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted. It centres on the idea that children are best cared for within their own families; however, it also makes provisions for instances when parents and families do not co-operate with statutory bodies. • The Children Act 2004 This amended the Children Act 1989, largely in consequence of the Victoria Climbié Inquiry, a report presented to Parliament by Lord Laming in 2003. <p>The horrific case of Victoria Climbié concerns a little girl who, having been brought to this country from the Ivory Coast by a relative for 'a better life', ended her days on 25 February 2000 after enduring months of almost unimaginable cruelty.</p> <p><i>Extract from the Victoria Climbié Inquiry 2001:</i></p> <p><i>The suffering and death of Victoria was a gross failure of the system and was inexcusable. It is clear to me that the agencies with responsibility for Victoria gave a low priority to the task of protecting children. They were underfunded, inadequately staffed and poorly led. Even so, there was plenty of evidence to show that scarce resources were not being put to good use. Bad practice can be expensive. For example, had there been a proper response to the needs of Victoria when she was first referred to Ealing Social Services, it</i></p>

may well be that the danger to her would have been recognised and action taken which may have avoided the need for the later involvement of the other agencies. Even after listening to all the evidence, I remain amazed that nobody in any of the key agencies had the presence of mind to follow what are relatively straightforward procedures on how to respond to a child about whom there is concern of deliberate harm.

The primary purpose of The Children Act 2004 was to give boundaries and help for local authorities and/or other entities to better regulate official intervention in the interests of children. It places new duties on employers and training providers including a requirement to safeguard and promote welfare, to share information where necessary and appropriate and to contribute to any inspection of children's services. Anyone working with children should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount.

- **The Safeguarding Vulnerable Groups Act 2006.** This provided a system for Employers to check the suitability of Employees or Volunteers to work with children or vulnerable adults. The Act was established to try and solve the failures identified by the 2004 Bichard Inquiry.

The Bichard inquiry was a public inquiry into child protection, produced after the subsequent media attention around the Soham murders, where two young girls were murdered in Cambridgeshire by their school caretaker, Ian Huntley. The three former barred lists (POCA, Protection of Vulnerable Adults (POVA) and List 99) were integrated into this 2006 Act and replaced by two new ISA-banned lists: one for people prevented from working with children and one for those prevented from working with vulnerable adults.

Extract from the Bichard Inquiry 2004:

In the days following Huntley's conviction, there was widespread public disquiet when it became clear that he had been known to the authorities over a period of years. In fact, he had come to the attention of Humberside Police in relation to allegations of eight separate sexual offences from 1995 to 1999 (and had been investigated in yet another). This information had not emerged during the vetting check, carried out by Cambridgeshire Constabulary at the time of Huntley's appointment to Soham Village College late in 2001.

- **The Care Act 2014**
The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect vulnerable adults who are at risk of abuse or neglect.
- **Working together to safeguard children (2018)**
The policy document Working Together to Safeguard Children (2018) sets out how organisations and individuals should work in partnership to safeguard and promote the welfare of children. This is the updated version of previous documents of the same name dated 2006, 2010 and 2015. The new version reflects developments in legislation, policy and

practice. This guidance outlines the key responsibilities for those who have specific duties to safeguard children.

Extract from Working Together to Safeguard Children 2018:

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

Children are clear about what they want from an effective safeguarding system. These asks from children should guide the behaviour of practitioners. Children have said that they need

- *vigilance: to have adults notice when things are troubling them*
- *understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
- *stability: to be able to develop an ongoing stable relationship of trust with those helping them*
- *respect: to be treated with the expectation that they are competent rather than not*
- *information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
- *explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response*
- *support: to be provided with support in their own right as well as a member of their family*
- *advocacy: to be provided with advocacy to assist them in putting forward their views*
- *protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee*

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs.

1.3 General Principles

It is important to note that DHEF employees or volunteers are not responsible for deciding whether abuse has taken place. We are responsible for **recording and reporting** any concerns in a timely manner to ensure we are working together to safeguard children, young people and vulnerable adults, under arrangements in place within this Policy.

The responsibility to safeguard children, young people and vulnerable adults rests with **all** DHEF staff and volunteers.

Effective safeguarding is achieved by putting children at the centre of the system and by **every individual and agency playing their full part**. This child centered approach is fundamental to safeguarding and promoting the welfare of every child. A child centered approach means keeping the child in focus when making decisions about their lives and **working in partnership with them and their families**. Recognising abuse or neglect and acting on it is a major element of safeguarding; however, DHEF staff and volunteers must strive at all times to keep children and young people safe from a much wider range of potential harmful influences and aim for preventative action, not just reaction.

1.4 Roles and Responsibilities of Management

Safeguarding Lead

	<p>Margaret Browne will assume the role of the DHEF Lead on Safeguarding Policy. Delegated responsibility lies with the DHEF Management Committee. These key persons will ensure:</p> <ul style="list-style-type: none"> • Working arrangements are in place to safeguard and promote the welfare of children, young people and vulnerable adults. • Appropriate decisions are made in respect of reported incidents. • Procedures as dictated by the policy are adhered to.
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2.0	Preventative Measures
	2.1 Recruitment of staff and volunteers
	<p>Safeguarding checks</p> <p>The recruitment of all staff and volunteers to posts involving direct contact with children or vulnerable adults and/or sensitive information relating to such groups will be carried out by the relevant Management Committee and in accordance with careful checks made by the Disclosure & Barring Service (DBS).</p> <p>Disclosure means sharing sensitive personal information. The Disclosure and Barring Service checks and shares information about people's criminal records and helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. The DBS also maintains the adults' and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity. The DBS is an executive non-departmental public body, sponsored by the Home Office.</p> <p>Disclosure Scotland, a government-run agency that acts on behalf of Scottish Ministers, provides all basic disclosures for citizens of Scotland.</p> <p>The appropriate check is needed for either country, because Disclosure Scotland and DBS have different rules on what is considered a spent conviction. A conviction is spent quicker in England and Wales than in Scotland. If a basic disclosure is obtained in Scotland for a job in England, that employer will see information it is not entitled to. This becomes a breach of the UK's Data Protection Act 1998 and of General Data Protection Regulations (GDPR).</p> <p>Job Descriptions will reflect the requirement for a disclosure to be completed. All advertisements for such posts will clearly state the DBS requirement.</p>

	<p>The DHEF office will verify the DBS disclosure requirements (none/standard/enhanced) for all posts to ensure accuracy and consistency.</p> <p>Verbal offers of employment can be made subject to satisfactory pre-employment checks; however, new post-holders will not be appointed until at least two satisfactory references have been received and checked for authenticity, unless previously employed by the charity or transferring from another position.</p> <p>There are inherent risks in using DBS disclosures obtained by other employers and for that reason it is recommended that these should not be used during external recruitment.</p> <p>All posts that require an Enhanced Disclosure – a returned disclosure from the DBS will be required before appointment.</p> <p>If the DBS check reveals information that potentially impacts upon an existing person’s suitability to work with children or vulnerable adults, that person will be immediately removed from that work pending a review by the Safeguarding Lead in collaboration with managers and directors.</p> <p>All staff and volunteer information relating to CRB/DBS practices will be handled and stored in accordance with the “Code of Practice - Secure Storage, Handling, Use, Retention and Disposal of Criminal Records Bureau/Disclosure and Barring Service – Recruitment and Staff and Volunteers Checks”.</p>
	<p>2.2 Training</p>
	<p>All staff and volunteers will receive basic safeguarding awareness training.</p>
	<p>They will be issued with the Safeguarding and Child Protection Policy and accompanying guidance documentation as part of their initial induction.</p>
	<p>The Management Committee shall determine the level of training required in Safeguarding and Child Protection according to the activities taking place on the premises.</p>
	<p>The rationale behind the training is to develop a competent, vigilant management framework. In doing so, the protection of children and vulnerable adults will not rely solely on the screening of staff and volunteers through DBS disclosure process but through a systematic approach to safeguarding. Research suggests that those persons disposed towards child abuse may have developed the skills to avoid detection.</p>
	<p>2.3 Risk Assessments</p>
	<p>Responsibility for ensuring that a comprehensive risk assessment is undertaken by a competent person for all posts is essential. The</p>

	<p>Assessment will determine the potential risks to children, adults and to the post holder.</p> <p>The Risk Assessment will detail procedures to minimise any risk, and will also be a means of determining the training requirements of the post-holder. Risk Assessments will be reviewed on an annual basis and in response to any incident.</p>
	<p>2.4 Work Experience</p>
	<p>A Young Person's Risk Assessment must be completed before work experience placement commences.</p> <p>Parents/Guardians and supervising teaching staff must be made aware of the tasks the young person will undertake whilst at DHEF.</p>

3.0	Principles in Practice: Safeguarding Children Attending Activities
	3.1 Code of Good Conduct: Working with children
	<p>All adults working with young people must maintain the highest professional standards in their work and in their relationships with young people. Set out below is DHEF's code of good conduct to be followed by all involved in this valuable work with young people. Before participating in activities carried out on behalf of DHEF, within its centres and elsewhere, leaders and helpers must agree to abide by this code. Leaders are adults who have an ongoing role in the provision of DHEF activities for young people, while helpers are those over the age of 16 involved only in specific activities.</p> <ul style="list-style-type: none"> • Leaders and helpers working for DHEF will treat each young person with equal respect and consideration, without favouritism, and ensure his or her safety and welfare at all times. • Leaders and helpers will endeavour to familiarise themselves with all guidelines distributed by DHEF on safeguarding welfare, child protection and safety issues while involved in running activities carried out on behalf of DHEF. The DHEF Safeguarding Lead will ensure that details of all developments reach each leader and helper working with young people. • Leaders and helpers working for DHEF will take great care over whatever they say to young people and also the way in which they say it at all times. • All situations, actions and language that compromise a relationship of trust with young people are to be avoided. • Leaders and helpers are to: a) think and act carefully about taking risks with the safety of young people; and b) avoid situations that could lead to difficulties, temptations or accusations of abuse; or where a young person may misunderstand a leader's actions or

intentions. Training will be made available on practical applications of these principles.

- Any physical contact with a child should always be within the context of the DHEF policies. Leaders and helpers are to be clear about what is appropriate and inappropriate physical contact with young people, avoiding any contact that could be misunderstood. Practical examples will be outlined in their training on such issues.
- Leaders and helpers are to avoid making physical contact with any child unless it is unavoidably necessary within the context of their professional duties. They shall also avoid physical horseplay or taking part in contact games where there is a danger that others might misinterpret their actions, no matter how innocently intentioned. Practical examples will be outlined in their training on such issues.
- All leaders and helpers will have a clearly specified role within each activity, to be understood by both them and the young people in attendance. In this way, no one will be in contact with young people who do not have a reason to be present at the activity in an official capacity.
- Leaders must never swear, use sexual innuendo or sexual references.
- If a young person wishes to speak exclusively with a leader or helper, or vice versa, this one-to-one conversation shall take place in a public place or in a room designed so as to be open to view by others: there should be clear glass in the door, or the door should be left open. The room in which the leader or helper is based should not be isolated from other areas of the building.
- In one-to-one situations careful consideration should be given to seating arrangements: the leader or helper should sit opposite the child unless a specific task such as reading together necessitates sitting alongside. It should also be borne in mind that some children may need to sit facing the door or a window.
- Sleeping accommodation, shower and changing facilities for young people and helpers under 18 will always be separate from those for leaders and helpers over 18.

- All activities are to be planned thoroughly by the leaders, so as to eliminate any situations where it may be possible for young people to be abused, such as when contact is unobserved.
- The leader of the activity will ensure that a risk assessment is carried out in the planning stage of each activity and that safety procedures (including those for first aid provision) are followed at all times.
- The leader of the activity will ensure that all in attendance know of safety and emergency procedures in *each* location where activities take place.
- There will be at least two leaders involved in each activity, however few young people participate. A minimum ratio of 2:10 (two leaders and helpers to ten young people) will be maintained for all activities. For a group consisting of young people and 16 to 18 year olds, the ratio of leaders and helpers for the 16 to 18 year olds will be 1:10.
- A clear indication of start and end times for each programmed activity will be published within information sheets by the leaders so that young people can arrive and leave promptly.
- Parents or guardians are to fill out: a) a consent and contact form; and b) a dietary and medical details form either annually or before any residential activity away from the centre.
- No personal details of young people, including photographs with identifiers such as first name and surname, or close-up photography, shall be published on websites or in publications. Other photographs of young people may be published, only with the signed consent of parents or guardians.
- Any personal or sensitive details, photographs and images of children must be stored in line with laws concerning General Data Protection Regulations.
- With advances in technology, especially with mobile phones being able to record and transmit images, leaders and volunteers must be extra vigilant. Whilst a ban on the use of mobile phones is not practical and would be difficult to police, staff and volunteers should certainly challenge any persons using recording equipment without consent. Staff and volunteers should remain vigilant for the misuse of recording equipment in open public spaces where young people and vulnerable adults are in attendance.
- If staff and volunteers are required to administer first aid to any child either as the result of abuse or just the result of an accident they should observe the following guidelines:

	<ul style="list-style-type: none"> ○ Where possible two persons should be present and/or the parent. ○ The door to the first aid room should be kept open at all times, and leaders must avoid isolating themselves from view while dealing with the child. <ul style="list-style-type: none"> ● Leaders must remain vigilant for alcohol, drug or substance abuse, or indeed the sale of drugs or similar activities. ● Leaders should bear in mind that abuse may also occur between children of the same age or of an age which falls within the range of the Children Act 1989 and 2004, and Working Together to Safeguard Children 2018 (anyone who has not yet reached their 18th birthday). Such abuse normally manifests itself as bullying. Within this context, extra vigilance should be observed where children who have special needs, disabilities or are from an ethnic minority are involved. In certain instances, bullying may occur inadvertently. Bullying is unacceptable behaviour. Leaders and volunteers who witness or suspect bullying must intervene immediately and stop the practice. Leaders must in particular be alert to the dangers of online bullying, which can cause extreme distress to the victim.
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4.0	Principles in Practice: The Protection of Children and Vulnerable Adults
	4.1 General Guidelines
	<p>This Policy only relates to activities undertaken on or within DHEF premises or instigated and supervised by staff and volunteers of DHEF.</p> <p>Through the organisation's commitment to safeguarding the welfare of children and vulnerable adults, all staff and volunteers engaged on DHEF business must immediately report any concerns they may have to the local safeguarding coordinator.</p> <p>The local Safeguarding Coordinator should complete the Child/Vulnerable Adult Disclosure Form and report the matter to the DHEF Safeguarding Lead. The Safeguarding Lead will in turn liaise with the Local Authority Safeguarding Children's Partnership if necessary.</p> <p>If a member of the public makes a member of staff or volunteer aware of any suspicion which falls outside of the above scope, the individual must be encouraged to contact the Police or Social Services. In these circumstances, staff or volunteers must complete the Child/VA Protection Form and comply with the reporting procedure.</p>

	<p>All employees are required to report any suspicion or concern as soon as possible.</p> <p>If staff or volunteers are made aware of an incident on DHEF premises or at a DHEF managed event, and the suspect has left the premises, they should, where possible, record and report their concern by completing the Child/VA Disclosure Form and comply with the reporting procedure. If a member of the public reports a suspicion whilst the suspect is still on the premises the DHEF office and/or the Safeguarding Lead should be alerted.</p> <p>In an emergency situation contact the Police, Social Services or Child Protection Officer for advice. Staff and volunteers must follow this up when it is safe to do so by completing the Form and comply with the reporting procedure.</p> <p>In all instances, the reporting of suspicions or incidents must be kept confidential. All reports will contain sensitive data and are subject to General Data Protection Regulation (GDPR). It is considered good practice to inform any persons that you intend to refer their conduct or actions to the appropriate authority. However, the following exceptions apply:</p> <ul style="list-style-type: none"> • If sexual abuse is suspected within the family. • If there is evidence of fabricated or induced illness • If to do so would place the child in more danger • If to do so would place the staff member in danger.
	<p>4.2 What to do if a child or vulnerable adult wants to disclose something</p>
	<p>A disclosure is the term used when a child or vulnerable adult speaks about an abusive situation.</p> <p>Your role is to listen. You have to make it clear to them that you cannot keep the information to yourself. It is important when you begin any work with a child or vulnerable adult that you establish boundaries around confidentiality and explain clearly what information you will have to share and with whom you will need to share it.</p> <p>It is important to remember that, although a single event may create a serious risk to the person's wellbeing, it is often the accumulation of events, each of which may appear small, that causes serious harm.</p> <p>Where immediate action is needed to protect the safety of one or more adults, information must be passed to the appropriate person, the Management Committee or DHEF Office or, in emergency situations that</p>

	you feel are of a serious life threatening nature, the Police, Emergency Services or Social Services.
	<p>4.3 Code of Good Conduct: Listening to children or vulnerable adults</p> <ul style="list-style-type: none"> • Do not try to get children or vulnerable adults to “disclose”; in particular, avoid asking leading questions. • Be accessible and receptive. • Listen carefully to what they have to say and make a careful note of what was said as soon as possible. • Do not make promises you cannot keep. In particular, avoid promising to keep the matter secret: you are under an obligation to report all suspicions or concerns. • Always take children and vulnerable adults seriously and reassure them that they are right to speak out. • Where possible, two members of staff or volunteers should be present if there is any contact with a member of the public suspected of acting inappropriately. <p>If you suspect abuse to have taken place, have witnessed it taking place or you have received a report of abuse you should respond by:</p> <ul style="list-style-type: none"> • Remaining calm and not showing shock or disbelief • Demonstrate a sympathetic approach by acknowledging regret and concern that what has been reported has happened • Ensure that any emergency action needed will be taken • Confirm that the information given to you is treated seriously • Give them information about what steps you will take with the information given • Inform them that you or a senior member of staff will feedback with the results of any action • Give the person details of how to contact you so that they can report any further issue, concern or questions that may arise. (Follow the DHEF guidelines regarding the sharing of personal details.)

GUIDE FOR DEALING WITH SAFEGUARDING DISCLOSURES

A child or vulnerable adult has made a disclosure to you



Stay calm
If the child or adult is present reassure her
Do not promise confidentiality
Keep questions to a minimum



Fill in the disclosure form and record it as **URGENT**
Inform the Designated Safeguarding Lead immediately



Designated Safeguarding Lead to review disclosure and decide appropriate course of action, referring to external agencies as appropriate

4.4 Reporting Concerns	
	<ul style="list-style-type: none"> • All disclosures made by children or vulnerable adults must be treated seriously and whilst the sensitivity and confidentiality of the situation should be respected, such disclosures should be reported immediately. Each club leader has available the disclosure form which must be filled in and sent to the Designated Safeguarding Lead as a matter of urgency. The contact details of the DSL and Deputy DSL are found on page 3 of this document. • If through observation or interaction with children or vulnerable adults you suspect that abuse may be occurring, even if they do not confide in you directly, you must report your concerns to the relevant Management Committee as soon as possible and complete the incident form. Make a note of the location, date and time of any incident, any people present, and anything said – verbatim if possible. • Maintain confidentiality at all times: do not disclose your concerns to any person other than your Line or Senior Manager, or the DHEF Safeguarding Lead. • Understand your role. You are not expected to make decisions whether abuse is occurring or not. • Do not directly accuse any person of child abuse, speculate or jump to conclusions. • Staff and volunteers reporting incidents should wherever possible inform the parent/carer that they intend to report their concern. In cases where it would put staff and employees at risk of harm this should not be disclosed to the parent/carer, but the reporting procedure should be followed. Staff and volunteers should not agree with a child when asked to keep disclosures of a potential abuser a secret. • Always act with extreme caution. Find help quickly if necessary. • If you suspect a crime has taken place you must contact the Police. • Record and report everything you have heard, suspected, or witnessed with whatever your action has been as soon as you can.

	<p>The Pass on the information internally through the appropriate channels, unless you need to alert the emergency services (in which case you will pass on all information and your action when completed). Send these details to the appropriate local Safeguarding Coordinator, who will liaise with the Safeguarding Lead and the DHEF Management Committee.</p> <ul style="list-style-type: none"> • See Appendix 7 for further details of procedures to follow when reporting abuse of vulnerable adults.
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	<p>4.5 Direct observation leading to Intervention</p>
	<ul style="list-style-type: none"> • If in the course of the investigation you observe abuse taking place, intervention may be required to protect and safeguard the child or vulnerable adult. • Intervention is defined as being any direct action which is taken to safeguard the recipient of the suspected abuse which is over and above observing the suspect or merely completing the Child/VA Protection Form. • Intervention will only occur once surveillance of the suspect has confirmed the need for direct action. • Any intervening action should be taken with extreme caution. • If intervention is required, it will be in response to a very obvious incident e.g. a physical assault on a child or vulnerable adult. The nature of the incident will dictate the response and action. • Where possible the Police should be summoned to intervene. However, if a delay would place the child/adult in further danger, staff and volunteers should take appropriate action. Anyone intervening must not place themselves at risk and must only use “reasonable force” as a last resort. • Once appropriate action has been taken, the incident must be immediately reported to the Management Committee who will inform the DHEF office. The Police, Social Services or the Child Protection Helpline will be informed as appropriate. In any event the Child/AV Protection Form should be completed. • In appropriate cases, where it is safe to do so, the individual concerned should be made aware that their conduct or actions are unacceptable and are giving cause for concern. • Do not attempt to detain the individual or get involved in any physical contact. • If necessary contact the Police, Social Services or Child Protection Helpline for advice and inform the DHEF office. See key contacts in of this document.

	<ul style="list-style-type: none"> • DHEF does not have insurance cover for any employee who fails to comply with these requirements.
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	<p>4.6 Allegations from Third Parties</p> <ul style="list-style-type: none"> • If you are informed of a concern by a member of the public, employee or colleague, you must act in accordance with the reporting procedure. • If possible or expedient, investigate the allegation and record any observations. Maintain surveillance of the suspect if practical to do so.
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	<p>4.7 Reporting a Colleague</p> <ul style="list-style-type: none"> • In all cases the Confidential Reporting Code must be followed. This document can be obtained from your line manager. • Your first responsibility is to safeguard children therefore any concerns about colleague conduct must be recorded and reported to the Management Committee or the DHEF Office using the Child/VA Protection Report Form. • Do not disclose the fact that you are making a report to the individual concerned or any other colleagues. • If the concern is about your own Manager, do not discuss the concern with them or show them the report. These concerns must be reported to the Safeguarding Lead and the DHEF Office kept informed.
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	<p>4.8 Allegations Made Against an Employee</p> <p>It is important to remember that when any allegation has been made against a fellow member of staff or volunteer that colleagues remain impartial. Each individual case must be determined on its own merits. Where an allegation has been made against a member of staff or volunteer, the following actions will be considered and/or undertaken:</p> <ul style="list-style-type: none"> • Redeployment on either a permanent or temporary basis (pending the outcome of an investigation) depending on the circumstances of the allegation. • Where it is not possible to offer redeployment, for example due to Health and Safety Issues, or business constraints it may be appropriate to suspend the individual/s pending the outcome of the investigation. • Disciplinary action in accordance with the DHEF Disciplinary Procedures in instances where the investigation concludes that there is a case to answer. DHEF recognises that discipline is essential for the proper conduct of DHEF affairs, and for the Safeguarding of all staff and volunteers and the public.
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	4.9 False Allegations against DHEF staff or volunteers
	<p>Staff or volunteers working with children in any situation are vulnerable to accusations of abuse. Their relationships with children generally may lead to allegations against them by children, parents or other persons. The paramount concern is that the child should be safeguarded from all forms of harm. This means that the protection of children takes precedence over other issues including disciplinary procedures. Allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent. Regardless of the motives underlying any allegations, DHEF will always take any allegations seriously and these will be investigated impartially. Where following initial consideration by the DHEF managers or directors that the allegation is demonstrably false by virtue of the fact that the immediate circumstances of the allegation show that it would not be possible for it to be true, then the matter can be dealt with at Centre level. However, in these circumstances, it should be borne in mind that if a child has made an obviously false allegation, this may well be a strong indicator of abuse elsewhere which requires further exploration. The issues will be discussed with the Designated Safeguarding Lead. The allegation may indicate inappropriate behaviour or poor practice by a member of staff which needs to be considered and acted upon if necessary. This may include the need for further training.</p>

5.0	The Aftermath
	5.1 Likely Outcomes
	<p>After an allegation about a child protection concern has been investigated, there are likely to be strong feelings amongst staff and volunteers, parents and young people/ vulnerable adults and possibly amongst the wider community, all of which will need to be addressed.</p> <p>There are likely to be issues of:</p> <ul style="list-style-type: none"> • Communication - of rumour or fact • Guilt and blame - especially if suspicions had been around for some time • Impact - on individuals, or the nature of what occurred and to whom • Gaps in the organisation in terms of roles and post held <p>Careful consideration will need to be given to the sharing of information and the provision of appropriate support.</p>

6.0	Harassment and Bullying in the Workplace
	6.1 Rights of staff and volunteers
	All staff and volunteers have a right to work in an environment that is free from harassment and bullying. Any allegation of harassment and/or

	bullying will be taken seriously, investigated fully and dealt with in accordance with the relevant policies and procedures. In addition reference should be made to relevant policies including Equal Opportunities and Diversity Policy, Health and Safety at Work, and Management of Health and Safety at Work procedures.
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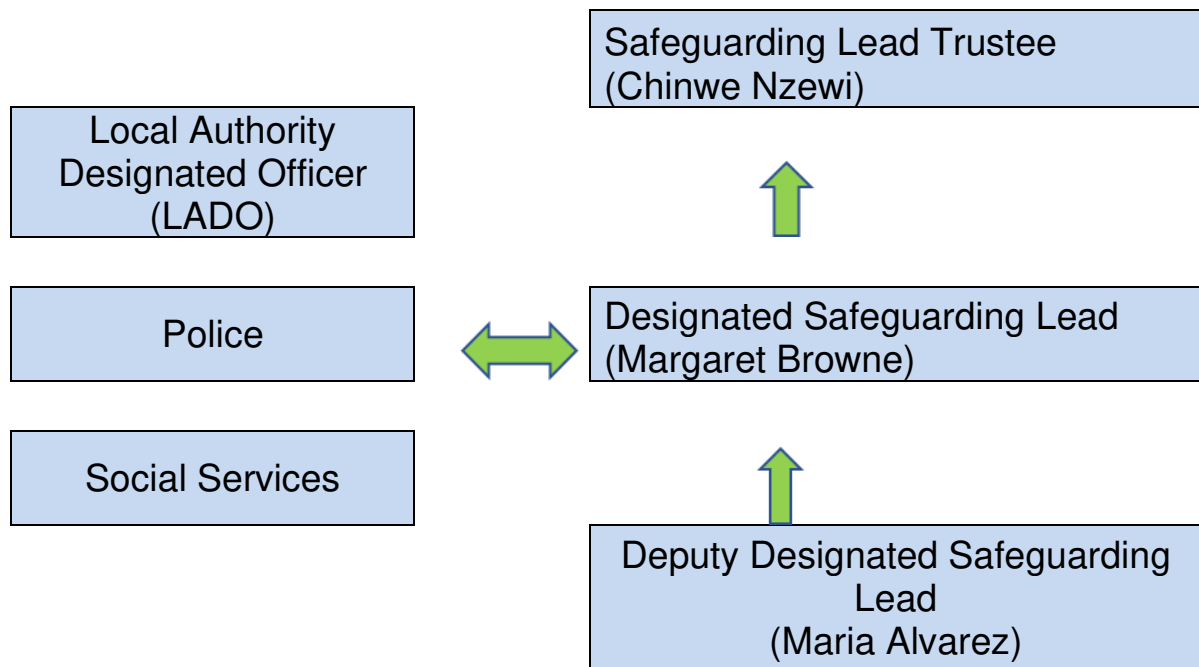
	6.2 Whistle Blowing Policy
	<ul style="list-style-type: none"> • DHEF has established procedures for enabling staff and volunteers to share, in confidence with a designated person, concerns they may have about a colleague's behaviour. • These concerns may be linked to Child/Adult protection concerns, or behaviour which pushes boundaries beyond acceptable limits. If this is consistently ignored, a culture may develop within an organisation whereby staff and volunteers and young people are 'silenced'. • DHEF is fully supportive of 'whistle blowing' for the sake of a Child or a Vulnerable Adult and will provide support and protect those who 'whistle blow'. • Whilst it is difficult to express concerns about colleagues, it is important that these concerns are communicated to relevant staff and management. All staff and volunteers will be encouraged to talk to their manager if they become aware of anything which makes them feel uncomfortable in accordance with the Whistle Blowing Policy.

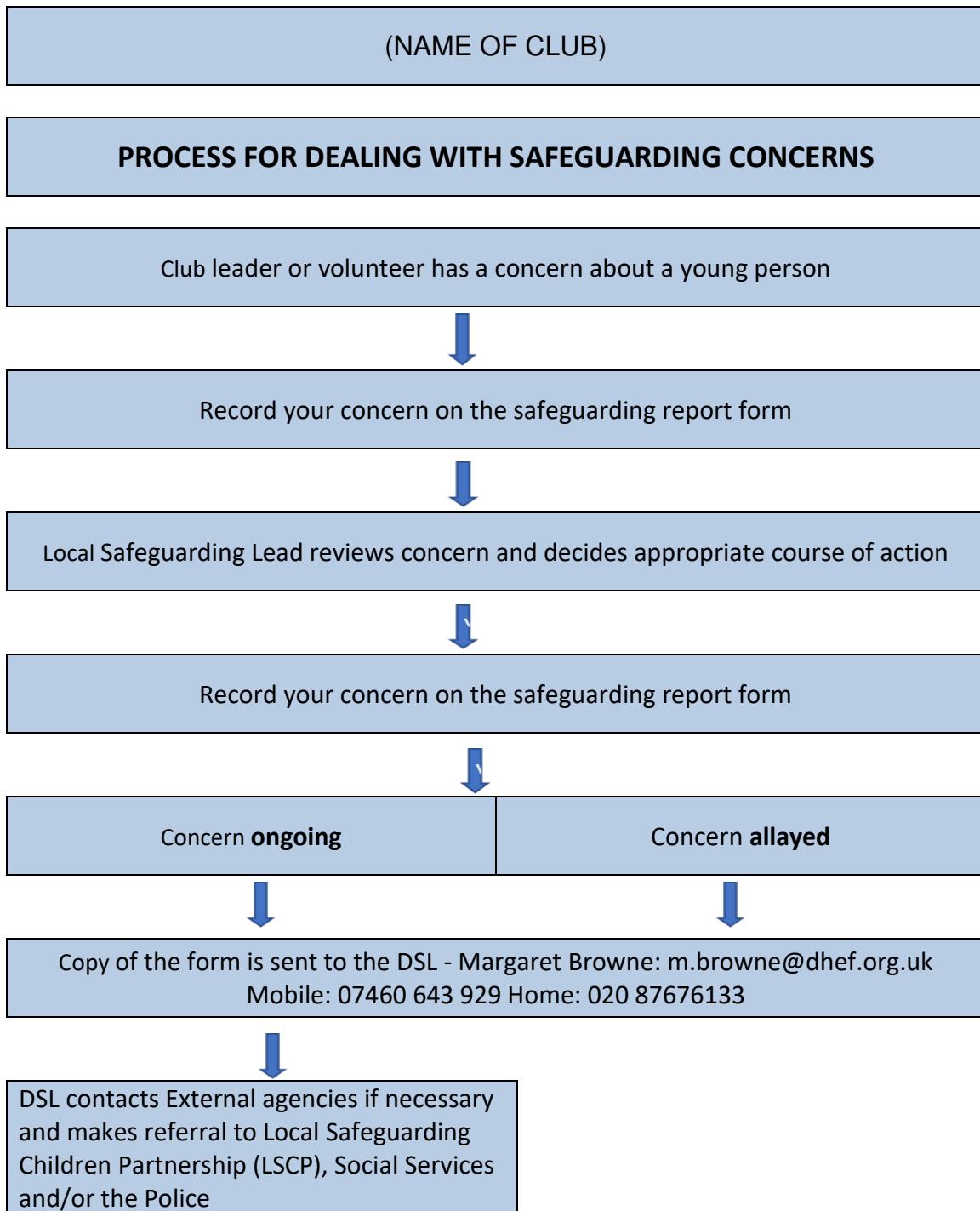
7.0	Useful Websites, Addresses and Phone Numbers
	7.1 Websites relating to Acts and Inquiries referenced in this document
	<p>London Safeguarding Children's Partnership Contacts https://www.londonscb.gov.uk/london-scb-contacts/</p> <p>Legislation.gov.uk: for information on all the Acts referenced in this document</p> <p>The Victoria Climbié Inquiry - Gov.uk</p> <p>Working together to safeguard children 2018</p> <p>Department of Health and Social Care - GOV.UK http://www.dh.gov.uk</p> <p>Disclosure and Barring Service - GOV.UK https://www.gov.uk/government/organisations/disclosure-and-barring-service customerservices@db.s.gov.uk.</p>

	Disclosure Scotland - mygov.scot https://www.mygov.scot/disclosure-types/
	7.2 Useful Addresses and Phone numbers
	<p>DBS Postal Address: Disclosure and Barring Service PO Box 3963 Royal Wootton Bassett SN4 4HH</p> <p>Social Services: Visit the website of the relevant Local Authority</p> <p>NSPCC Child Protection Helpline (freefone) Tel: 0800 800 500</p> <p>Childline (freefone) 0800 1111</p> <p>Crisis 0115 958 3399</p>

	7.3 Other Related Legislation, Policy and Procedures
	<ul style="list-style-type: none"> • Code of Practice on the Secure Storage, Handling, Use, Retention and Disposal of Disclosure & Barring Service and Disclosure Information – Recruitment and Employee Checks • Protection of Children Act 1999 / Criminal Justice and Court Act 2000 • Care Standards Act 2000 • The Rehabilitation of Offenders Act Exceptions Order 1974 • Part V of the Police Act 1997 • Conduct of Employment Agencies and Employment Business Regulations 2003 • Health and Safety at Work Act • Management of Health and Safety at Work Regulations

APPENDICES

APPENDIX 1 – SAFEGUARDING RESPONSIBILITY STRUCTURE



APPENDIX 3: FACSIMILE OF THE DISCLOSURE FORM

Child/Vulnerable Adult Disclosure Form	
<p>This form should be completed by the staff member or volunteer who is concerned about a child or vulnerable adult and sent electronically or as a hard copy to the Designated Safeguarding Lead. An electronic or hard copy should be stored securely by the club director.</p>	
<p>Date..... Time..... Centre/Club.....</p>	
<p>Form completed by:</p>	
<p>Child/Adult's Name:</p>	<p>M/F</p>
<p>Description if name not known: Child/Adult's Address:</p>	
<p>Names & Addresses of Parents or Guardians (if different from that above)</p>	
<p>Describe the incident This is the account from child/adult <input type="checkbox"/> personal experience <input type="checkbox"/> <input type="checkbox"/> Other (Please specify)</p>	

<p>State who has seen or said what, when, where etc. Be as detailed as possible. Use additional sheets if necessary but ensure they are securely attached. Record any details of the perpetrator if known, description etc. Try to get any names and addresses of any witnesses.</p>
<p>Action Taken This may be as simple as sending this form to the Designated Safeguarding Lead.</p>

If it has been necessary to call the police to deal with an emergency, insert the following details:

Contact Telephone Number

.....

Person you spoke to

.....

Incident reference number

.....

Advice given by the police:

Signed.....Date.....

To be completed by the Designated Safeguarding Lead:

Local Safeguarding Children Partnership contacted? Yes/No

Services contacted? Yes/No

Advice given, if applicable:

Further action taken:

This document contains sensitive data and must be kept secure at all times.

APPENDIX 4 – GUIDE FOR REPORTING SAFEGUARDING CONCERNS RELATING TO STAFF AND VOLUNTEERS

Concerns arise about the behaviour of a member of staff, session worker or volunteer



Individual alerted to concerns reports incident or concern in appropriate form which should be highlighted as **URGENT**



Designated Safeguarding Lead (if appropriate in consultation with LADO, Children's Social Care, or Police) determines the route for further action to be taken (e.g. does the matter appear to be poor practice or possible abuse, and records actions taken and agree). Designated Safeguarding Lead to reports outcome of above processes to be reported to Trustee Safeguarding Lead who may in some cases need to make a Serious Incident Report to the Charities Commission.

Breach of Code of Conduct	Possible Child Abuse/Criminal Offence	
<p>↓</p> <p>Concern dealt with as misconduct issue using complaints / Disciplinary procedures as appropriate in consultation with Local Authority Safeguarding Lead (LADO)</p>	<p>↓</p> <p>Designated Safeguarding Lead initiates disciplinary procedures, immediate temporary suspension (without prejudice), and notification of other organisations</p>	<p>↓</p> <p>Designated Safeguarding Lead consults with/refers to Children's Social Care / Police and LADO and follows this up in writing within 24 hours</p>
<p>↓</p> <p>Director informs Trustee Safeguarding Lead and undertakes disciplinary investigation and hearing held</p>	<p>↓</p> <p>Disciplinary process initiated - investigation may be delayed pending outcome of statutory agencies' processes. Support from LADO</p>	<p>↓</p> <p>Children's Social Care and/or Police hold Strategy Meeting (may include DSL) and agree investigation process</p>
<p>↓</p> <p>Outcome of disciplinary process (e.g. no case to answer, advice or warning given, training / support required, other sanctions, or exclusion) Consideration of referral to DBS, if appropriate</p>	<p>↓</p> <p>Full Disciplinary investigation undertaken and hearing held Outcomes Possible appeal</p>	<p>↓</p> <p>Outcome of Children's Social Care or Police investigation (e.g. NFA, criminal prosecution, assessment of risk, etc.)</p>

APPENDIX 5: DEFINITION OF VULNERABLE ADULTS

The Safeguarding Vulnerable Groups Act, Section 59, provides that a vulnerable adult is a person aged over 18 or over who:

- Is living in residential accommodation, such as a care home or a residential special school;
- Is in sheltered housing;
- Is receiving domiciliary care in his or her own home;
- Is receiving any form of health care;
- Is detained in prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999;
- Is in contact with probation services;
- Is receiving a welfare service of a description to be prescribed in regulations;
- Is receiving a service or participating in an activity which is specifically targeted at people with age related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care (age-related needs includes needs associated with frailty, illness, disability or mental capacity);
- Is receiving direct payments from a local authority/HSS body in lieu of social care services;
- Requires assistance in the conduct of his or her own affairs.

In all the above settings and situations adults need to be able to trust the people caring for them, supporting them and/or providing them with services.

APPENDIX 6: EXAMPLES OF VULNERABLE ADULTS

- Adult receiving health care:

Mr A attends a hospital appointment. During his appointment he is receiving health care and so is a vulnerable adult. This means that those carrying out his health care must be DBS checked. Once he leaves the hospital setting Mr A returns to work and is no longer in one of the settings listed above or in receipt of the health care and so is no longer to be treated as a vulnerable adult.

- Adult attending a day care centre

On Tuesdays Mrs B attends a day care centre which provides social activities for frail older people. During her time at the day centre she is receiving a service which is provided specifically for people with age related needs and so is a vulnerable adult. On Wednesdays Mrs B visits the library. During her time at the library she uses a service which is targeted at the general public and so is not a vulnerable adult.

- Adult Living in Local Authority Housing receiving support through supporting people services.

Mr C is residing in social housing provided by the local authority, he receives tenancy support services to help with daily living, the primary purpose of this support is to help Mr C sustain his tenancy and to assist him in living independently, for example to help him access his welfare entitlements, advising him on maintaining his tenancy or, accessing a community alarm. The Supporting People programme provides housing related support to help prevent problems that can often lead to hospitalisation, institutional care or even homelessness. It can also help the smooth transition to independent living for those leaving an institutional environment. Whilst Mr C is in receipt of these services, he is a vulnerable adult.

**APPENDIX 7:
MAKING A DIRECT REFERRAL OF ABUSE OF A VULNERABLE ADULT****Making a Referral direct**

Before making a referral, wherever possible you should obtain as much information as possible about the person you are concerned about by asking or researching the following questions:

- Name
- Date of Birth
- Gender
- Address
- Ethnic Origin
- Service user group – over 65's, learning disabled, physical disability, mentally ill health, deaf, blind, substance misuse, HIV, or any other group.
- Other agencies that the vulnerable adult is known to
- Details of where the vulnerable person is from if not from this area
- Detail about the alleged abuse, and include dates and times.
- If third party referral, details of who raised the initial concern e.g. friend, carer, or other service user
- Where the alleged abuse took or is taking place
- What type of abuse is suspected, e.g. discriminatory, psychological, sexual, financial/material, physical, neglect.
- Details of the alleged perpetrator i.e. name, address, age and gender
- Relationship with the service user i.e. neighbour, partner, staff or other family member etc.

If you are in doubt and you are not sure whether to refer, or how to refer, contact the person responsible for safeguarding.

APPENDIX 8: TYPES AND INDICATIONS OF ABUSE

There are four types of child abuse. They are defined in the UK Government guidance Working Together to Safeguard Children 2010 (1.33 – 1.36) as follows:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Bullying is not defined as a form of abuse in Working Together but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this factsheet.

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The following information should help you to be more alert to the signs of possible abuse.

Physical abuse

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

Indications of Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, such as elbows, knees, or shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely: cheeks, abdomen, back and buttocks.

A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

The physical signs of abuse may include:

- unexplained bruising;
- marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm or outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour can also indicate physical abuse:

- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behavior
- running away from home
- fear of parents being approached for an explanation of their child's behaviour

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It may give rise to severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include:

- interactions that are beyond the child's developmental capability
- overprotection
- limitation of exploration and learning
- preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger
- 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.

Indications of Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- sudden speech disorders
- self-harm
- neurotic behaviour such as sulking, hair twisting or rocking
- being unable to play
- fear of making mistakes
- fear of a parent being spoken to about their behavior
- a developmental delay in terms of emotional progress.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

Indications of Sexual Abuse

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near the genital area
- sexually transmitted diseases
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- Pregnancy

Sudden changes in behaviour can also indicate sexual abuse. Examples include:

- becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- smearing faeces onto toilet walls
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends, particularly in adolescence
- or acting in a sexually explicit way towards adults.

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

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

Indications of Neglect

Neglect can be a difficult form of abuse to recognise, yet has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger
- stealing food from other children
- being constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the weather conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm, including self-harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced antibullying strategies.

Indications of Bullying

Signs that a child may be being bullied can be:

- coming home with cuts and bruises
- torn clothes
- asking for stolen possessions to be replaced
- losing dinner money
- falling out with previously good friends
- being moody and irritable
- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Bullying is not always easy to recognise as it can take a number of forms, such as:

Physical:

- pushing
- kicking
- hitting
- pinching
- other forms of violence or threats

Verbal:

- name-calling
- sarcasm
- spreading rumours
- persistent teasing

Emotional:

- excluding
- Ignoring ('sending to Coventry')
- tormenting
- ridiculing
- humiliating

See also the Child protection fact sheet: Definitions and signs of child abuse © NSPCC 2010 7.

Updated 14/01/2023