Safeguarding Policy for Staff and Volunteers

Policy Statement

Junior Achievement (JA) recognises that the welfare of children and young people is paramount and that they all, regardless of ability or culture, have equal rights of protection. JA has a duty of care and will do everything it can to provide a safe, caring and secure environment for them whilst they are engaged in JA activities.

JA must ensure that its policy and any associated procedures and training comply with statutory requirements and reflects available guidance on good practice in safeguarding children and young people, and that safeguarding arrangements are proportionate to the risks involved.

Designated Safeguarding Lead for JA: Lisa Morris

The DSL oversees and ensures that JA's policy is fully implemented and that staff and volunteers are fully supported to comply with the JA Safeguarding Policy. This will include ensuring that all staff and volunteers who have 1:1 or regular contact with children, young people, receive child protection training every 3 years.

The DSL will receive and deal with any complaints made against JA staff in terms of safeguarding.

Definitions

Child: In this document a Child is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'Children and Young People' throughout. The fact that a Child has reached 16 years of age, is living independently, is in further education, is a member of the armed forces, is in hospital, in prison or in a Young Offenders' Institution, does not change his or her status or entitlement to services or protection.

Volunteer: In this document, as in the Disclosure and Barring Service (DBS) Glossary of Terms 2012, a Volunteer is a person who is engaged in any activity which involves spending time, unpaid (except for travelling and other approved out-of-pocket expenses), doing something which aims to benefit some third party other than or in addition to a close relative. For the purposes of this policy this encompasses but is not limited to Company Programme Based Volunteers, Class Based Volunteers, Events Volunteers and Local Volunteer Board (LVB) Members.

Staff Member: A Staff Member is anyone employed by JA. For the purposes of this policy this encompasses, but is not limited to, permanent staff, casual staff, as well as Interns.

Position of Trust: Any person connected with JA who comes into contact with children in the performance of their role is in a position of trust and subject to this policy.

Recognising types of abuse and neglect

Abuse can take a number of forms including physical, emotional or sexual abuse, child sexual exploitation and neglect. All JA staff and volunteers should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- **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).

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

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

- **Child sexual exploitation:** is a type of sexual abuse. Children in exploitative situations and relationships may receive gifts, money or affection in return for performing sexual activities. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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); or ensure access to appropriate medical care or treatment.

Essential behaviour

A safe and secure working environment

JA's policy is to treat all children with respect. JA will ensure that all staff and volunteers are made aware of and understand the Safeguarding information and sign the Volunteer Code of Conduct as appropriate.

- All JA programmes are designed to be delivered to groups of people with the involvement of a Centre Lead (Link Teacher or Tutor) and at least one Volunteer. JA volunteers are required to abide by the JA Safeguarding Policy and Volunteer Code of Conduct at all times.

- JA Staff members may be present within schools when liaising with school contacts or supporting programme delivery. All staff members must adhere to the JA Safeguarding Policy and Staff Code of Conduct.

- Before delivery of a programme, JA will request a copy of the school/ college Safeguarding Policy and the name of the school/college DSL.

- Staff and Volunteers will be required to make themselves aware of the named school/college DSL and their Safeguarding Policy before they enter their premises.

Working with Children

JA Staff and Volunteers must adhere to the following at all times when working with children:

They must:

i. Recognise that the role of a JA member of staff and Volunteer places him/her in a position of trust with regard to children with whom they come into contact with in the performance of their role. They must uphold that trust at all times.

ii. Not knowingly place themselves in a situation where they are alone with any child. Endeavour to ensure that they work with groups of children and, where possible, that there is another adult in attendance at any meetings. Staff and Volunteers must avoid remote areas and wherever possible leave doors open.

iii. Avoid using inappropriate language in front of, about or to a child. Staff and Volunteers must display consistently high standards of professional behaviour and appearance, acting as a positive role model for JA.

iv. Be aware that even well intentioned physical contact may be misconstrued by the child, observers or by anyone to whom this action is described. Never make physical contact with a child in a way which may be construed as being indecent. Be aware of cultural or religious views about physical contact and always be sensitive to issues of gender.

v. Not offer individual children a lift in a car. Groups may be transported where there is suitable insurance cover in place.

Working with Children continued

vi. Not make arrangements to contact, communicate or meet with children outside the normal activities of the education system unless it is within the context of an approved JA activity e.g. Trade Fairs that have been agreed in advance by the Centre Lead.

vii. Not share any personal information with children and not request, or respond to, any personal information from them unless it is appropriate as part of their role within JA.

viii. Not send personal notes/letters/emails/texts or other forms of social media communications to children. If it is necessary to contact an individual, ensure that the Centre Lead or a JA colleague is informed in advance of any communication. Seek advice and guidance where necessary. Do not give out personal contact details. All communications must be transparent and open to scrutiny.

ix. Understand that bullying will not be accepted or condoned.

x. Remember at all times that interactions between themselves and children must be such that no reasonable person observing the interaction could construe its nature as abusive.

xi. Not get involved with any discipline issues in regards to children as these must be dealt with by the school/college.

Social media guidelines

Staff/Volunteers using social media should be aware of the potential risks to children and young people as set out in Appendix 2.

- Staff/Volunteers should also be aware of potential indicators of online grooming and sexual exploitation of children and young people at Appendix 3.

- Any potential illegal/abusive content or comments on Social Media should be reported to the DSL without delay.

Photographic and Video Images

Staff/Volunteers should be aware of the procedure for using images and videos of children and young people in regards to JA activities, events, social media sites and promotional material as detailed in the JA Photography and Video policy.

Consequences of non-compliance

Staff and Volunteers within JA are placed in a position of trust with regard to the children taking part in JA activities. Anyone who abuses that trust will be subject to disciplinary action or in the case of a Volunteer will be required to cease volunteering activities and the abuse may be reportable to the police.

What to do if you have a safeguarding concern?

If a Volunteer has a safeguarding concern it is important that this information is communicated initially to the DSL in the school/college, followed immediately by notification to the JA member of staff the Volunteer is associated with. The JA staff member will inform the JA DSL. See Appendix 1 for supporting flowchart.

If a member of JA staff has a safeguarding concern, the DSL in the school or college must be informed initially, followed immediately by notification to the JA DSL.

You may become aware of suspected or likely abuse through:

- Your own observations and concerns
- Being told by another person that they have concerns
- The abused person telling you
- The abuser telling you

Remember:

- Do not delay in reporting your concern
- Do not investigate
- Seek advice from the DSL at school/college and/or the JA DSL
- Carefully record anything you observe or are told

Recruitment, induction and training

JA's recruitment practices aim to prevent unsuitable people working with children include the use of the Disclosure & Barring Service (DBS) for enhanced disclosure checks for field-based staff members and volunteers undertaking regular activity. With regard to recruitment practices, JA complies with the statutory guidance for schools and colleges set out by the Department of Education.

Recruitment includes:

Volunteer:

- The completion of a volunteer registration form.
- The completion of a form to inform JA of whether or not the volunteer has a criminal record and to provide details of any offences and a disclosure check.
- An informal interview between JA and the relevant volunteer to determine suitability.

Staff:

- The submission of an up-to-date CV and appropriate covering letter.
- At least two written references from previous employers including the most recent employer.
- A formal interview process.
- An enhanced disclosure check including mandatory joining of the DBS Update Service depending on the nature of the role. This is an essential requirement for the DSL, JA Managers, staff in Volunteer Support.
- Successful completion of a probationary period.

Recruitment, induction and training

Volunteer:

- Clear induction training giving an overview of the organisation and ensuring that Volunteers know the purpose, values and structure of JA.
- 'Qualifying Volunteers' ie. those who have regular enough contact with young people to qualify for DBS checks, will complete Online Child Protection training on appointment, and then every 3 years. 'Non Regular Contact Volunteers' will be given an overview of JA's safeguarding policy prior to any engagement with children.
- **ALL Volunteers** will be given clear guidance as to when and to whom a safeguarding concern is to be reported. (Appendix 1)
- Relevant e-learning child protection training will be accessed locally and must be completed every 3 years.

Staff:

- Clear induction and training detailing job description and responsibilities and all relevant policies and procedures.
- **All Staff** will be given clear guidance as to when and to whom a safeguarding concern is to be reported. (Appendix 1)
- Relevant e-learning child protection training will be accessed locally and must be completed every 3 years.

Record Keeping

All safeguarding related records will be kept securely at the JA Centre. Only the DSL and CEO will have access and records will only be kept for as long as required by law. Notes and records should either be posted, securely, to the Designated Safeguarding Lead, Junior Achievement, Suite 2, Peterson House, Middle River Industrial Estate, Douglas, Isle of Man. IM2 7AS or emailed to suecook@jaiom.im.

All records held should be factual and will include the decision making process undertaken to determine whether an individual is suitable for volunteering or employment with JA.

Whistleblowing

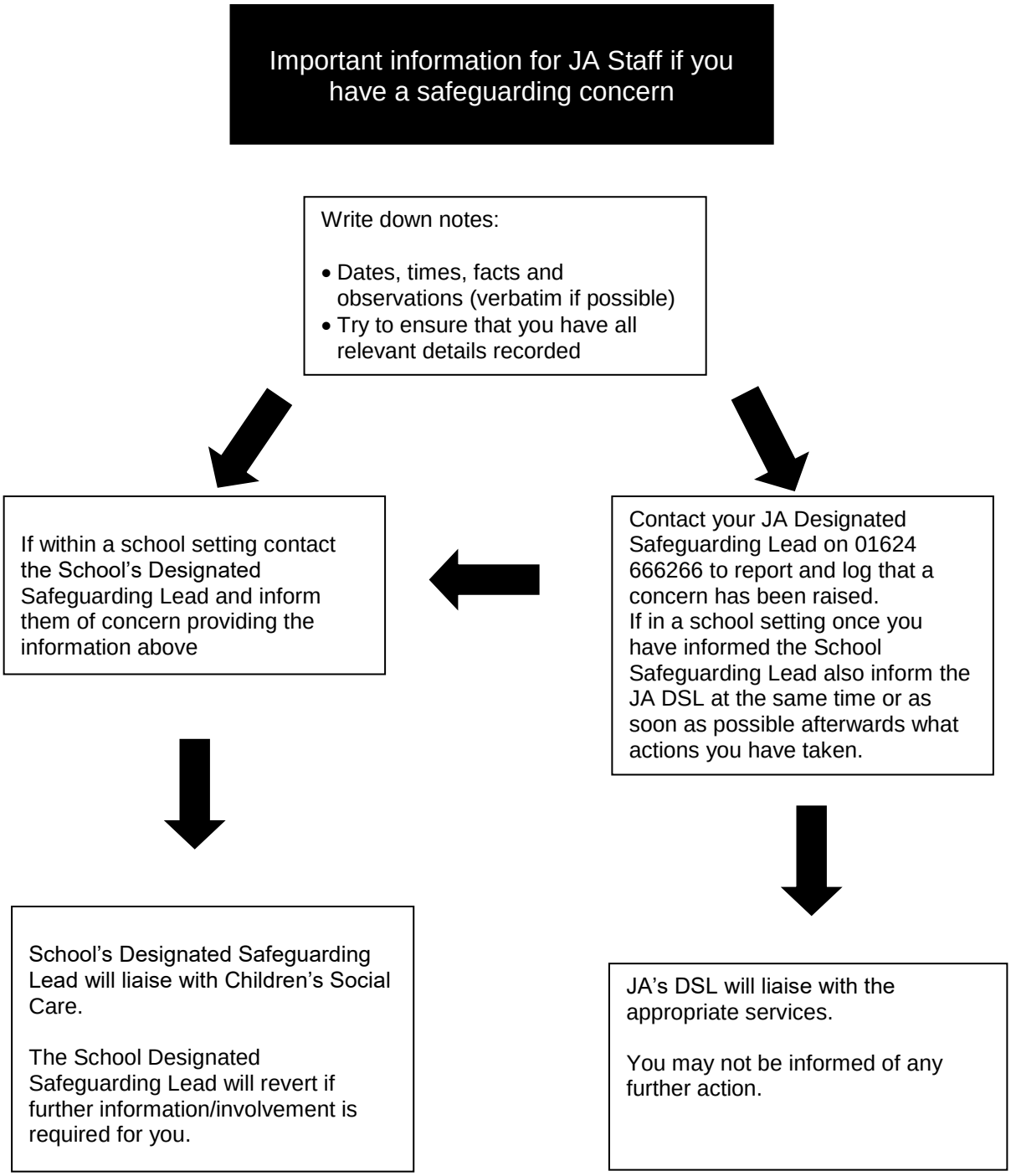
JA recognises that children, although fully entitled to do so, cannot be expected or relied upon to raise concerns in an environment where JA Staff and Volunteers fail to do so.

All JA Staff and Volunteers have a duty to raise concerns about the attitude or actions of colleagues and appropriate advice should be sought initially from the DSL who will, if necessary, seek further advice.

Designated Safeguarding Lead

Our current DSL is Lisa Morris, her contact email is lisamorris@jaiom.im

Appendix 1a


Important information for JA Staff if you have a safeguarding concern
Write down notes:
• Dates, times, facts and observations (verbatim if possible)
• Try to ensure that you have all relevant details recorded
If within a school setting contact the School's Designated Safeguarding Lead and inform them of concern providing the information above
Contact your JA Designated Safeguarding Lead on 01624 666266 to report and log that a concern has been raised.
If in a school setting once you have informed the School Safeguarding Lead also inform the JA DSL at the same time or as soon as possible afterwards what actions you have taken.
School's Designated Safeguarding Lead will liaise with Children's Social Care.
The School Designated Safeguarding Lead will revert if further information/involvement is required for you.
JA's DSL will liaise with the appropriate services.
You may not be informed of any further action.

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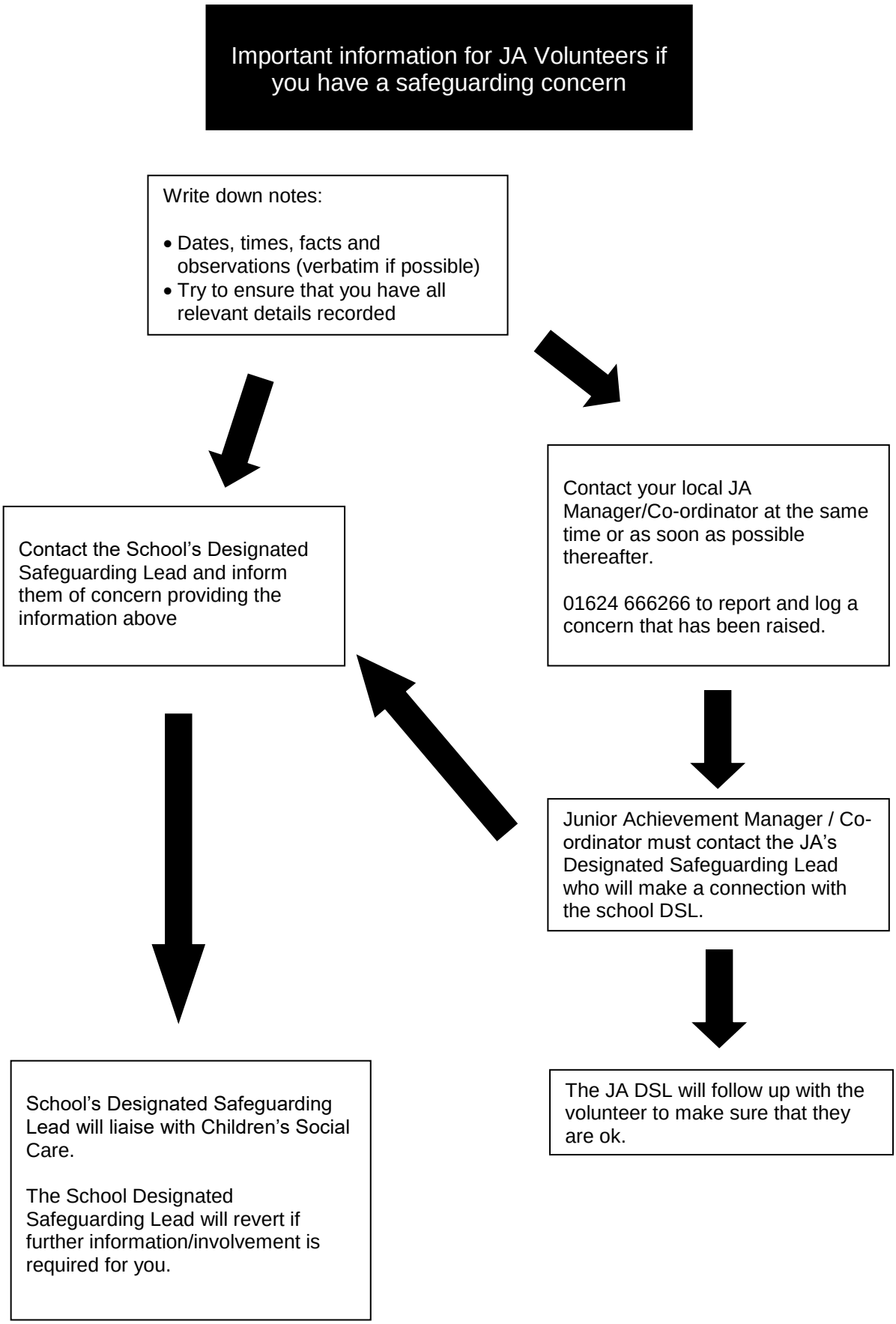
Appendix 1b



Appendix 2

What are the potential risks to children and young people using social media?

With all emerging technologies there is the potential for misuse. Risks associated with user interactive services include: cyber bullying, grooming and potential abuse by online predators, identity theft and exposure to inappropriate content including self-harm, racist, hate and adult pornography.

Most children and young people use the internet positively but sometimes behave in ways that may place themselves at risk. Some risks do not necessarily arise from the technology itself but result from offline behaviours that are extended into the online world, and vice versa. Potential risks can include, but are not limited to:

- bullying by peers and people they consider 'friends'
- posting personal information that can identify and locate a child offline
- sexual grooming, luring , exploitation and abusive contact with strangers
- exposure to inappropriate content
- involvement in making or distributing illegal or inappropriate content
- theft of personal information
- exposure to information and interaction with others who encourage self-harm
- exposure to information and interaction with others who encourage radicalisation and terrorism
- exposure to racist or hate material
- encouragement of violent behaviour, such as 'happy slapping' (the practice whereby a group of people assault someone at random while filming the incident on a mobile device, so as to circulate the images or post them online).
- glorifying activities such as drug taking or excessive drinking
- physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- leaving and running away from home as a result of contacts made online.

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Appendix 3

Potential indicators of online grooming and sexual exploitation of children and young people

There is concern that the use of social networking services may increase the potential for sexual exploitation of children and young people. Exploitation can include exposure to harmful content (including adult pornography and illegal child abuse images), and encouragement for young people to post inappropriate content or images of themselves. There have also been a number of cases where adults have used social networking and user interactive services as a means of grooming children and young people for sexual abuse.

The Home Office Task Force on Child Protection on the Internet identifies that online grooming techniques include:

- gathering personal details, such as age, name, address, mobile number, name of school and photographs
- promising meetings with celebrities or offers of merchandise
- offering cheap tickets to sporting or music events
- offering material gifts including electronic games, music or software
- paying young people to appear naked and perform sexual acts
- bullying and intimidating behaviour, such as threatening to expose the child by contacting their parents to inform them of their child's communications or postings on a social networking site, and/or saying they know where the child lives, plays sport, or goes to school
- asking sexually themed questions, such as 'Do you have a boyfriend?' or 'Are you a virgin?'
- asking to meet children and young people offline
- sending sexually themed images to a child, depicting adult content or the abuse of other children
- masquerading as a minor or assuming a false identity on a social networking site to deceive a child
- using school or hobby sites (including sports) to gather information about a child's interests likes and dislikes. Most social networking sites set a child's web page/profile to private by default to reduce the risk of personal information being shared in a public area of the site.

Appendix 4 – Specific Safeguarding Issues

All staff and volunteers should have an awareness of safeguarding issues, some of which are listed below. Staff and volunteers should be aware that behaviours linked to the areas of drug taking, alcohol abuse, truanting and sexting put children in danger.

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child Sexual Exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental Health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking