

SAFEGUARDING AND CHILD PROTECTION POLICY & PROCEDURES

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1. Purpose and scope

ThinkForward has a duty of care, based in law and guidance, to protect our young people from abuse. We believe that every young person has the right to feel safe and be protected from any situation or practice that could result in him or her being physically or psychologically harmed. It is essential that the people we work with do not feel threatened or abused by anything we say or do, and this policy sets out the safeguards we have in place to protect them from abuse. It is also essential that they themselves are aware of the safeguards we have in place and to know where to go should they have concerns of this nature.

2. Definitions and terminology

For the purposes of this policy statement, the terms **children and young people**, and vulnerable adult or adult at risk will be taken to mean:

- A child/young person or an individual up to the age of 18, *or*
- A young adult aged 18 or over who meets the criteria set out in *No Secrets* (2000) (England). The definitions are listed at the beginning of each following procedure (Section B and Section C)

Note the fact that a child who has reached 16 years of age, is living independently, is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate does not change their status or their entitlement to services or protection.

- **Safeguarding and promoting the welfare of children** is defined as:

The action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

For the purpose of the policy the following definitions below is the responsibility of children's social care and the police. Any decision about investigating concerns of this nature will therefore be the responsibility of those with statutory rights.

- **Child in need** is defined under the Children Act 2004 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

- **Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.
- **Significant harm** - there are no absolute criteria on which to rely when judging what constitutes significant harm. For the purposes of ThinkForward's response to concerns about children, this distinction is the responsibility of children's social care and the police. Any decision about investigating concerns of this nature will therefore be their responsibility.
- **Contextual Safeguarding** - recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

3. Designated safeguarding manager, leads and responsibilities

All Designated Safeguarding Leaders are fully trained and hold DSL qualification and responsibilities

Role	Name	Responsibilities
The Designated Safeguarding Manager	Matt Archer <i>All Regions</i> Tel: 020 3559 8390 Mob: 07843811809	<ul style="list-style-type: none"> • Ensure relevant policy and procedures are implemented and followed; • Present a quarterly report to the board of trustees on safeguarding activity; • Review and revise the safeguarding policy and procedures on a two-yearly basis or sooner if there is a change in legislation, guidance or an incident that warrants it; • Brief leadership team as necessary on safeguarding matters that have wider implications across the organisation; • Provide support to the designated safeguarding deputy and leads
Deputy Designated Safeguarding Lead	Charlene Theophile <i>All Regions</i> Tel: 020 3559 8390 Mob: 07483069483	<ul style="list-style-type: none"> • Ensure relevant policy and procedures are implemented and followed; • Present a quarterly report to SMT and board of trustees on safeguarding activity; • Review and revise the safeguarding policy/procedures on a two-yearly basis or sooner if there is a change in legislation, guidance or an incident that warrants it; • Brief leadership team as necessary on safeguarding matters that have wider implications across the organisation; • Provide support to the designated safeguarding assistant leads • Be familiar with local safeguarding boards (England) • Receive and record information from staff or volunteers who have child or adult protection concern
Assistant Designated Safeguarding Lead	Shelly Khaled <i>London</i> 020 3559 8390 07867 397 372 Brad Levy <i>Kent</i> 020 3559 8390 07741271986 Irene Kenny <i>Nottingham</i> 020 3559 839 07483069481 Sean Porter <i>MoveForward</i> 020 3559 8390 07843 622 659	<ul style="list-style-type: none"> • Assess the information promptly and carefully, clarifying or obtaining more information about the situation as appropriate; consider other ThinkForward policies or procedures that may be relevant to the concern; • Consult with the appropriate statutory agency (i.e. children’s social care, the police, child or adult protection team); • Make a formal referral to the statutory child protection agency or adult protection team or the police without delay, ensuring referral information is confirmed (under confidential cover) in writing within one working day; • Inform relevant and senior people within ThinkForward, particularly the senior safeguarding manager and HR manager of any action taken and update as necessary • Ensure a case record is maintained of action taken, liaison with other agencies and decisions/outcomes reached; • Deal with the aftermath of an incident within ThinkForward, in terms of offering support, in conjunction with the line manager; • Identify safeguarding or child/adult protection training needs • Provide information and advice on child and adult protection matters • Keep up to date on new developments in respect of safeguarding children and adults.
The designated safeguarding trustee	Jill Baker Jbaker@georgegreens.com 0207 987 6032	<ul style="list-style-type: none"> • Provide leadership and accountability through effective mechanisms for communication on safeguarding reporting, through the evaluation of information presented to it by the executive team, and where necessary, challenge. • Support the organisation and its beneficiaries being open to the right of young people to make complaints and foster a listening

		<p>culture taking account feelings</p> <ul style="list-style-type: none"> • Review the following of procedures for the written code of behaviour, whistleblowing procedure for anyone who feels that this code of behaviour has been broken. • Dealing with allegations against staff or volunteers
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4. Responding to a safeguarding incident

The four stages to be followed in all instances of concern about a child/young person at risk.

- 1) *Recognition* – this is the ability to recognise and identify signs and indicators of harm as they are defined in guidance and as they may present at ThinkForward
- 2) *Response* – this is the knowledge and confidence to know to whom to report any concerns within the relevant timescales
- 3) *Referral* – this refers to the knowledge about the local authority services to whom concerns of abuse or harm should be referred
- 4) *Recording* – this refers to the importance of prompt recording at all stages of your involvement in a safeguarding incident

5. Responding to a concern in School – KS4

Think Forward works in school settings. ThinkForward staff should ensure they have a copy of the current school safeguarding policy and procedures and that they understand the reporting process. Each school will have a designated safeguarding lead, should concerns arise about a young person in school then the ThinkForward staff member must inform and follow the school safeguarding policy and procedures. At the same time s/he must complete a ThinkForward safeguarding incident report on Civi CRM and inform their ThinkForward deputy designated safeguarding lead for their area to ensure appropriate action has been implemented. In the event the regional designated safeguarding lead is not available all concerns should be escalated to designated safeguarding manager and deputy safeguarding lead for all regions.

If the school do not act on the concerns made by the ThinkForward staff member, then s/he should discuss their concerns with their deputy designated safeguarding lead or designated safeguarding manager of ThinkForward. At this point ThinkForward can choose to make a referral independent of the school to the local authority social care multi agency safeguarding hub (MASH), although where possible it should be a priority to discuss this with the school first and work together as far as possible.

6. Responding to a concern in Post 16 settings

When working with young people in post 16 it is important to know the young person's context and how to respond and escalate a safeguarding incident should the ThinkForward staff member has concerns.

If the young person is registered to an education or training provider, the ThinkForward staff member would be asked to report the concern following the education or training provider's safeguarding policy and procedures.

If the young person is not in education, but rather in employment or out of work, the ThinkForward staff member will be responsible for referring and reporting using ThinkForward's safeguarding procedures, which follow the relevant local authority's social care multi agency safeguarding hub.

7. Responding to a concern during evenings and holiday periods

If a concern arises about a young person after school hours or in the school holidays, then one of two options applies:

- a.) Check if the school, education or training provider's designated safeguarding lead is available, if so the ThinkForward staff member should report the incident following the school's safeguarding policy and procedures
- b.) If the school designated safeguarding lead is not available, the ThinkForward staff member should follow ThinkForward's safeguarding policy and procedures for reporting a concern

8. Working with young adults (18+)

For the purposes of the safeguarding policy and procedure 'adult at risk' refers to anyone who is 18 or over who:

- is, or may be, in need of community care services by reason of mental or other disability, age or illness, and
- is or may be unable to take care of himself or herself, or
- is unable to protect themselves against significant harm or serious exploitation.
- vulnerability may be a permanent or temporary state.

9. Definitions of abuse

A form of maltreatment of a child – somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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 fabricates the symptoms of, or deliberately induces illness in a child. Potential signs and indicators of physical abuse in vulnerable adults may include hitting, slapping, pushing, pinching, shaking, scalding, kicking, misuse of medication, the misuse or illegal use of restraint, inappropriate sanctions, exposure to heat or cold and not giving adequate food or drink.

Emotional/Psychological abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development and may involve: conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person; imposing age- or developmentally-inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction; Seeing or hearing the ill-treatment of another e.g. where there is domestic abuse; Serious bullying, causing children frequently to feel frightened or in danger; Exploiting and corrupting children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Potential signs and indicators of physical abuse in vulnerable adults may include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

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 the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or 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.

In addition; sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape. In the case of vulnerable adults, potential signs of sexual abuse may include rape and sexual assaults or sexual acts to which the vulnerable adult has not consented to, could not consent to, or was pressured into consenting.

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. Once a child is born, neglect may involve a parent 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 caregivers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs. Children can be affected by seeing, hearing and living with domestic abuse as well as being caught up in any incidents directly, whether to protect someone or as a target. It should also be noted that the age group of 16- and 17-year olds have been found in recent studies to be increasingly affected by domestic abuse in their peer relationships. Signs of neglect for vulnerable adults include ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Domestic violence and abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children with Special Educational Needs and disabilities

Children and young people with disabilities and learning difficulties are particularly vulnerable to abuse because:

- abuse creates or exacerbates impairments
- disability reduces the chance of protection
- disability increases the risk of abuse, because it increases dependency on primary carers responsible for intimate care e.g. feeding, medication etc. – who may be responsible for the abuse
- it often incurs communication difficulties, and vocabulary can be very limited.

Protecting black and minority ethnic children and adults at risk

Black minority ethnic children and vulnerable adults are vulnerable to abuse because:

- staff may fear accusations of racist practice if they take action
- concerns may be 'explained away' as being 'cultural'
- different but appropriate care practices may be assessed as unacceptable and therefore action is taken which is discriminatory
- individuals' past experiences of 'white authority' inhibits them from reporting abuse.

ThinkForward is committed to the protection of marginalised and vulnerable groups and be aware of the above risks and be vigilant.

Peer on peer abuse

Peer on peer abuse includes differentiated understanding between sexual violence and sexual harassment between children. Understanding sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. A physical (or other) injury must be reported where it is the result of an abusive action. Such incidents should always be reported to designated safeguarding. The injury should be regarded as an incident and must initially be recorded. In any situation where it is believed that a child or young person is being sexually abused by another child or young person a referral must be made to children's social care, following the same procedures as before.

Some young people using ThinkForward services are vulnerable to exploitation and abuse. Staff should be aware of this risk and be vigilant. Any potentially exploitative relationships should be reported to the assistant designated safeguarding.

Staff should be made aware that 'upskirting' is now a criminal offence. This definition has been described as "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a)

Honour based violence

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

10. Reporting a concern

- A. You have concerns about the safety or welfare of a child/young adult
- B. Discuss with regional assistant designated safeguarding lead for ThinkForward within 24 hours and/or the designated safeguarding lead at school
- C. Is the child / young adult in school, education or training provider? If yes, follow steps 1-3, if not, follow steps 4-6



- 1. Report and document your concern following the safeguarding procedure of your school, education or training provider with designated office for the establishment
- 2. Log your report with regional assistant designated safeguarding lead in ThinkForward both verbally and record this on the young person case file online through Civi CRM
- 3. The school should be able to confirm the following actions:
 - i. School have no immediate concerns about the safety and welfare of the child/young adult
 - ii. School are aware of the concerns and referral made by ThinkForward and have passed this information on to relevant authorities
 - iii. School have been informed and a referral to children's social care has been initiated
 - iv. School has been informed by children social care a section 47 enquiry assessment has been initiated and local authority will proceed to investigate immediate welfare and safety of the child.



- 4. Refer to ThinkForward assistant designated safeguarding lead.
- 5. Refer to local authority children's social care through multi agency safeguarding hub
- 6. ThinkForward to follow up if no response or action has taken place in 72 hours

11. Dealing with a disclosure

It is always difficult to hear about harm or abuse experienced by a child or young person. The following points are for ThinkForward staff and the young person:

- Stay calm
- Listen carefully to what is said
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- Allow the young person to continue at their own pace
- Ask questions for clarification only, and avoid asking questions that suggest an answer (leading questions)
- Reassure the young person that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing as soon as possible, using the words of the young person as closely as possible. Note date, time, any names mentioned, addresses, to whom the information was given and who else is aware of the allegation
- Contact your line manager and/or the designated safeguarding officer.

12. Allegations against staff

ThinkForward is committed to the safeguarding and promoting of the welfare of all adults using its services and this includes the possible abuse or exploitation by its staff or volunteers.

If the allegation or concern is about the following communication protocol should be taken:

Staff member position and level within the organisation	The allegation should be reported to...	Next steps...
ThinkForward staff member or volunteer	Line Manger and Designated Safeguarding Manager	Line Manger will then liaise with the HR manager and DSO
Staff member in school	ThinkForward Designated Safeguarding Manager, ThinkForward CEO, Principal /Headteacher of the home school, following school safeguarding and child protection / whistleblowing policy	Police and adult social care to launch investigation
Senior Manager	CEO; Local authority designated officer (LADO)	Police and adult social care to launch investigation
Executive Team Member	CEO; Local authority designated officer (LADO) and	Police and adult social care to launch investigation
Chief Executive Officer	Chair of ThinkForward; Local authority designated officer (LADO)	Police and adult social care to launch investigation

All staff members are reminded of their responsibility to raise concerns if there is any suspicion that an adult is at risk of harm or abuse. Support and information will be provided for a member of staff who has been suspended pending an investigation.

There may be three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence
- enquiries and assessment about whether an adult is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

13. Confidentiality, interagency working and information sharing

Confidentiality is crucial to all our relationships with young people, but the welfare of the vulnerable young person is paramount. With respect to children, the law does not allow anyone to keep concerns relating to child. Some young people may seek to speak to staff in confidence about harm or abuse. ThinkForward staff must understand that it is not possible to give young people guarantees of confidentiality as the ThinkForward staff member has a duty of care to report and seek statutory support to prevent further harm.

Safeguarding issues in relation to young people's sensitive data and information sharing as defined by ThinkForward's data protection and GDPR policy, should be managed using a secured process. In no circumstance should data protection be a barrier in promoting the welfare and safety of young people.

ThinkForward staff will work and comply with any school or education provider's safeguarding procedure. Any safeguarding concerns regarding a young person raised who is in KS4, outside of school hours will be recorded and sent to the School DSL. Access to any documents recording safeguarding issues will be restricted only to the ThinkForward staff, designated safeguarding manager, assistant designated safeguarding lead involved in the case.

14. Safeguarding Incident Form (Private and Confidential) 1of2

Details of the Child and their Parents / Carer or Adult at risk:		
Name of Child:		
Young person defines their gender as: _____	Age:	Date of Birth:
Parent's / Carer's name(s):		
Home address:		
Your Details:		
Your Name:	Your Position:	Date and Time of incident:
Report:		
Are you reporting your own concerns or responding to concerns raised by someone else?		
<input type="checkbox"/> Responding to my own concerns. <input type="checkbox"/> Responding to concerns raised by someone else.	If responding to concerns raised by someone else, please provide their name and position within the club/organisation/group;	
Please provide details of the incident or concerns you have, including times, dates or other relevant information (describe any injuries / whether fact, opinion or hearsay):		
The Child's/Vulnerable adult's account, of what has happened and how:		
Please provide details of the person alleged to have caused the incident / injury including where possible any details:		
Please provide details of any witnesses to the incident(s):		

14. Safeguarding Incident Form (Private and Confidential) 2 of 2

<p>Have you spoken to the Parents/carers?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If yes, please provide details of what was said:</p>	
<p>Have you spoken to the child/adult at risk?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Have they given consent?</p>	<p>If yes, please provide details of what was said:</p>	
<p>Have you spoken to the person the allegations are being made against?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If yes, please provide details of what was said:</p>	
<p>Further action taken to date:</p>		
<p>Have you informed the statutory authorities?</p> <p>Children's Adult's Social Care: Yes/No</p> <p>Police: Yes/No</p> <p>School CP Lead: Yes/No</p>	<p>Please provide the name of the person and his/her contact number:</p>	
<p>Follow up action required:</p>		
<p>Data Protection</p> <p>As the person completing this form, you must notify each person whose information you include about what will happen to their information and how it may be disclosed except to the extent that doing so would prejudice either the prevention or detection of a crime or the apprehension or prosecution of an offender.</p>		
<p>Your signature:</p>	<p>Date:</p>	<p>Time:</p>

Use continuation sheets as necessary to record any actions, decisions and final outcome.

15. Ready for Work Interventions – Employer Work Experience

If a young person is going to be employed, the employer's policy and procedures take precedence. However, they should be instructed to communicate those concerns with the placing staff member who will keep the DSL notified and make a record of the concern and the outcome.

If it's unpaid work experience, the policy and procedures of ThinkForward takes precedence and the procedures in this document followed. Liaison with the DSL is necessary and there must be consideration of what and how information is shared with the work experience provider, if relevant.

If ThinkForward is using a third-party provider, then ThinkForward staff are responsible for ensuring the third-party provider has the appropriate safeguarding policy and procedure in place. Again, there needs to be agreement at the outset of the exact arrangements and how concerns will be communicated between the two organisations.

Whatever arrangements are in place staff need to ensure that the young person knows who they can speak to, in and out of office hours) if they have any concerns that arise in the course of their placement, including safeguarding concerns be they to do with the placement or home life.

The outcome of the concern must be recorded.

16. Safer Recruitment and Training Safe recruitment

ThinkForward recognise that abusers are attracted to organisations that provide services for vulnerable people and we will take steps to ensure that we do not recruit anyone who may be a danger to vulnerable people. ThinkForward has processes in place in line with safer recruitment practices to ensure and maintain the safety of young people.

Safer recruitment practices include:

- enhanced DBS checks which is updated every three years.
- A single central record of recruitment and vetting checks is maintained by the HR Manager
- Effective induction processes – which include level 2 introduction to the safeguarding children
- Safeguarding or child protection training relevant to the role and level of responsibility of each staff member/volunteer
- Regular review, monitoring and quality assurance of all services
- Adherence to the Code of Conduct

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Appendix A	Physical abuse
	<p>Physical abuse Most children collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained, or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is clearly necessary is also a cause for concern. Bruising may be noticeable on children with different skin tones or from different racial groups and specialist advice may be needed.</p> <p>Patterns of bruising that are suggestive of physical child abuse include:</p> <ul style="list-style-type: none"> • Bruising in e.g. disabled children who are not independently mobile • Bruising in babies, especially pre-crawling or walking • Bruises that are not on bony prominences, but in soft tissue areas such as abdomen • Bruises to the face, back, stomach, arms, buttocks, ears and hands • Multiple bruises in clusters or of uniform shape • Bruises that carry the imprint of an implement used, hand marks or fingertips • Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain, illness or loss of consciousness should be seen promptly by a doctor. <p>Other physical signs of abuse may include:</p> <ul style="list-style-type: none"> • Cigarette burns (small, red and encrusted circular marks) • Adult bite marks • Broken bones • Burns or scalds • Petechial bruising (tiny bruising dots caused e.g. by hard slap on face) <p>Changes in behaviour, which can also indicate physical abuse:</p> <ul style="list-style-type: none"> • Fear of parents or carers • Being approached for an explanation • Aggressive parents or carers or indications of severe temper outbursts • Flinching when approached or touched • Reluctance to get changed, for example wearing long sleeves or trousers in hot weather • Depression or withdrawn behaviour • Being bullied (directly, online, by text or social network) • Running away from home

Appendix B	Emotional / Psychological abuse
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	<p>Emotional abuse can be difficult to measure and often children who appear well cared for may 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/play with other children.</p> <p>The physical signs of emotional abuse may include:</p> <ul style="list-style-type: none"> • A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from their parents'/carers' care • Sudden unexplained speech disorders or being mute • Developmental delay, either in terms of physical or emotional progress. <p>Changes in behaviour, which can also indicate emotional abuse include:</p> <ul style="list-style-type: none"> • Neurotic behaviour, e.g. hair twisting, rocking, repetitive sounds • Being unable to play • Fear of making mistakes • Self-harm or attempted suicide • Fear of parent being approached regarding their behaviour
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Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Both men and women can sexually abuse.

Usually in cases of sexual abuse it is the child's behaviour, which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore that they are listened to, believed and taken seriously.

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment

The guidance defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity, and/or
- make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas
- Bruising or bleeding near genital/anal areas
- Sexually transmitted infections (STIs)
- Vaginal or penile discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour, which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge or actions which are beyond their age or developmental level
- Sexual drawings or language
- Bedwetting or soiling
- Eating problems, such as overeating, anorexia or bulimia
- 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 or possessions
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Appendix D	Neglect abuse
	<p>Neglect can be a difficult form of abuse to recognise yet have some of the most lasting and damaging effects on children.</p> <p>The physical signs of neglect may include:</p> <ul style="list-style-type: none"> • Constant hunger, sometimes stealing food from other children • Constantly dirty or smelly • Loss of weight, or being constantly underweight • Inappropriate dress or footwear for the conditions of weather <p>Changes in behaviour, which can also indicate neglect may include:</p> <ul style="list-style-type: none"> • Complaining of being tired all the time or falling asleep in the classroom • Parent not requesting medical assistance and/or failing to attend appointments e.g. dentist, optician • Having few friends • Being teased about their appearance or smelling • Mentioning being left alone or unsupervised <p>The above list is not meant to be definitive but is a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.</p> <p>There may well be other explanations for changes in behaviour, such as the death of a loved one, the birth of a new baby in their family, relationship problems between their parents or even relationship violence, serious parental drug or alcohol misuse or serious and untreated parental mental health problems. All these should also be taken seriously. Children witnessing domestic violence are also considered to be at risk of significant harm (under Adoption and Children Act 2002, section 120).</p>

Appendix E	Domestic Abuse
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	<p>Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:</p> <ul style="list-style-type: none"> • can happen inside and outside the home • can happen over the phone, on the internet and on social networking sites • can happen in any relationship and can continue even after the relationship has ended • both men and women can be abused or abusers. <p>It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.</p> <p>Changes in behaviour which can be a sign of witnessed domestic abuse can include:</p> <ul style="list-style-type: none"> • aggression or bullying • anti-social behaviour, like vandalism • anxiety, depression or suicidal thoughts • attention seeking • bed-wetting, nightmares or insomnia • constant or regular sickness, like colds, headaches and mouth ulcers • drug or alcohol use • eating disorders • problems in school or trouble learning • tantrums • withdrawal
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We all have a responsibility to keep all children and young people safe. A child having a disability, being d/Deaf or needing additional support should never stop someone acting on child protection concerns.

We're using the term 'disabled children' to refer to children and young people with a range of very different conditions and identities, some of whom may not identify as being disabled. This includes children who:

are d/Deaf

are on the autistic spectrum

have a condition such as attention deficit hyperactivity disorder (ADHD)

have a learning disability

have a physical disability such as cerebral palsy

have visual impairment

have a long-term illness.

Children and young people may use different language to describe themselves and their needs. You should ask what terms they would prefer and use these when talking to them.

Children and young people who have disabilities are at an increased risk of being abused compared with their non-disabled peers.

This could be due to:

- Communication barriers

Children and young people with speech, language and communication needs (including those who are d/Deaf or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

- Misunderstanding the signs of abuse

In some cases, adults may mistake the indicators of abuse for signs of a child's disability.

- Lack of education on staying safe

Personal safety programmes and relationships and sex education (RSE) are not always made accessible to d/Deaf and disabled children, and not always taught in special schools

As a result, a disabled child may not know how to recognise abuse or who to tell.

- Increased isolation

Disabled children may have less contact with other people than non-disabled children. This means they have fewer people to turn to if they need help or support.

	<p>- Dependency on others</p> <p>Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care. This can increase the opportunity for an abusive adult to be alone with a child.</p> <p>If a child is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.</p> <p>Caring for a child with little or no support can put families under stress. This can make it difficult for parents to provide the care their child needs and can lead to a child being abused or neglected.</p> <p>- Inadequate support</p> <p>It can be difficult for any child who has experienced abuse to get the support they need, but disabled children may face extra problems.</p>
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Appendix G	Honour Based Violence
	<p>Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.</p> <p>The perceived 'immoral behaviour which could precipitate a significant risk and harm'</p> <ul style="list-style-type: none"> ● Inappropriate make-up or dress; ● The existence of a boyfriend; ● Kissing or intimacy in a public place; ● Rejecting a forced marriage; ● Pregnancy outside of marriage; ● Being a victim of rape; ● Inter-faith relationships; ● Leaving a spouse or seeking divorce.

Appendix H	Online Abuse / Child Sexual Exploitation (CSE)
	<p>Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Individuals may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.</p> <p>Individuals can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).</p> <p>Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.</p> <p>Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking.</p> <p>Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.</p> <p>When sexual exploitation happens online, an individual may be persuaded, or forced, to:</p> <ul style="list-style-type: none"> • send or post sexually explicit images of themselves • take part in sexual activities via a webcam or smart phone • have sexual conversations by text or online. • Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. <p>Changes in behaviour, may include:</p> <ul style="list-style-type: none"> • have fewer friendships • aren't accepted by their peers • are wary and suspicious of others • adjusting to school, and don't do as well. 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

	<ul style="list-style-type: none"> • 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. <p>Many of these areas are addressed in your local multi-agency child or adult at risk safeguarding procedures.</p>
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Appendix I	Exploitation by radicalisation
	<p>Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that (1) reject or undermines the status quo and/or (2) reject or undermine contemporary ideas and expressions of freedom of choice. Children and young people can suffer harm when exposed to extremist ideology. This harm can range from a child adopting or complying with extreme views which limit their social interaction and full engagement with their education, to children being groomed for involvement in violent attacks.</p> <p>Changes in behaviour, may include:</p> <ul style="list-style-type: none"> • isolating themselves from family and friends • talking as if from a scripted speech • unwillingness or inability to discuss their views • a sudden disrespectful attitude towards others • increased levels of anger • increased secretiveness, especially around internet use

Appendix J	County Lines
	<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move/store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.</p> <p>Changes in behaviour, may include:</p> <ul style="list-style-type: none"> • Possession of more than one phone • Physical injuries: risk of serious violence and death. • Frequent and unexplained absences from school • Possession of expensive items • Emotional and psychological trauma. • Debt bondage - young person and families being ‘in debt’ to the exploiters; which is used to control the young person. • Changes in behaviour, mood and personality, becoming withdrawn, passive or aggressive

Appendix K	ThinkForward Staff Code of Conduct
	<p>You must:</p> <ol style="list-style-type: none"> a) Treat all children, young people and adults with dignity and respect including respect for their diversity and personal circumstances including his or her family circumstances, health, sexual orientation, race and cultural background, religious beliefs, academic achievements and career aspirations. b) Maintain professional boundaries in all our activities and contact with young persons c) Operate within the policies and procedures of ThinkForward in order to provide an example of good conduct which reflects our values. d) Encourage young persons to respect and care for others. e) Encourage young persons to feedback on attitudes or behaviours that they find problematic. f) Respect the young person’s right to personal privacy and confidentiality, however, be honest when it is necessary to break that confidentiality; for example, to protect someone at risk of harm or where the law has been broken. g) Work in partnership with other departments and/or external organisations to ensure that everything possible and reasonable is done to safeguard and promote the health, safety and welfare of our young persons. h) Ensure that you do not allow yourself to get into a situation where an abuse of trust may occur. This means that you should not form a

close personal relationship, sexual or otherwise, with a young person even if the young person is seeking and consenting to such a relationship. Should a relationship develop between two young persons and one individual subsequently becomes an employee or volunteer, then this should be discussed with your manager or the designated safeguarding lead, in order that appropriate safeguards can be put into place.

- i) Plan activities that take account of young person vulnerabilities.
- j) Ensure that whenever possible there is more than one adult present during activities with young people, or at least you are within sight or hearing of others. Unless the reason for this has been firmly established and agreed with your line manager and young person.
- k) Ensure you put in place appropriate safeguards if required to transport young persons, including seeking consent from parents/carers and your line manager if the young person is under 18 years.
- l) Be aware that physical contact with a young person may be misinterpreted by others, no matter how well intentioned. Do not engage in any 'horseplay' with young persons or physical affection such as kissing and hugging.
- m) Communicate with young persons through work-based email accounts, work based approved social media platforms and your work phone only.
- n) Report all allegations/suspicions of abuse, neglect or poor practice which might harm young persons, using the safeguarding procedure or whistle blowing policy.
- o) Understand the ThinkForward confidentiality policy and when it can/cannot be breached.
- p) Record in writing any concerns or issues raised about the safety or protection of young persons, or any concerns about the conduct of individuals towards young persons.
- q) Give guidance and support to new staff and volunteers to ensure that they are aware of their responsibilities and behaviours expected by ThinkForward.
- r) Make the best use of training and development opportunities offered to you to ensure that your knowledge and skills are at a level which allows you to contribute to organisational goals and objectives.

You must not:

- s) Have inappropriate, abusive or harassing physical or verbal contact with any young person or colleague.
- t) Engage in or encourage swearing or flirtatious behaviour, sexual innuendo or derogatory remarks that indicate prejudice or discrimination.
- u) Jump to conclusions or make assumptions about others without checking the facts as far as you are able.
- v) Show favouritism to any young person.
- w) Take a chance or an unnecessary risk when common sense, policy or practice suggests another more prudent approach.
- x) Encourage young persons to break the law e.g. in respect of smoking, alcohol, drugs or fraud, theft etc.
- y) Allow individuals to gain access to children and young people without having completed the appropriate checks and processes.

	<ul style="list-style-type: none"> z) Put yourself in positions where you are alone with children or young people away from organisational premises, unless the reason for this is part of a written work plan authorised by your line manager. aa) Encourage young people or adults to be absent from school, work placement etc. unless it's an absolute necessity. bb) Seek information you have no right of access to. This includes not printing off personal details about a young person for which you have no work purpose. cc) Take advantage of young persons in anyway. In particular gifts, including money or food, must not be accepted from or given to them unless this is part of a planned piece of work and you record having done so. Small gifts from young persons as a token of appreciation are acceptable but again ensure you record this and usually these can be shared with other colleagues. dd) Engage in activities which might damage the reputation of ThinkForward and undermine our goals and values.
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Appendix L	ThinkForward Professional Boundaries
	<p>Professional Boundaries Professional boundaries are the framework within which an individual employee's or volunteer's relationship with a young person exists, and which make that relationship professional and safe for both parties. They set the parameters within which services and work are delivered, making clear the roles and responsibilities of the employee or volunteer in respect of the young person. Staff and volunteers have a responsibility to ensure they set and maintain appropriate professional boundaries in relation to their work with all young persons but in particular children, young people and vulnerable adults. Areas where professional boundaries can be breached are:</p> <p>Over familiarity</p> <p>Moving from a professional relationship with a young person to one which is over familiar, perhaps looking more like a friendship than a working relationship, can lead to a range of issues. This includes the clouding of a person's judgement about the young person and their needs or a member of staff feeling more obliged to the person that is required of the role.</p> <p>Feelings and actions</p> <p>At times when working with young persons a staff member or volunteer may have feelings that can cause them concern or that they feel are perhaps inappropriate. Having such feelings is not in itself a breach of professional boundaries but acting on them might be. If an individual find they are having such feelings, they should discuss and explore them further with their line manager in order to ensure professional boundaries are maintained. In the same way a young person may develop personal feelings for that member of staff /volunteer. It is important that when this is identifies, the staff member/volunteer deals with the situation sensitively and appropriately, talking it through with their line manager so that professional boundaries with the young person are maintained.</p> <p>Family and friends</p> <p>It is inappropriate for a staff member involved in work with young people, to work with or deliver a service to a friend or family member. If the situation</p>

arises, arrangements should be made to discuss this with your line manager and assess whether it is appropriate for another staff member to take over the case or consent to be sought.

Social contact and becoming friends

There may be some circumstances in which those who work with young persons may live in the same community or locality as those young persons and their families and therefore may on occasions encounter each other in the course of normal daily activities. It is not acceptable for staff or volunteers to initiate social contact with young person's outside or after the end of the working relationship. If an individual find that a young person is trying to enter into social contact with them, the individual must raise this with their line manager, record it and deal sensitively with the matter.

Sexual relationships

Any sexual relationship with young persons with whom ThinkForward undertakes any work is a strong breach of professional boundaries, and in the case of children under the age of 18 is against the law.

Self-disclosure

While recognising that some members of ThinkForward may have had personal experiences in their own life which may give them empathy and understanding of their young persons' situation, it is the discretion of the staff to self-disclose their personal experiences within a boundaries and professional relationship which does not leave the young person feeling burdened, move the focus away from the young person or leaving the young person confused about their relationship. This would need to be assessed against the risk of losing control over who and how that information is shared or that information could be used in an exploitative way.

Working within the parameters of the role and working relationship

In any work with young persons, particular young people and vulnerable adults, there must be a clear plan of how, where and, when and why the work will be undertaken and by whom. Visiting young persons at home or working outside of agreed and planned working hours must only be done if it is part of the agreed work plan.

Giving out personal contact details

Staff and volunteers must never give out their personal mobile or home telephone numbers, home email or address. This is to ensure that if a member of staff is absent then another staff member can deal with their call/email. It also protects staff and volunteers and keeps the relationship on a professional level.

Continuing a personal relationship after the service has finished

It is never acceptable for a staff member or volunteer to continue to see a young person in a personal capacity once the services or piece of work they have been involved in is completed. Some young people like to keep in touch, but this should be only in relation to the work and purpose of ThinkForward and should be recorded.

Procedure for dealing with breaches of the code of conduct and professional boundaries

If you pick up that the code of conduct or professional boundaries are being breached by an individual and are concerned about his/her conduct, you must not keep it to yourself. You should first speak with the individual's line manager. If you feel unable to do this, or it is not possible to speak with the individual's first- or second-line manager, you must report your concerns immediately using the procedure for dealing with 'Allegations against Staff'. If you are concerned that you may have or are about to breach the code of conduct or professional boundaries you should talk through your concerns with your line manager.

Out of Hours Working

Working hours are subject to the needs of the business. All contact with young people should only be within the context of ThinkForward and programme activities. All contact should be recorded, and risk assessed in advanced through Civi CRM prior to the event. All out of hours working should then be authorised and risk assessed by a manager to sign off. All coaches must wear their ThinkForward identification when in public spaces and events.

Work Events

Young people may be asked to attend and represent the organisation at several external events for ThinkForward. It is integral that young people who are attending are appropriately supervised and the event itself is risk assessed. Where there may be exposure to alcohol and external guests' young people should be safeguarded to minimise any potential risks.

Incident management

If faced with a possible confrontation, you must make a professional assessment of whether you are able to manage the situation and take appropriate action, or whether attempting to do so would be to take an unacceptable risk. In the latter case, help should be requested from a colleague or, in extreme cases, from the police. Attempts should be made to discuss with the young person their frustrations and/or problems. A difficult situation can be controlled or defused by speaking firmly and politely, keeping your emotions, adopting a non-threatening posture and maintaining an appropriate physical distance.

Home Visits

Home visits to ThinkForward participants should only be undertaken as part of ThinkForward's 'off rolling procedure or exceptional circumstances with a statutory professional, i.e. social worker or youth offending officer. All internal home visits should be completed with a line manager or member of senior leadership team. Under no circumstances should front line staff facilitate a home visit alone or with their peers, as this may compromise an individual's personal safety. All home visits must be conducted implementing the ThinkForward home visits policy and must be approved by the local regional manager.

Working remotely young people

Web video conferencing will be a common method for communicating and working as an organisation to connect colleagues across the UK from their homes. Online platforms familiar with ThinkForward video conferencing include the following:

- Microsoft Office Teams

Staff should be aware that no other platform has been authorised for use. If staff wish to use other platform meetings for partnership work, a risk assessment should be sought. Note no risk assessment is needed when attending as a participant to an external meeting on behalf of ThinkForward UK

Working remotely with young people online – Livestreaming

Livestreaming can be used by schools to broadcast an event taking place in school or to view external events. It's a valuable educational medium which can connect young people with their school, employers or community and with events outside of your locality. To create a safe environment for young people when watching or engaging in a livestream, there are several things you should consider.

Before starting any livestream, remind young people with clear contracting at the start of the session:

- (i) not to share private information
- (ii) not to respond to contact requests from people they don't know
- (iii) who they should tell if they see or hear anything upsetting or inappropriate.

Whether hosting or joining a livestream, you must get consent from schools, parents and carers and young people if any images of or identifying information about the young people that may be used.

Appendix M	Covid-19
(i) Context Covid-19	<p>From 20 March 2020, the government took action to request parents/carers to keep their children and young people at home. Schools were advised to remain open for young people who are classified as vulnerable and/or belong to parent/carers classified as essential/critical workers during the COVID-19 response.</p> <p>The government published safeguarding guidance for schools, colleges and other providers which can be found here: http://safeguarding.info/covid19safeguarding</p> <p>Within this addendum, we have outlined our safeguarding processes during this period. This addendum should be read alongside the ThinkForward safeguarding and child protection policy. We will ensure that where we continue to provide a service for young people on the ThinkForward programme, we will work in partnership with local secondary schools and local authorities to ensure appropriate support is in place for their wellbeing and protection. We will refer to the Government guidance on how to implement social distancing and continue to follow the advice from Public Health England minimise and limit the risk of spreading coronavirus.</p>
(ii) Reporting Concerns	<p>All staff must continue to report any concerns they have about a young person immediately. It is still important to be vigilant and aware of the vulnerability and risks posed to young people at this present time. As a reminder, all ThinkForward staff should continue to use secondary school safeguarding procedures for all Key stage 4 young people and work with children’s social care where needed to help protect vulnerable young people, especially those young people not attached to the educational establishment.</p>
(iii) Vulnerable young people	<p>The Department for Education’s (DfE’s) definition of ‘vulnerable children’ during Covid-19 includes those who:</p> <ul style="list-style-type: none"> • Have a social worker, • With a child protection plan • Assessed as being in need • Looked after by the local authority • Have an education, health and care plan (EHCP) <p>Schools will be able to offer young people a school place during this period. ThinkForward will work with parents/carers where appropriate to support young people’s engagement and learning with their home school. In the event young people do not attend school, ThinkFoward will put a clear contact plan in place with the school and a nominated lead. All interactions and coaching should be recorded on ThinkForward Civi CRM. If there is no contact for young people assessed as vulnerable this must be communicated to a school asap. For young people in post 16 who have had no contact for 3 months and deemed vulnerable with historical or present safeguarding concerns ThinkForward staff would be expected to refer this their local authority multi-agency safeguarding hub.</p>
(iv) ThinkForward Delivery	<p>ThinkForward will maintain services to young people with a focus on one-to-one coaching and parental engagement by telephone, before mobilising some of our remaining interventions onto an online platform using video conferencing tools. This will include ThinkForward’s ready for work</p>

	<p>interventions with external partnerships (employers/community based), coach-led group work and our participation programme to continue to offer young people accessible opportunities for the world of work while increasing young people's work readiness capabilities. ThinkForward recognises the increased need for our work during this period and where possible will continue to work with local secondary schools. ThinkForward will remain committed to operating full back-office services remotely to ensure our service to our young people remains seamless.</p>
<p>(v) Safer Recruitment</p>	<p>It remains essential that unsuitable people are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment practices. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Central HR and Operations Manager will support on conducting verification of documents via face-to-face with a live video link as an alternative method. During this period scanned images are to be used in advance of the DBS check being submitted. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p>
<p>(vi) Working remotely online</p>	<p>The internet and other digital tools are incredibly powerful tools, opening new opportunities for everyone to experience new ways of communicating and learning. During these unusual times, we can use digital technology and communication tools to stimulate discussion, promote creativity and enhance learning opportunities for young people. The pace with which we want to respond to the COVID-19 crisis and support our young people has outpaced our existing policies around the use of technology with young people in a home setting. This guidance exists to provide clarity on what is and is not an acceptable practice for ThinkForward working with colleagues, young people and parents/carers during this period.</p> <p>Web video conferencing will be a common method for communicating and working as an organisation to connect colleagues across the UK from their homes. Online platforms familiar with ThinkForward video conferencing include the following:</p> <ul style="list-style-type: none"> - Microsoft Office Teams - Zoom Video Conferencing - Education <p>Staff should be aware that no other platform has been authorised for use. If staff wish to use other platform meetings for partnership work, a risk assessment should be sought. Note no risk assessment is needed when attending as a participant to an external meeting on behalf of ThinkForward UK</p> <p>ThinkForward staff are advised to consider the following. All staff should:</p> <p>Environment</p> <ul style="list-style-type: none"> • Be aware of their surroundings and background by minimising noise in their environment – e.g. pets, kettles, domestic appliances etc • Ensure their background is minimal with no personal décor, room furniture, i.e. beds if working out of a bedroom. Staff are advised to check what is visible on noticeboards, calendars, and family photos or use the option to 'blur' background

<p>(vii) Working with young people on online</p>	<ul style="list-style-type: none"> • If using a laptop, consider raising it so that you are looking directly into the screen, with head and shoulders in the frame • Be dressed appropriately - no nightwear <p>Security and Privacy</p> <ul style="list-style-type: none"> • Use a secure internet connection ensuring your wifi router is password protected • Use meeting passwords and don't share these on public sites or social media • Use waiting room features before admitting verified participants to a meeting • Use a headset rather than the loudspeaker, so others cannot overhear your young person • Mute yourself when not speaking or if someone enters the room in which you are working • Should not record or capture meeting images without first obtaining agreement from participants <p>Delivering ThinkForward interventions online to increase participation and reach will be important for the following interventions:</p> <ul style="list-style-type: none"> (a) ready for work (b) group coaching (c) participation – ambassadors/youth board <p>When ThinkForward staff are working online and remotely from home it is important to recognise how safeguarding and staff code of conduct may be impacted. Young people should be advised to:</p> <ul style="list-style-type: none"> • not send offensive, violent, sexual or any other form of inappropriate material to young people or staff. If this occurs, the young person will be removed from the online session and their parents/carers should be contacted immediately. If the material is of a violent or sexual nature the police may need to be contacted and this should be logged as a safeguarding incident. • change their background if on a video conferencing session online, so they are not sharing their personal space – their bedroom should be regarded as a private space. • join the waiting room to sign into an online session before the session begins. This is so we can make sure that only people we all know take part. • not share invite links for our sessions with other young people who are not part of the ThinkForward programme. • not to under any circumstances, record or screenshot online sessions. Doing this is a serious breach of the Data Protection Act 2018 and will lead to parents/carers being notified.
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<p>(viii) Facilitating an online session with young people and external provider</p>	<p>Bringing young people and external partners together online can create great learning experiences and the transferring of the sharing of knowledge, skills or experience of the world of work. ThinkForward staff would need to embed and satisfied the following processes to make online sessions available to young people.</p> <p>We have named these as the 5 P's.</p> <p>a) Preparation b) Permission c) Programme d) Platform e) People</p> <p>a.) Preparation</p> <p>ThinkForward staff will have to demonstrate sufficient level of knowledge and confidence in using online platforms before facilitating young people coaching and learning online. Staff would be expected to partake in the following training.</p> <ul style="list-style-type: none"> - Online safety - Microsoft Office Teams training <p>b.) Permission</p> <ul style="list-style-type: none"> - Permission needs to be sought by the young person/people's home school. Followed by support and authorisation from your regional delivery manager. - Parents /Carer would need to provide their consent for their child to take part in any online activity. - Young people will need to provide their consent to agreeing to work online with ThinkForward and a behaviour contract. <p>c.) Programme</p> <p>Online video conferencing will be limited to the following ThinkForward interventions.</p> <ul style="list-style-type: none"> (i) Group coaching (ii) Ready for work (iii) Participation <p>In supporting the delivery of the MoveForward programme ThinkForward will seek to implement the modification Children and Families Act 2014, section 42.</p> <p>(ii) The modification enables local authorities and health commissioning bodies to arrange reasonable alternatives to the usual service during the outbreak, such as by delivering therapies remotely or using video.</p> <p>This will apply to any young people with EHC plans and their Parents/carers and/or any professionals who are involved in the EHC plan process. This will hopefully enable ThinkForward staff to engage with young people on a need by needs basis, increasing their communication and engagement with the programme. If this is used for one to one coaching, two</p>
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members of staff must be available to facilitate the coaching session. One staff member must be a ThinkForward employee who has been through a safer recruitment process and DBS check.
The notice applies from 1 May 2020 to 31 May 2020 and will be reviewed when government re-evaluates their position to this amendment.

d.) Platforms

ThinkForward will operate opportunities for online video conferencing on Microsoft Teams as its main platform for video conferencing. Zoom will not be used for engaging young people online. Staff can continue to use Zoom for staff meetings both internal and external. If ThinkForward staff wish to use a different online platform in partnership with an external organisation with young people, a risk assessment would have to be submitted to the Director of programmes for approval before the activity can take place.

e.) People

Under no circumstances should any young person be allowed to video conference online with external partners alone. All video conferencing with external partners would need to be facilitated by a ThinkForward member of staff.

Staff and Code of Conduct for Online Working

1. Staff will be able to facilitate a group coaching a session with a minimum of 3 young people and a maximum of 10.
2. The staff member must undertake a register by admitting/checking who has joined the session recording this on Civi CRM.
3. Staff must ensure their physical background does not show anything private or inappropriate or that some would find offensive (e.g. posters/artwork, books etc)
4. Staff must not drink alcohol before or during online sessions
5. Staff must wear appropriate clothing that is not revealing online
6. Staff must ensure their language and conduct during sessions are always professional.
7. Staff must be clear on their roles before the session starting and the purpose of bringing young people online for an activity
8. Staff must share all online meetings with their regional delivery managers and designated safeguarding manager. This should be in calendars and visible.
9. Staff must be aware of how to report safeguarding concerns
10. Staff to be aware of their duty of care always when facilitating internal and external online coaching and opportunities with the world of work.
11. Staff must be confident and skilful in how to challenge and remove young people whose behaviour is deemed inappropriate and follow it up with appropriate action and recording on Civi / School

Appendix N	Social Care advice and assessment information
	<p>(a) London</p> <ul style="list-style-type: none"> - 020 7364 5006 (Tower Hamlets) - 020 7527 7400 (Islington) <p>(b) Nottingham</p> <ul style="list-style-type: none"> - 0115 876 4800 <p>(c) Kent</p> <ul style="list-style-type: none"> - 03000 41 11 11 (Kent County Council) - 01634 334 466 (Medway) <p>(d) Warwickshire</p> <ul style="list-style-type: none"> - 01926 414144

Appendix O	Legislation and guidance
	<p>The following legislation is relevant to this policy, either because it has influenced its introduction and/or its content:</p> <ul style="list-style-type: none"> - Children Acts 1989 and 2004 - Children (Leaving Care) Act 2000 - Criminal Justice and Court Services Act 2000 - Data Protection Acts 1984 and 1998 - Equality Act 2010 - Human Rights Act 1998 - Police Act 1997 & Protection of Children Act 1999 - The Protection from Harassment Act 1997 - Safeguarding Vulnerable Groups Act 2006 - Sexual Offences Act 2003 - Working Together to Safeguard Children 2013; 2016; 2018 - The UNCRC 1989 - Youth Justice and Criminal Evidence Act 1999 - Local authority or pan London Child Protection procedures (4th edition) 2010 - Keeping Children Safe in Education 2016; 2018, 2019 - GDPR and data protection act 2018

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