



Kisimul Group Limited

# **Child Protection and Adult at Risk Safeguarding Policy**

## **Policy and Procedure**

## Document Information

<b>Document:</b>	<b>Child Protection and Adult at Risk Safeguarding Policy</b>
<b>Department:</b>	<b>Operations</b>
<b>Document owner and position:</b>	<b>Registered Managers</b>
<b>Document authorised:</b>	<b>28.10.2021</b>

## Document Publication

<b>Date document published:</b>	<b>November 2021</b>
<b>Date of last revision:</b>	<b>October 2021</b>
<b>Date of next review:</b>	<b>October 2022</b>

**Authorised Document Change Log recorded at the back of this document**

**This document will be reviewed at least every two years**

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## 1. Introduction

This policy provides details of the core principles that underpin the organisations approach to managing safeguarding within children’s services in partnership with other agencies.

It is the policy of Kisimul Group to ensure that a safe and caring environment is provided at all times for the children/young people entrusted to its care, and to protect them from significant harm. The Group is committed to ensuring that all children/young people attending services are kept safe and that any concerns about a child/young person are followed up in the right way, and to ensure that everyone including; parents/carers, staff, consultants/visiting professionals and children/young people know what should happen and what is expected of them.

Kisimul Group are committed to practice which promotes the wellbeing of children and young people and helps keep them safe from harm. Staff and volunteers recognise and accept our responsibility to develop awareness of the issues that cause children and young people harm.

This policy has been developed in accordance with the principles established in the Children Act 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education 2021 (KCSIE)
- Working Together to Safeguard Children July 2018
- Children’s Homes Regulations 2015
- Lincolnshire’s Raising Concerns about a Vulnerable Child or Adult at Risk Joint Protocol for Children's Services and Adult Care
- Lincolnshire Safeguarding Children Partnership Procedures Policy and Procedures Manual.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottingham City Safeguarding Children Partnership (NCSCP).
- Nottinghamshire Adults MASH (multi-agency safeguarding hub).

We are aware that child protection and safeguarding are fundamental to the welfare of all children/young people in our care. This policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below:

- Managing Allegations Policy
- GDPR Policies
- Safer Recruitment Policy
- Whistleblowing Policy
- Online Safety Policy
- Children Missing from Care Policy
- Anti-Bullying Policy
- Behaviour Policy
- Behaviour – Sanctions Policy
- Personal Intimate Care Policy
- First Aid Policy
- Safe Handling and Administration of Medication
- Restrictive Intervention Reduction Guidance in Children’s Services Policy
- As Required Medication Protocol Policy
- Code of Conduct
- Health and Safety Policy
- Attendance Policy

## 2. Scope

This policy applies to all Kisimul children's homes that provide support for people where we have a duty of care. This policy should be read in conjunction with other Kisimul Group policies including whistle blowing, restrictive physical intervention and anti-bullying.

## 3. Definitions

**Strategy** – a long term plan setting out the organisation's major objectives for success and broad actions to achieve them

**Policy** – a statement of intent, describing the approach or course of action the organisation is taking in relation to a particular issue.

**Procedure** – the detailed steps taken to fulfil a policy, which are the official or accepted way of doing something

**Behaviours of concern**- Behaviours of concern are words that describe a kind of behaviour. They are behaviours people do that may be a problem for them or others. Behaviours of concern can be when someone does things that hurt themselves, other people or damaging things.

**The term 'children'**- Refers to those aged 0-18 years of age.

**The term 'adult at risk'**- Refers to an adult aged 18 years or over who is or may be in need of care services by reason of mental health, age or illness, and who is or may be unable to take care of themselves, or protect themselves against significant harm or exploitation.

**Safeguarding of children**- Safeguarding and promoting the welfare of children/young people is defined in this policy as:

- Protecting children/young people from maltreatment
- Preventing impairment of children/young people's health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children/young people to have the best outcomes.
- **Abuse-** Abuse is a form of maltreatment of a child/young person. Somebody may abuse or neglect a child/young person by inflicting harm or failing to act to prevent harm. Children/young people may be abused in a family or in a residential setting or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children/ young people may be abused by an adult or adults or by another child or children/young person. (Keeping Children Safe in Education, 2021).

#### 4. Roles and responsibilities

Kisimul Group believe that all those directly connected (staff, directors, parents, carers, families and young people) have an essential role to play in making our children’s homes safe and secure. We welcome suggestions and comments that will contribute to this process.

“Schools and colleges and their staff form part of the wider safeguarding system for children” (KCSIE September 2021). It is imperative that all staff working within Kisimul Children’s Homes are fully aware of their responsibility to report any concerns they have to the Designated Safeguarding Lead (DSL). (Refer to Appendix1)

Safeguarding and promoting the welfare of children/young people is everyone’s responsibility. Everyone who comes in to contact with children/young people has a role to play in safeguarding them. In order to fulfil this responsibility effectively, all professionals should make sure their approach is person centred. This means they should consider at all times what is in the best interests of the child/young person. No single professional can have a full picture of an individual’s needs and circumstance. If children/young people and families are to receive the right help at the right time, everyone who comes in to contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Part of the role of the Designated Safeguard Lead is to coordinate information given to them by staff and to decide on the best course of action and this is why it is important that staff pass on all concerns. Initially a concern may appear minor but in the context of a number of minor concerns being highlighted there may appear a significant pattern developing. It is essential that all staff maintain an attitude of 'it could happen here'.

Kisimul Group recognise the importance of providing an ethos and environment that will help children/young people to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We also recognise that children/young people who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The children's home environment may be the only stable, secure and predictable element in their lives. Therefore, Kisimul Group will endeavour to support the welfare and safety of all children/young people through:

- Ensuring that child protection is included in the curriculum to help children/young people stay safe, recognise when they don't feel safe and identify who they might / can talk to, and are taught about safeguarding, including online safety.
- Providing suitable support and guidance so that children/young people have a range of appropriate adults to approach if they are in difficulties.
- Promoting a positive, supportive, neutral and secure environment where children/young people can develop a sense of identity and child/young person voice is actively encouraged.
- Ensuring all steps are taken to maintain site security and children/young people's physical safety.
- Working with parents and carers to build an understanding of Kisimul Group's responsibility to ensure the welfare of all children/young people including the need for referral to other agencies in some situations.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of procedures and how to report concerns.

- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records that are stored securely and shared appropriately with other professionals.

In order to meet our responsibilities effectively, all staff will consider, at all times, what is in the best interests of the child/young person.

### **Organisational Responsibilities**

The overall responsibility of adhering to safeguarding children regulations and procedures, as well as their implementation, rests with Amanda Collins, the Responsible Individual who champions this cause within the organisation and maintains the links with relevant outside agencies.

All staff directly involved with working with the children/young people and adults are made aware of the Kisimul Group Safeguarding Children and Adult at Risk Procedures, by means of appropriate training. Everybody in the group has access to these policies and all relevant members of staff have a duty to maintain their awareness and to conform to the procedures.

Good outcomes are achieved and risk is reduced through timely, effective interagency collaboration and flexible joint working across services and interfaces. Joint working needs to take place in all cases where there are both children and adults at risk.

The role of the group in situations where there are safeguarding concerns is NOT to investigate but to recognise and refer.

In order to protect confidentiality, safeguarding information about individuals is shared on a need-to-know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

The Registered Manager/Night Manager/Assistant/Deputy Manager fulfil the role of Designated Safeguarding Lead (DSL) on site.

The DSL can be contacted at any time for staff to raise or discuss any safeguarding concerns. The DSL will accept out of hours contact via mobile phone, there is an on-call rota system in place to facilitate this 24-hours a day.

### **Staff Responsibilities**

All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. It is essential that they support children/young people and work collaboratively to provide stability in the lives of individuals who may be at risk of harm. They have a responsibility to:

- Provide a safe environment in which children/young people can learn and flourish.
- To be aware of the types of abuse and neglect so that they are able to identify cases of children/young people who may be in need of help or protection.
- Be aware of the early help process, and understand their role in it (As care staff support in schools).
- To take appropriate action, working with services as needed.
- Be alert to the signs of vulnerability and/or susceptibilities to any extremism and radicalisation.
- The process for reporting and recording of potential safeguarding concerns and how to escalate this if they are not satisfied with action taken or outcome.
- Know what to do if a child/young person tells them he/she is being abused or neglected and how to share information appropriately.

If staff members are unsure, they should always speak to the designated safeguarding lead. If the DSL is not available, staff should speak to a member of the senior leadership team or refer to local safeguarding policy and procedures.

All staff have a responsibility to identify children/young people who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. The welfare and safety of children/young

people however are the responsibility of all staff and ANY concern for an individual's welfare MUST be reported to the DSL immediately

### **Designated Safeguarding Lead**

The Designated Safeguarding Leads (DSLs) are fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures. They are members of the senior leadership team.

The DSL will also make prompt contact with the Local Authority Designated Officer ("LADO")/Multi-Agency Safeguarding Hub (MASH) in relation to allegations against someone working at the site and/or the police if a criminal offence is suspected.

The DSL will make prompt contact with children's/adult's social care where there are concerns that an individual may be in need of help or is at risk of harm.

The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2018 and attend strategy meetings.

The DSL will work with partner agencies to seek advice, support, and guidance, drawing on multi agency expertise, knowledge, and experience to support children/young people at risk of harm including emotional and intellectual harm via social media and use of the internet.

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## **5. Procedure**

### **5.1 Recognition and Categories of Abuse**

All staff 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. The definition of abuse is "a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to prevent harm. Children/young people 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, adults or another child or children"

All staff should be aware of the definitions and signs and symptoms of abuse some of which are listed below. Staff should also be aware of the possibility of peer-on-peer abuse. This is most likely to include, but not limited to bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to procedures regarding peer-on-peer abuse.

Every setting in which children/young people and adults at risk live away from home, should provide the same basic safeguards against abuse, founded on an approach that promotes their general welfare, protects them from harm of all kinds and treats them with dignity and respect. All children young people and adults at risk have an individual risk assessment to ensure that all reasonable action has been taken to ensure their safety. As part of the risk assessment, and providing a safe environment for our young people, we use MEAS techniques, approved by BILD (British Institute for Learning Disabilities) to support behaviour of concern. From time to time we will need to keep children safe when they display extreme behaviours of concern either towards themselves, others and/or property. At these times, staff may use physical intervention in line with their training (BILD Code of Practice 2015) and in line with the individual support plan. Details of this process are found in both the Behaviour Policy and the Restrictive Intervention Policy.

## **Types of abuse**

### **Neglect**

Neglect is a form of significant harm that involves the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development.

Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate; food and clothing, shelter, including exclusion from home or abandonment, failing to protect a child/young person from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

## **Physical Abuse**

Physical Abuse is a form of significant harm that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people in looking at, or in the production of sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people. The sexual abuse of children/young people by other children/young people is a specific safeguarding issue.

## **Emotional Abuse**

Emotional abuse is a form of significant harm that involves the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children/young people or adults at risk 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 individual 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/young people.

These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the individual participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including Cyberbullying) causing individuals to frequently feel frightened or in danger, or the exploitation or corruption of children/young people and adults at risk. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Significant Harm**

The Children Act 2014 refers to significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

There are no absolute criteria on which to rely when judging what constitutes significant harm but consideration should be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- The duration and frequency of abuse and neglect;
- The extent of premeditation.

Staff need to remember that welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children/young people may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children/young people may be taken out of the country to be abused. They may be abused by an adult or adults, or another child/young person or children. An abused child/young person will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Abuse and neglect can have major long-term impacts on all aspects of a child's/ young person's health, development and well-being.

The warning signs and symptoms of abuse and neglect can vary from individual to individual.

Children/young people with learning disabilities may be especially vulnerable to abuse, including

because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children/young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child/young person and their family. It is important to recognise that a warning sign doesn't automatically mean a child/young person is being abused.

### **Domestic abuse**

Being exposed to domestic abuse has serious consequences for children and young people; and it can affect how they feel, think and behave in harmful ways. 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:

- 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.

### **Child Exploitation**

The exploitation of children and young people are a form of Abuse. The exploitation of children/young people is described in the government guidance document as “involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.

It can occur through the use of technology without the child/young person's immediate recognition; e.g., being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child/young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Children/young people involved in any form of exploitation should be treated as the victims of abuse and their needs carefully assessed. The aim should be to protect them from further harm and they should not be treated as criminals. The law enforcement response should be directed at perpetrators who groom children/young people for sexual exploitation. If any member of staff has concerns that young person is potentially the victim of CE then this should be reported to the DSL without delay.

### **Child trafficking**

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs

## **Peer on Peer Abuse**

Peer on peer abuse is behaviour by an individual or group, which results in physical, sexual or emotional hurt to others. Peer on peer abuse can occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent this type of behaviour. Peer on peer abuse will never be tolerated or passed off as 'banter'.

When considering the needs of our young people within Kisimul services for young people with severe learning difficulties, such behaviour is extremely rare. Young People with severe learning difficulties rarely engage in such activity, and when peer on peer conflict does occur it is typically unplanned and a consequence of an inability to self-regulate appropriately. Nevertheless, all staff must take any incidents of peer-on-peer conflict seriously. The management team regularly monitor peer on peer incidents for trends.

Occasionally, allegations may be made of a safeguarding nature against children/adults at risk by other children/adults at risk. Staff will follow the same protocol within the Managing Allegations Policy and report the concern to the Designated Safeguarding Lead who will escalate accordingly (Managing Allegations Policy OPED59, 3.1.1)

All staff should be aware of Kisimul's Anti-bullying Policy (OPED 06).

Safeguarding issues from peer abuse could include:

- Bullying (including cyber bullying and sexting)
- Gender based violence
- Sexually harmful behaviour
- Sexual violence or harassment
- Physical abuse
- Prejudiced abuse

Once the outcome of any incident(s) has been established it is necessary to ensure future incidents do not occur again and consider the support and intervention required for those involved.

With all abuse and harmful behaviour, it is necessary to consider:

- What abuse is and what it looks like
- Who is being targeted and what are the apparent triggers?
- What appropriate support and intervention can be put in place to meet the needs of all individuals involved in any incident, which will include the perpetrator as well as the victim
- What preventative strategies may be put in place to reduce further risk of harm
- Where actions and outcomes are recorded and how are they reviewed/shared
- If a lesson learned exercise required/helpful.

At all times staff should use their professional curiosity, and points to consider may be:

- What is the age of the young people involved?
- Where did the incident take place?
- Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all young people involved of what occurred? Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case is it regular and repetitive?
- What is each of the children's/young person's own understanding of what occurred?
- Do the young people know/understand what they are doing? E.g., do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
- Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
- Is the behaviour deliberate and contrived?
- Does the young person have understanding of the impact of their behaviour on the other person?

## **Sexual Violence and Sexual Harassment**

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> with consideration of:

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- MASH referral 65.3. page 28
- Reporting to the police 64.4, Page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## **Female Genital Mutilation**

Female Genital Mutilation (FGM) is a collective term for procedures, which include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is an extremely harmful practice that violates the most basic human rights

Female circumcision, excision or infibulation was made illegal in this country by the Prohibition of Female Circumcision Act 1985, except on specific physical and mental health grounds. The Female Genital Mutilation Act 2003 strengthens and amends the 1985 legislation. It makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal. FGM involves the use of instruments to circumcise, mutilate or alter female genitalia, without reference to medical or surgical procedures, and with or without the supervision of a registered medical practitioner. This practice is not required by any major religion.

The practice is illegal and medical evidence indicates that FGM causes harm to those who are subjected to it. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

A child may be considered to be at risk if it is known that older girls in the family have been subject to the procedure. FGM is typically performed on girls aged between 4 and 13, although in some cases it is performed on new born babies or young women prior to marriage or pregnancy

Prepubescent girls of seven to ten are the main subjects, though the practice has been reported amongst babies.

If any agency is informed that a girl has been or may be subject to these practices, a referral must be made to Children's/Adults Services and the matter must be reported to the Police.

## **Safeguarding Children and Adults at Risk with Disabilities**

Disabled children/young people/adults at risk may be especially vulnerable to abuse for a number of reasons. Some disabled children/young people/adults at risk may:

- Have fewer outside contacts than other children/young people.
- Receive intimate personal care, possibly from a number of carers, which may both increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries.
- Have an impaired capacity to resist or avoid abuse.
- Have communication difficulties that may make it difficult to tell others what is happening.
- Be inhibited about complaining because of a fear of losing services.
- Be especially vulnerable to bullying and intimidation and/or more vulnerable than other children/young people/adults at risk to abuse by their peers.

Staff at Kisimul Group are particularly well placed to observe the children/young people/adults at risk in their care and to report instances where they have cause for concern about colleagues, other children/young people or external care providers.

### **Preventing Radicalisation: The Prevent Duty**

The Counter-Terrorism and Security Act (February 2015) places a duty on Kisimul as a provider of care and education, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent Duty”) and other expressions of radicalisation. Kisimul also recognises its duty to ensure that members of staff identify where young people are vulnerable to being drawn into terrorism, and the senior management team understands that it has a role to play in working with the police and local authorities to provide support to these individuals. With regard to ‘Keeping Children Safe in Education 2021’ Kisimul recognises its duty to take part in Channel panels where required.

Managers are responsible for assessing whether any children/young people are at risk of being drawn into terrorism. Assessments will vary from service to service and should be based on local factors. They should also include some consideration of whether children/young people are likely to be exposed to terrorist ideology, including extremist ideas, outside school.

Staff can access the DfE counter-extremism hotline for schools (open Monday to Friday excluding bank holidays). The contact details are [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) and 020 7340 7264, and services should not hesitate to seek advice in the event that they have any questions or concerns.

### **Child Missing from Education (CME)**

Local authorities have a duty to identify children of compulsory school age who are missing education in their area. Kisimul Group and its staff recognise their duty to co-operate with local authorities in this regard. A child missing from education is a potential indicator of abuse or neglect. The Kisimul Group has in place appropriate safeguarding policies and procedures for children who go missing from education, particularly on repeat occasions. Kisimul staff are alert to signs to look out for of potential safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage. Kisimul staff maintain an admissions and attendance register for this purpose. Kisimul recognises its duty to inform the local authorities of any child/young person who is going to be deleted from the admissions register, for the reasons stated in KCSIE September 2021, or for any other reason.

### **Access to Information on other types or contexts of abuse**

There are other forms of abuse and members of staff are encouraged to be familiar with contexts of abuse as described on the TES, NSPCC and GOV.UK websites. These may include:

Self-injurious behaviour

Bullying and cyberbullying

Domestic violence

Drug use and abuse

Fabricated or induced illness

Forced marriage

Gangs and youth violence

Gender-based violence / violence against women and girls (VAWG)

Mental health

Private fostering

Sexting

Teenage relationship abuse

Trafficking

## **6. Training requirements**

All staff directly involved in supporting young people with their behaviour should receive training in safeguarding at the start of their employment and thereafter at agreed intervals. Skills and understanding of staff have to be signed off as sufficient before they support young people. There may be additional training in specific areas, i.e., whistleblowing, managing allegations.

All staff and volunteers will be recruited under the guidance of the Safer Recruitment Policy and will have an enhanced, children and adult workforce disclosure barring service (DBS) check that is deemed appropriate for the role.

All staff and volunteers will receive safeguarding training that is relevant to their role. For those working directly with children/young people, safeguarding training will be refreshed at agreed intervals. In addition, all staff members / volunteers should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children/young people effectively.

The training will cover child protection and adult at risk procedures including:

- Prevention and recognition of abuse
- Dealing with disclosures and suspicions of abuse
- Information sharing
- Whistleblowing
- Maintaining confidentiality.

All staff and volunteers must read, understand and become knowledgeable about child protection. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child/young person will be treated as a disciplinary offence. All staff in children's homes will receive Prevent Training in-line with government guidance. Those recruiting staff will receive Safer Recruitment Training.

DSL's undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. They also remain conversant with best practice to keep up with developments relevant to their role.

Focused training supports learning and understanding of the ever-changing landscape of safeguarding, which is underpinned by legislation and guidance, and which includes issues such as radicalisation. Prevent awareness training enables them to provide advice and support to staff on protecting children/young people from the risk of radicalisation. The DSL's focus is to support children/young people in need through seeking early help and/or inter agency working.

## **7. Monitoring**

Our Child Protection and Adult at Risk Safeguarding Policy and Procedures are monitored and evaluated by:

- Team/care meetings and discussions with children/young people and staff.
- Surveys and questionnaires.
- Scrutiny of data.
- Scrutiny of a range of documentation.
- Logs of bullying/racist/behaviour incidents for Senior management team to monitor.
- Review of parental concerns and parent questionnaires.
- Feedback from staff training

# Document Equality Impact Assessment – Part A

<b>Document Title:</b>	Child protection and adults at risk policy		
<b>Name of person completing Equality Impact Assessment:</b>	Amanda Collins		
<b>Date Equality Impact Assessment completed:</b>	27.10.2021		
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		X	If <b>No</b> comment:  This policy applies to all equally and has no impact on any protected characteristics.
Disability		X	
Ethnicity		X	
Gender		X	
Religion or belief		X	
Sex orientation		X	
Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
	High	Low	High	Low	

## Document Equality Impact Assessment – Part B

### What is the main purpose or aims of the policy

To ensure those at risk of harm are identified and supported in a consistent way

### Who will be the beneficiaries of this policy?

Young people we support

### Has the policy been explained to those it might affect directly or indirectly?

All actions required in line with this policy will be explained to individuals as relevant

### Have you consulted on this policy?

Yes – see quality checklist used as part of policy approval process

### What are the expected outcomes of this policy?

Consistent and least restrictive support of young people who may display behaviours of concern

### Name of Person Completing Equality Impact Assessment:

Amanda Collins

## APPENDIX 1 Visual Safeguarding Procedure Children's Care North



Amanda Collins  
Responsible Individual  
[07518531455](tel:07518531455)

Amanda is to be called if your concern is in relation to a senior manager i.e. Registered Manager or if you are not satisfied with the outcome of a concern that you have raised.

### Designated Safeguarding Leads

 <p><b>Lucy Whiting</b> Senior Registered Manager- Acacia Hall <a href="tel:07483041563">07483 041563</a></p>	 <p><b>Emma Nicholson</b> Registered Manager Robins View <a href="tel:07584238579">07584 238579</a></p>	 <p><b>Jason Simpson</b> Registered Manager Hawthorn House <a href="tel:07500975312">07500 975312</a></p>
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**George Allan**  
**Assistant Manager**  
**Acacia Hall**  
**07780 482126**



**Anna McGrath**  
**Night Manager**  
**Acacia Hall**  
**07485328422**



**Lauren Gilbey**  
**Senior Registered Manager**  
**The Old Vicarage and Apple**  
**Tree Bungalow**  
**07484024863**



**Sarah Wilkins**  
**Registered Manager**  
**Church View House**  
**07901007352**



**Leanne Millar**  
**Assistant Manager**  
**The Old Vicarage**  
**07424504697**

### Useful Information for Parents and Professionals

Links to Lincolnshire and Nottinghamshire Safeguarding Children’s Partnership procedures:

<http://lincolnshirescb.proceduresonline.com/index.htm> (Swinderby and Acacia)

<https://nottinghamshirescb.proceduresonline.com/> (Tigh Abaid)

Lincolnshire Safeguarding Children’s Partnership  
 Lincolnshire LADO (Local Authority Designated Officer)  
 Lincolnshire Adults Safeguarding Board  
 Nottinghamshire Multi-Agency Safeguarding Hub (MASH)  
 Nottinghamshire MASH email

[LSCP\\_LADO@lincolnshire.gov.uk](mailto:LSCP_LADO@lincolnshire.gov.uk)

01522 554674

01522 782155

0300 500 80 90

[mash.safeguarding@secure.nottsc.gov.uk](mailto:mash.safeguarding@secure.nottsc.gov.uk)

Whistleblowing Helpline  
NSPCC: If you are concerned about a child

0800 313 4338  
0808 800 5000

# Document Change Log

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Description of Change	Change made by	Authorised by	Date document republished