

# SAFEGUARDING POLICY

## For employers



**This policy is to ensure that all employers working in partnership with Speakers for Schools are committed to providing a safe place of work and creating an ethos that fosters security and wellbeing for young people.**

Speakers for Schools will work alongside all providers and educators to ensure that any concerns of safety and/or wellbeing are dealt with appropriately and in a timely fashion.

Speakers for Schools acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Charity Commission requirements.

### What is safeguarding?

Safeguarding children is defined in *Working Together to Safeguard Children* as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

These are the procedures and requirements around safeguarding within the charity. These apply to all staff members of the charity, both paid and voluntary and have been extended to employers providing work experience placements.

### Designated Safeguarding Officer

- Should you have any concerns about the wellbeing or safety of a young person on placement, please speak to your main point of contact, and call **Rachael Saunders, Education and Policy Director on 07917 116525** as a matter of urgency.
- If a child/young person discloses abuse to you, write down as much detail as possible, including any names, dates or places. This should then be fed back to the named contact. Support on handling a disclosure can be found in Appendix B.
- If a young person is at immediate risk of harm, call 999. Let the named contact know ASAP.

### Definitions of abuse

Employers should be familiar with the definitions of abuse and the different types of abuse that children can be in danger of. The definitions of abuse, and signs that this may be happening, can be found in Appendix A.

### Incident recording

- Incidents should be recorded on a Safeguarding children incident report form, which can be found in the Shared Drive provided by Speakers for Schools.
- This should be sent securely to the named member of staff and followed up immediately with a telephone call to ensure that they access the information promptly.
- As soon as the information has been confirmed as received, you should delete the file from your computer.

## Confidentiality and information sharing

In a safeguarding situation, it is imperative that information is shared readily with relevant authorities for the safety and welfare of the child in question. If there is a consideration about whether a particular piece of information should be shared, the most important consideration is whether sharing information is likely to safeguard and protect a child.

**Any breach to this policy by any party will be considered a serious matter and may result in the placement being withdrawn.**

## Protecting yourself from accusation

- All online contact with students should be made via Google Classroom or via the students allocated temporary email address.
- All emails to the student should be sent using your temporary Gmail address, not your personal email account.
- No contact should be made with a student outside of their agreed placement hours.
- No contact should be made with a student following the end of their placement. Any further correspondence should be with Speakers for Schools.
- Any inappropriate contact from a student should be reported to Speakers for Schools immediately.
- You should not work alone with a student, either face to face or online, as far as possible.

# APPENDIX A

## Definitions of abuse

**There are four main types of abuse. It is important to know what they are and how to recognise them. It could be that more than one sign is there, however sometimes there are no signs at all. Please do not consider these lists to be exhaustive.**

**Most types of child abuse can take one or several of these forms, for example bullying and domestic violence are often both physical and emotional forms of abuse.**

## Physical abuse

This is when a child is hurt or injured by a child or an adult. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It also includes giving a child harmful drugs or alcohol. Female genital mutilation is also a form of physical abuse which is illegal in the UK. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child.

### Signs may include:

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or games.
- Unexplained bruising, marks or injuries on any part of the body.
- Bruises which reflect hand marks or fingertips (from slapping or pinching).



## Emotional abuse

This is when adults deny children love or affection, or constantly threaten or humiliate them.

Sarcasm, degrading punishments and ignoring a child are also forms of emotional abuse and undermine a child's confidence and sense of self-worth. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve serious bullying, causing children to feel frequently frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Signs may include:

- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention seeking behaviour.
- Fear of making mistakes.
- Self-harm.

## Sexual abuse

This is when a child is used sexually by an adult or young person. Sexual abuse can include kissing, touching the child's genitals or breasts, vaginal or anal intercourse and oral sex. Encouraging a child to look at pornographic magazines or videos is also sexual abuse. Sexual abuse includes sexual exploitation, such as forcing or enticing a child or young person to take part in sexual activities, including prostitution. Boys and girls can be sexually abused by males and/or females, by adults and by other young people.

### Signs may include:

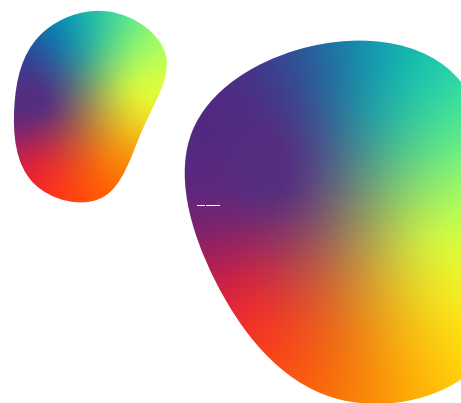
- Sudden or unexplained changes in behaviour, eg becoming withdrawn or aggressive.
- Sexual knowledge which is beyond their age or developmental level.
- Sexual drawings or language.
- Eating problems such as over-eating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Signs may include:

- Constant hunger, sometimes stealing food.
- Constantly dirty or smelly.
- Loss of weight or being constantly underweight.
- Inappropriate dress for the conditions.
- Complaining of being tired all the time.
- Having few friends.
- Mentioning being left alone or unsupervised.



# APPENDIX B

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## Guidance on how to respond to a person disclosing abuse

### Do

- Treat any and all allegations seriously and act at all times towards the child as if you believe what they are saying.
- tell the child they are right to tell you.
- reassure them that they are not to blame.
- Tell the child what you are doing, when, and who you have to tell, and keep them up to date with what is happening.
- take further action – you may be the only person in a position to prevent future abuse – tell your nominated contact immediately.
- Write down everything said and what was done in a timely fashion.

### Don't

- Make promises you cannot keep.
- Interrogate the child – it is not your job to carry out an investigation – this will be up to police officers or social workers, who have experience in this.
- Cast doubt on what the child has told you, don't interrupt them or change the subject.
- Say anything that makes the child feel responsible for the abuse.
- Just do nothing – make sure you tell your nominated Safeguarding Children contact immediately – they will know how to follow this up and where to contact for further advice.

# APPENDIX C

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## Reference guides and sources

NSPCC guidance around safeguarding at work/work experience:

[Keeping children safe at work | NSPCC](#)

Child Exploitation Online Protection Command (CEOP):

<https://www.ceop.police.uk/Contact-Us/>

Government official guide to safeguarding:

[Working together to safeguard children 2018 \(publishing.service.gov.uk\)](#)

Government advice on information sharing in safeguarding:

[Information sharing: advice for practitioners \(publishing.service.gov.uk\)](#)

