



Cambian



CareTech

Guide to child protection and safeguarding at Caretech/Cambian

September 2021



Guide to child protection and safeguarding at Caretech/Cambian

Policy no.25, The Policy and Procedure on Child Protection and Safeguarding is our complete and detailed source of information and guidance.

You must read and understand the full Policy and Procedure on Child Protection and Safeguarding. This Guide doesn't replace it. It's a shorter guide that's easier to refer to in your work every day.

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1. Using this guide

This simple guide is for everyone who works at Cambian. That includes employees, agency workers and contractors. This guide refers to safeguarding processes related to children, young people and adults.

All other visitors to Cambian locations must receive a safeguarding information leaflet (25.06). It gives them basic information about who to contact if they have any suspicions or concerns.

You'll find more detailed guidance in the Policy and Procedure on Child Protection and Safeguarding (Policy no.25). Make sure you have a copy and check it for details whenever you need them. If you need a copy, ask the Designated Safeguarding Lead (DSL) or a DSL deputy in your location. A copy of the policy and associated important documents can be found on CambianPoint. You can also ask your manager if you need more information or if you are not sure about any of your child protection and safeguarding responsibilities or actions.

This guide explains your child protection responsibilities and also safeguarding processes, what to look out for and what you must do if you have any suspicions or concerns. We need to look out for the different kinds of abuse and neglect at all times – including new types of abuse and neglect.

2. What is safeguarding and child protection?

Child protection

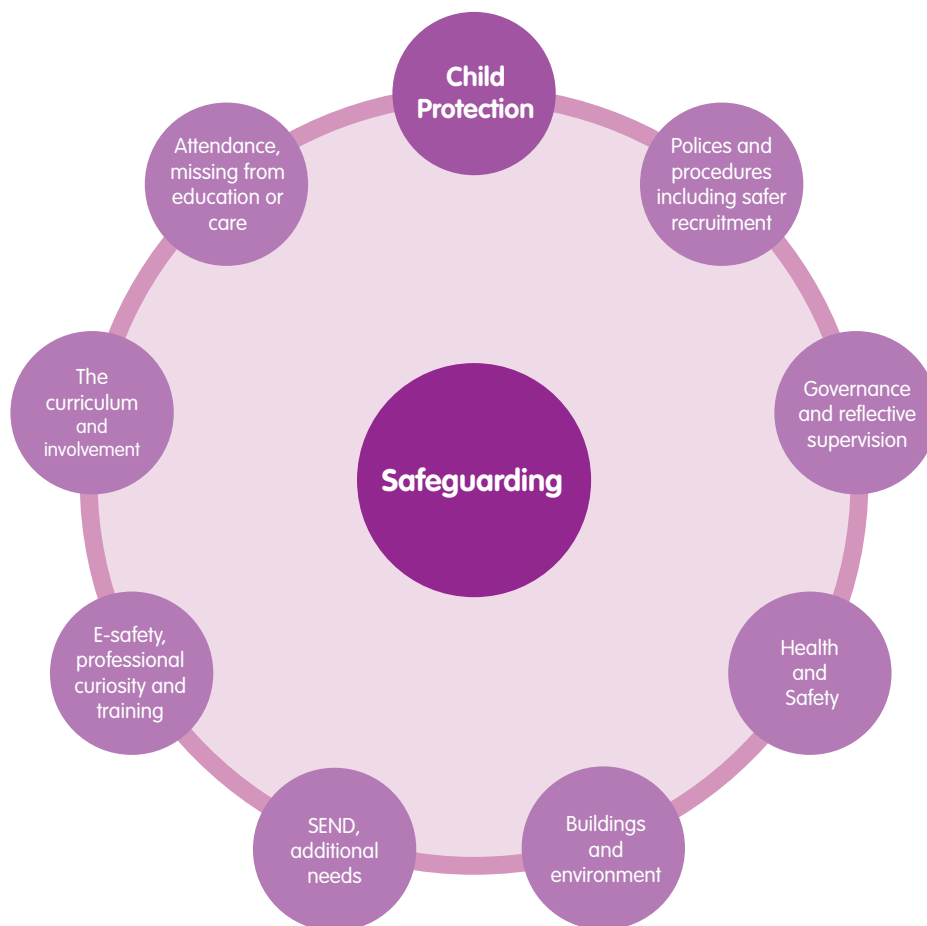
This is one aspect of safeguarding. It describes actions taken to protect specific children who are suffering or likely to suffer significant harm.

Safeguarding children and young people

This means taking action to promote the welfare of children and protect them from harm. Safeguarding includes the points below and all the actions and responsibilities shown in Fig 1.

- Protecting children from abuse and maltreatment
- Preventing impairment of children's mental and physical health and development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

Fig 1: Overview of Safeguarding Children and Young People



Contextual safeguarding

This means understanding and responding to children's and young people's experiences of significant harm beyond their families. Some children or young people in our services have limited or no contact with their families, so our safeguarding awareness and actions must apply when children and young people are outside a Cambian location as well as in one. We need to keep aware of safeguarding issues for children and young people in other social settings, including in relationships, with other children/young people, friends and family, in schools and colleges, in the local area including their neighbourhood, and online as any of those can feature violence and abuse.

This includes being aware that young people who access community independently (all the time or just sometimes) might be subject to violence and abuse by peers or other people they don't know. This may include being drawn into organized networks of exploitation including child sexual exploitation, county lines or knife crime. Examples might be where a child or young person in 38 week care returns to their family at weekends or during school holidays, visits their family, or where a child in one of our day schools becomes privately fostered without anyone providing any information about the new arrangement such as where the child is staying and who they are staying with.

Safeguarding adults

This means protecting an adult's right to live in safety, free from abuse and neglect.

It is about working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

There are six principles of adults' safeguarding that you need to know about. You can read more about it in our child protection and safeguarding policy in section 3: Definitions: The difference between safeguarding and child protection.

3. Promoting a safeguarding culture

Cambian aims to have a safeguarding culture. We all have a responsibility to support and strengthen it. This means each and every day you need to be:

- **Proactive** – always be curious about the safety and quality of Caretech's/Cambian's services. Follow our safeguarding policy and procedures strictly and check that everyone else is. Make sure children, young people and adults are supported to keep themselves safe and that all concerns and suspicions are reported swiftly.
- **Reactive** – take action fast to reduce the risk of harm. Involve other professionals quickly when needed. Listen actively. Know what to do if you have any suspicions.
- **Reflective** – think about the events and situations that create risk and danger. Complete reflective accounts of events. Involve other key professionals in future planning. Notice and speak up about actions and changes we can make to improve the quality of our care.

4. Safeguarding – what are your responsibilities?

You have a personal responsibility to read, understand and follow Policy no.25 Child Protection and Safeguarding, and to promote a safeguarding culture.

Your most important responsibility is to report any suspicions **immediately**.

If you see signs that someone might be a victim, or signs that someone might be abusing or neglecting another person, follow the procedure to report your concern. That's the quickest way to prevent harm and get concerns investigated properly. The procedure is included in this guide and in our policy section 6.

It's not your job to confirm or be sure that abuse or neglect is happening, but it is your job to tell us if you think it might be.

Please ensure that you:

- Have read and follow Policy no.25 and familiarised yourself with key documents. If you have any questions speak to your line manager.
 - Have completed (or refreshed if relevant) your safeguarding and child protection training. This will vary depending upon your role but as a minimum everyone should complete:
 - ✓ MYRUS online Safeguarding Children and where relevant Safeguarding Adults at Risk module
 - ✓ Face to face on-site safeguarding training as part of or following your induction
- If you have not had this training or are unsure what training you need to have, please speak to your line-manager as a matter of urgency.
- Know:
 - ✓ The types of abuse and neglect
 - ✓ The signs that someone could be a victim
 - ✓ The signs that someone could be an abuser
 - ✓ How to report a suspicion or concern and which documents to use
 - ✓ Who to contact if you have any concerns.
 - Make sure that visitors to your site sign-in and are given a safeguarding leaflet when they arrive.
 - Are following our safer recruitment guidance from our recruitment policy (GHR 03) if you are involved in recruitment of staff.

5. Types of abuse and neglect

Abuse and neglect of children and young people means that somebody is harming them, or somebody is doing nothing to prevent them being harmed. The harm could be:

- Physical - pushing, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, involuntary isolation or confinement, unnecessary/unwarranted restraint, unauthorised restriction/deprivation of liberty.
- Emotional - threats, inappropriate demands, making a child or young person feel worthless or inadequate or not letting them express their views or needs, staff being dismissive or unwilling.
- Sexual - forcing or persuading a child or young person to take part in sexual activities including viewing sexual activities or grooming them to prepare them, up skirting, online sexual abuse, sharing of nude and semi-nude images (sexual harassment or an act of anger, revenge or social aggression), sextortion. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse). All staff should be aware of it and report it as per the Child Protection and Safeguarding procedure.
- Child Sexual Exploitation and Child Criminal Exploitation - are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.
- Neglect - not meeting a child or young person's basic needs such as for clothing, food and shelter, failing to protect them from danger or get them care or medical attention, not meeting their basic emotional needs.
- Online abuse - harassment, stalking, threatening behaviour, child sexual abuse material, inciting a child to sexual activity, sexual exploitation, grooming, sexual communication with a child, and causing a child to view images or watch videos of a sexual act.

There are other types of abuse involving: Peer on peer sexual harassment and sexual violence which you can read more about in the Policy no.25, serious violent crimes including county lines and cuckooing, domestic abuse, financial or material abuse, modern slavery, discriminatory, organisational/institutional abuse, some of which will be related to both children and vulnerable adults. You can read about those in our Child Protection and Safeguarding policy and also in the appendix 4 'types of abuse

Abuse and neglect can be intentional or unintentional. It could happen once or repeatedly, it can take place inside and outside of school/college/children's/care home and online.

The person abusing or neglecting a child or young person could be someone they know or a stranger. It could happen in a family setting or in an institution or community. The abuser could be an adult or a child or a young person. It could be more than one person. It could be a peer, child/young person's friend, carer, relative or community member.

There are many types of abuse and neglect. There is a fuller list and descriptions in Appendix 11 of our Child Protection and Safeguarding policy - **Further safeguarding information – what everyone need to know**. All staff must ensure they have read information related to Peer on Peer abuse covered in the Policy no. 25/Appendix 11. This is to ensure any forms of abuse including sexual violence and sexual harassment are identified and responded to effectively. Children and young people would require varied approaches and communication mechanisms to be present and available so they can report abuse. Always reassure children/young people that their concern/reports will be treated seriously every time they report it. You must NOT take the view that it doesn't happen in your setting. It is essential that you understand the importance of challenging inappropriate behaviours between peers, such as bullying, abuse in intimate personal relationships between peers, sexual violence and harassment, consensual and non-consensual sharing of nudes and semi-nude images, upskirting that are actually abusive in nature. Don't downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Here are some examples:

- Bullying, including cyberbullying by text or online, racist or religious bullying, sexual, sexist and transphobic bullying, homophobic bullying and disablist bullying
- Sexual and Criminal Exploitation where children/young people are taken advantage of by an individual or a group of people
- Sexual violence and harassment, either in person or through online communication, by phone or texts including sharing of **nude** and **semi-nude** images
- Violence against women and girls, for example so called 'honour-based' violence including: Female Genital Mutilation (FGM), breast ironing and forced marriage)
- Honour-based abuse and violence
- Teenage relationship abuse, including controlling behaviour and lack of consent
- Radicalisation, including drawing young people into terrorist and extremist ideas and actions.
- Persuading children and young people to transport or traffic drugs using 'county lines' and also 'cuckooing'
- Initiation rites into clubs and societies ('hazing')
- Making up or causing illnesses in a child or young person

6. Signs that someone could be a victim – what to look out for

Everyone working at Cambian is responsible for noticing when something doesn't seem right and reporting it. It could be a sign of abuse and in some case the signs that the child/young person has been involved in serious violent crime.

Here are some examples:

Physical abuse

- No explanation for injuries or an inconsistent account of what happened
- Injuries that don't seem likely, given the person's lifestyle
- Bruising, cuts, welts, burns, marks on the body or loss of hair in clumps
- Frequent injuries
- Unexplained falls
- Subdued or changed behaviour in the presence of a particular person
- Signs of malnutrition (not having enough to eat)
- Failure to seek medical treatment or frequent changes of GP

Sexual abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Torn, stained or bloody underclothing
- Bleeding, pain or itching in the genital area
- Unusual difficulty in walking or sitting
- Foreign bodies in genital or rectal openings
- Incontinence not to do with a medical condition
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Excessive fear of or withdrawal from relationships including close personal ones, change in friendship/relationships with others/groups
- Fear of receiving help with personal care
- Not wanting to be alone with a particular person

Psychological or emotional abuse

- An air of silence when a particular person is present
- Withdrawal or change in the psychological state of the person, significant change in wellbeing, self-harm episodes
- Insomnia (not sleeping)
- Low self-esteem
- Uncooperative and aggressive behaviour
- Increased absence from school/college, significant decline in performance
- A change of appetite, weight loss or gain
- Signs of distress: tearfulness, anger
- Unexplained gifts/new possessions - these can indicate children are involved in criminal activities managed by individuals associated with criminal networks/gangs

Neglect and acts of omission

- Poor environment – dirty or unhygienic
- Poor physical condition and/or personal hygiene
- Pressure sores or ulcers
- Malnutrition or unexplained weight loss
- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organisations
- A build-up of medication that hasn't been taken
- Uncharacteristic failure to engage in social interaction
- Unsuitable clothing or not enough clothes

Peer on Peer abuse

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

7. Signs that someone could be an abuser – behaviours and situations

Some behaviours can be signs that a person is abusing or trying to abuse someone else.

Here are some examples, please note some of those will be equally relevant to peers living together or visiting the setting

- Using restraint when it's not needed e.g. to control behaviour/apply punishment
- Having favourites
- Giving treats, presents or money to certain people without permission from a manager

- Finding ways to spend time with a particular child, young person or young adult, perhaps by working longer hours or giving up free time
- Finding ways to spend time alone with a particular child, young person or young adult, for example in a car or somewhere else, this includes peers living together or visiting the setting
- Inviting a particular child, young person or young adult at risk to their own house without permission from a manager, again – this includes peers living together or visiting the setting
- Being over-friendly with a child, young person or young adult's parents or guardians without permission from a manager
- Taking photos of the child, young person or young adult that aren't for work purposes
- Trying to make private contact with a particular child, young person or young adult, including by text, email, mobile phone, online via social media
- A child/young person making unpleasant or derogatory comments through social media about another child/young person/people from their setting/associated setting or the associated group of people linked to the setting.
- Non-consensual sharing nudes or semi-nude images or videos by a child/young person from the setting with someone within or outside the setting.
- Finding ways to have physical contact, like play-fighting or tickling
- Keeping collections of toys or other items that might attract children or young people at risk
- Providing children and young people with goods such as unusual expensive presents otherwise unaffordable by a child/young person

Areas of extra risk at work

These are activities and situations that may happen in our locations as part of our professional care and education for children, young people and young adults. They may offer a bigger opportunity for abuse.

We all need to be aware of the extra risk and notice if we think there's anything unusual or suspicious about the way a staff member, carer or adult is taking part in these situations and activities.

- Intimate care (read policy 33 – Intimate and Invasive Care)
- Getting changed for activities like swimming or sport
- Activities that need close physical contact, like some sports and games
- Situations where there's only one member of staff and no-one else around whilst multiple children are present
- People/services responsible for collection from home/school and pick up times
- Visits to a staff member's home
- Activities that also involve someone who isn't a staff member and doesn't have an enhanced DBS disclosure

8. What to do – how to report suspicions or get help immediately

If you have a safeguarding or child protection concern/suspicion, take action **immediately**.

The most important person to know about in your location is the Designated Safeguarding Lead (DSL). They are responsible for following up and escalating safeguarding and child protection concerns. Ensure you make it clear that you want to raise a safeguarding issue and as such it is urgent. If for any reason the DSL is not available, find the Deputy DSL and tell them about the situation. All DSLs and DSL Deputies will have completed DSL training through the Local Authority (host) within which boundaries they operate.

The photo and contact details of your DSL and Deputy DSLs are in section 9 of this guide.

If the victim is in immediate danger, phone the police on 999 and tell the DSL. As soon as you can, make notes about what happened on a Concern Form and pass this to the DSL.

If there is no immediate danger, still tell the DSL. Describe the situation, signs of abuse and notes of any conversations with the victim on a Concern Form.

You will find a 25.04 Concern Form on Cambian Point under Child Protection and safeguarding policy, or a copy is available on site and can be found here

Services using Behaviour Watch must follow the same process but complete the concern form in their system called: Concern/SG (Safeguarding). If your school/college/home uses Behaviour Watch, you must report your concern verbally before completing the Concern/Safeguarding slip in the system.

If you are not in your location, make notes on a piece of paper and transfer them to a Concern Form/

8 Behaviour Watch slip later. You can scan and attach your notes to the concern form when you have completed it.

If a child or young person wants to disclose something to you it is important that you ensure they know you are listening. The NSPCC has produced some guidance to support you in this situation. See below.

Let children know you're listening

A **safeguarding resource** to help you show children and young people that, whatever they want to share, you're ready to listen.
There are three simple directions to remember...

**Show you care,
help them OPEN UP**

Give them your full attention and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases like "you've shown such courage today" help.

**Take your time,
SLOW DOWN**

Respect pauses and don't interrupt them – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.

**Show you understand,
REFLECT BACK**

Make it clear you're interested in what they're telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.

NSPCC Learning

For more training and resources to help protect children visit learning.nspcc.org.uk

NSPCC 2018. Registered Child Protection Worker 218103. Summer 2019/20
Photography by Tom Hunt. The above content is intended for use by NSPCC staff only.

Here is the reporting process all staff should use. The full process, including DSL and other management responsibilities and steps, is described in the Child Protection and Safeguarding Policy and Procedures.

1: Responding to initial signs that a child, young person or adult may have been harmed or is at risk of being abused or harmed

This might include:

- Recurring incidents with inconsistent explanation
- Suspected physical injury
- Report of alleged abuse (including peer on peer abuse of a sexual nature)
- Serious incidents
- Allegations against a staff member or third party

If it is an emergency always dial 999 and then follow the steps

Action:

If you have a suspicion or a concern you must:

- i. Report to the site's Designated Safeguarding Lead (DSL) or DSL Deputy (if the DSL is unavailable) within 1 hour of you becoming aware.
- ii. Use a **Concern Form (25.04)/Behaviour Watch Concern/SG slip** to record all details. If relevant, use a **Body chart** to record all visual injuries (if relevant). Details must be recorded on these forms as soon as possible and definitely within 24 hours of you becoming aware of the concern. Services using Behaviour Watch: upload Body Chart when asked about related paperwork linked to the concern.

2. Response by the DSL (or DSL Deputy)

The DSL will use the information recorded to make an initial assessment of the concern. They will log the concern on the site's Central Log of Concerns and Safeguardings (25.07). Services using Behaviour Watch won't need to complete Central Log of Concerns and Safeguarding as all information related to the concern will already be in the system, providing the concern/SG slip has been entered. Depending upon the nature of the Concern the DSL will make contact with the Safeguarding Authority. This may also involve contact with the Local Authority Designated Officer (LADO), especially for all staff-related concerns.

In Education allegations against members of staff including supply staff, volunteers and contractors should be referred to the Head/Principal who is often the DSL, however where the Head/Principal is not the DSL, allegations against staff must be referred to the Head/Principal. This is because the concern/allegation may align with other performance or personal related issues the Head/Principal might already be aware of, whereas the DSL may not be. The Principal/Head should ensure the DSL is briefed as appropriate and will then decide who the case should be led by – the DSL or themselves.

If it is judged that this concern is a Safeguarding issue, the DSL will open a Safeguarding Tracking Pack (25.07) and the safeguarding process will be followed according to our policy. Services using Behaviour Watch: the DSL will continue completing Safeguarding Tracking Pack which has been built in the system as part of the Concern/SG slip. A summary of the safeguarding incident will be kept on the Central Log of Concerns and Safeguardings/Behaviour Watch system and the DSL will keep you and relevant staff informed.

The detailed process can be found in section Appendix 8 of our policy: Appendix 8: DSL/DSL Deputy, Head/Principal (if the concern/allegation is related to staff) – actions, reporting and recording procedure.

What to do if there is an unexpected death of someone in Cambian's care:

Phone the emergency services (ambulance and police) on 999

Be ready to give this information:

- The address where you are (including postcode)

- The phone number you are calling from
- What has happened and what have you done

Unless the 999 operator tells you to, do not touch the person, do not move anything around them which may form part of forensic evidence. The police will decide how to make the area secure when they arrive.

Summon the DSL or most senior manager present in the location and tell them what happened. They will contact external organisations and follow the Serious Untoward Incidents (SUI) reporting procedure.

As soon as you can, make notes about what happened or how you found the person.

9. Who to contact - in your location, in Cambian and outside

Designated Safeguarding Lead (DSL) is

Telephone (24hrs)

Email:

Deputy Designated Safeguarding Lead is

Telephone (24hrs)

Email:

Deputy Designated Safeguarding Lead is

Telephone (24hrs)

Email:

Deputy Designated Safeguarding Lead is

Telephone (24hrs)

Email:

Deputy Designated Safeguarding Lead is

Telephone (24hrs)

Email:

Deputy Designated Safeguarding Lead is

Telephone (24hrs)

Email:

Headteacher/Principal/Home Manager is

Telephone (24hrs)

Email:

Regional Manager/Responsible/Nominated Individual is

Telephone (24hrs)

Email:

Outside of hours please refer to your school/home on-call rota and 24/7 contact number which can be found:

Telephone (24hrs)

Email:

Managing Director is

Telephone (24hrs)

Email:

Group Executive Director – Children’s Services is **Jeremy Wiles**

Email: Jeremy.Wiles@caretech-uk.com

Telephone: **07919 023 207**

Organisation’s Strategic Safeguarding Lead is **Amanda Sherlock** - Group Executive Director – Compliance

Email: Amanda.Sherlock@caretech-uk.com

Telephone: **01707 601 800**

The Proprietor’s representative for Caretech’s Education Services is **Andrew Sutherland**

Email: Andrew.Sutherland@caretech-uk.com

Telephone: **0770 1314 378**

Local Authority

Local Authority & Safeguarding Partners

Local Safeguarding Adults' Board

Telephone

Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm

Outside of office hours

Police

Telephone number

The non-emergency police telephone number is: 101. Email:

For young people under the age of 18:

The Local Authority Designated Officer (LADO) is

Telephone

Office hours:

Outside of office hours/weekends, the emergency duty team can be contacted on:

10. Important documents – other safeguarding information you need to know

This guide is a summary of the key points you need to know about safeguarding and child protection in your work every day.

You need to be familiar with the content of these documents and when they should be used.

Child Protection and Safeguarding

25.00	Child Protection (Safeguarding)
25.01	Index Form for Individuals Concern File
25.02	Abuse Poster Individual
25.03	Individual safeguarding booklet - An Easy Read
25.04	Concern Form
25.05	Child/Adult Safeguarding Tracking Pack
25.06	Visitor Information Leaflet Template
25.07	Central Log of Concerns and Safeguarding excel version
25.08	Guidance to Staff who have an Allegation made against them
25.09	Local safeguarding procedure
25.10	Staff Safeguarding Information Poster
25.11	Guidance Notes for Designated or On-Call Person
25.12	Static Body Chart template
25.13	Weekly Body chart template
25.14	Guidance For Investigating Unknown Body Marks
25.15	Guide to safeguarding and child protection at Cambian