

kisimul

# Child Protection Policy and Procedure

## Document Information

<b>Document:</b>	Child Protection Policy
<b>Division:</b>	Operations
<b>Document owner position:</b>	Head of Care (Children)
<b>Authorising committee:</b>	PESC
<b>Date authorised:</b>	February 2024

## Document Publication

<b>Date document first published:</b>	Pre 2021
<b>Date of last revision:</b>	December 2022
<b>Date of next review:</b>	February 2025

**Authorised document change log recorded at the back of this document**

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

## Contents

1. Introduction	4
2. Scope	4
3. Definitions	5
4. Roles and responsibilities	5
5. Child protection overview and principles	6
6. What is abuse	7
7. How we protect children and young people from abuse	7
8. Recognition of, and categories of abuse	8
8.1 Neglect	8
8.2 Physical abuse	9
8.3 Sexual abuse	9
8.4 Emotional abuse	9
8.5 Domestic abuse	10
8.6 Child exploitation/grooming	10
8.7 Child trafficking	11
8.8 Peer on peer abuse	12
8.9 Sexual violence and sexual harassment	12
8.10 Female genital mutilation	13
8.11 Cyber bullying	13
9. Reporting suspected abuse/serious concerns	14
10. The role of the designated safeguarding lead	14
11. Working in partnership	14
12. Learning from safeguarding	14
13. Training requirements	15
14. Monitoring	16
 Equality impact assessment – Part A	 17
Equality impact assessment – Part B	18
Document change log	18

## **1. Introduction**

Kisimul are committed to ensuring that a safe and caring environment is provided at all times for the children and young people entrusted to its care, in order to protect them from harm. This includes the commitment that any concerns about a child or young person are followed up in the right way and in a timely way, and that everyone including parents/carers, colleagues', consultants/visiting professionals and children and young people know what should happen and what is expected of them.

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 - updated yearly (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).

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 must be read in conjunction with safeguarding adults with care and support needs, particularly where registration extends to those over the age of 18 to whom this policy does not apply.

## **2. Scope**

Child protection and safeguarding is fundamental to the welfare of all children and young people in our care. This policy covers children and young people up to age 18, and applies to all Kisimul colleagues with a core emphasis on the colleagues in Kisimul's 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, incident reporting.

### 3. Definitions

**Children** – generally children are those age 14 or under (however Article 1 of the United Nations Convention on the rights of the child defines children's as people up to age 18,

**Young person** – the UK government defines a young person as someone between the age of 14-18

**In this policy we will refer to both children and young people in line with all definitions to cover everyone up to age 18.**

**Adult at risk** - 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 adults with care and support needs is covered in its own policy.

**Behaviours of concern** - Behaviours of concern are words that describe a kind of behaviour; behaviours of concern can be when someone does things that hurt themselves, other people or the environment around them.

### 4. Roles and Responsibilities

**The Chief Executive Officer** has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisations policies.

**The Ofsted Responsible Individual** has overall responsibility in children's care services for adhering to safeguarding children regulations and procedures, as well as their implementation, rests with the Responsible Individual who champions this cause within the organisation and maintains the links with relevant outside agencies.

**Children's care services managers and deputies** fulfil the role of designated safeguarding lead (DSL) on site, which includes the provision of advice, information and support and being accessible for staff to raise or discuss any safeguarding concerns. There is a DSL on-call rota system in place to facilitate access to a DSL 24-hours a day.

**All colleagues** are responsible for reading and being aware of this policy and taking responsibility for attending training in relation to this policy and their own understanding of child protection and safeguarding. All colleagues should also understand the process for reporting and recording of potential safeguarding concerns without delay and understand how to escalate this if they are not satisfied with action taken or outcome.

## **5. Child protection overview and principles**

Safeguarding and promoting the welfare of children and young people means;

- Protecting children and young people from maltreatment
- Preventing impairment of children and 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 and young people to have the best outcomes.

All colleagues must maintain an attitude of 'it could happen here' where safeguarding is concerned. It is essential that everyone supports children and young people and work collaboratively to provide stability in the lives of individuals who may be at risk of harm. Everyone has a responsibility to;

- Provide a safe environment in which children and young people can learn and flourish.
- 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.
- To take appropriate action, working with services as needed.
- Be alert to the signs of vulnerability and/or susceptibilities to any extremism and radicalisation.
- 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 colleagues are unsure, they should always speak to the DSL. If the DSL is not available, staff should speak to a member of the senior leadership team or executive team, or refer to local safeguarding bodies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child or young person may be treated as a disciplinary offence.

Every setting in which children or young people 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 and young people 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 the British Institute for Learning Disabilities (BILD) to support and understand the function of behaviour.

There may be circumstances where we will need to keep children and young people safe when they display significant 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.

## **6. What is abuse?**

Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or failing to act to prevent harm. Children and 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 and young people may be abused by an adult or adults, or by another child/children or young person/young people. (KCSIE).

## **7. How we protect children and young people from abuse**

Safeguarding and promoting the welfare of children and young people is everyone's responsibility; all Kisimul colleagues are required to read and understand Kisimul's safeguarding policies and procedures and attend the relevant safeguarding training on induction and yearly refreshers thereafter. Levels of training are determined by the role within the organisation and is detailed in each service areas training matrix.

Kisimul recognises the importance of providing an ethos and environment that will help children and young people to feel safe, secure and respected, encourages them to talk openly, and enables them to feel confident that they will be listened to. We recognise that children and young people

who have been abused or have witnessed abuse and/or violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth which may lead to feelings of helplessness, humiliation and a sense of blame. The children's home environment may be the only stable, secure and predictable element in their lives.

Kisimul will support the welfare and safety of all children and young people through;

- Providing suitable support and guidance so that children and young people have a range of appropriate adults to approach if they are in difficulties.
- Promoting a positive, supportive, nurturing and secure environment where children and young people can develop a sense of identity and their voice is heard and actively encouraged. (via the appropriate method of communication).
- Ensuring all steps are taken to maintain site security and children and young people's physical safety.
- Referring to, and working in partnership with, other agencies where required.
- Ensuring all colleagues 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.
- Ensuring that at all times, all colleagues and other stakeholders, consider what is in the best interests of the child/young person.

## **8. Recognition of, and categories of abuse**

All colleagues 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. All colleagues should be aware of the definitions and signs and symptoms of abuse which are outlined below.

### **8.1 Neglect**

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



Neglect may occur during pregnancy, for example due to 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 or 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 or young person's basic emotional needs.

## **8.2 Physical abuse**

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

## **8.3 Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or 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 forced masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children or young people in looking at, or being involved in the production of sexual images, watching sexual activities, encouraging children or 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 may be perpetrated by anyone; the sexual abuse of children/young people by other children/young people is a specific safeguarding issue.

## **8.4 Emotional abuse**

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

Emotional abuse may involve conveying to children and young people 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 or young people. This may include interactions that are beyond the child or 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 and 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 or young person though it may also occur alone.

### **8.5 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 is 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
- All genders can be abused or be abusers.

### **8.6 Child sexual exploitation (CSE)/grooming**

The exploitation of children and young people is a form of abuse. The exploitation of children and young people is described 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 or young person's immediate recognition; e.g., being persuaded to text sexual images without immediate payment or gain. In all cases, those exploiting the child or 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 or 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 and 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 or young people for sexual exploitation. If any member of staff has concerns that young person is potentially the victim of CSE then this should be reported to the DSL without delay.

### **8.7 Child trafficking**

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 may be 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

Trafficked children and young people experience many types of abuse and neglect as traffickers use physical, sexual and/or emotional abuse as a form of control.

## **8.8 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 children and young people within Kisimul services for young people with severe learning difficulties and/or autism, such behaviour is extremely rare. Young people with severe learning difficulties and/or autism 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 or young people by other children or young. Staff will follow the same protocols as for any other safeguarding concern or allegation. 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/discriminatory abuse

## **8.9 Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children or young people 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.

All colleagues should be aware of the importance of;

- Making it 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 for example.
- 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.

### **8.10 Female genital mutilation (FGM)**

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 is an offence 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.

Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation. A female 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

If any agency is informed that a girl has been or may be subject to these practices, a safeguarding referral must be made and the matter must be reported to the Police.

### **8.11 Cyber bullying**

Cyberbullying or cyber harassment is a form of bullying or harassment using electronic means, it's also known as online bullying. It has become increasingly common, especially among teenagers, as the digital sphere has expanded and technology has advanced

## **9. Reporting suspected abuse/serious concerns**

All colleagues who suspect harm to a child/young person, must ensure the immediate safety of the child/young person. This must then be reported to a designated safeguarding lead (DSL immediately, with no unnecessary delay. (Refer to appendix 1 and OP05 flowchart). Remember, it is not your place to question whether or not what you suspect/have witnessed, it is the role of the DSL and if in doubt, report it. Take a note of key information, such as, the date and time, any witnesses present, the location, anything stand out. Keep to the facts and make no assumptions. Record any details if you can, as soon as you can. Complete a serious incident report on RADAR.

## **10. The role of the designated safeguarding lead (DSL)**

The DSLs are fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures. A key part of the role of the DSL is to coordinate information given to them by colleagues or other stakeholders, and to decide on the best course of action. It is vital all concerns are passed on, even if initially a concern may appear minor; a number of minor concerns being highlighted can enable early recognition of a pattern that may indicate abuse.

Where required, the DSL will make prompt contact with the local authority designated officer (LADO) and/or 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 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.

## **11. Working in partnership**

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 or young person. No single professional can have a full picture of an individual child or young person's needs and circumstances; if children, young people and their 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.

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.

## **12. Learning from safeguarding**

Once the outcome of any incident(s) has been established it is necessary to ensure future incidents do not occur again, and to 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 colleagues 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 children and young people involved of what occurred? Can each of the children or young people give the same explanation of the incident?
- What is the effect on the children or 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 or young people's own understanding of what occurred?
- Do the children or 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 child or 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 child or young person have understanding of the impact of their behaviour on the other person?

### **13. Training requirements**

Focused training supports learning and understanding of the ever-changing landscape of safeguarding. All colleagues, and volunteers where used, will receive safeguarding training that is relevant to their role which will be refreshed at agreed intervals. In addition, all colleagues should receive relevant 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 and young people effectively.

All staff in children's homes will receive Prevent training in-line with government guidance and those recruiting staff will receive Safer Recruitment Training. DSL's undergo training at least every two years in order to provide them with the additional knowledge and skills to carry out their role. They should also remain conversant with best practice to keep up with developments relevant to their role.

### **13. Monitoring**

The effectiveness of this policy is monitored and evaluated via;

- 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 Policy		
<b>Name of person completing equality impact assessment:</b>	Amanda Collins		
<b>Date equality impact assessment completed:</b>	27.10.2021 (reviewed 29/12/2022, 06.02.2024 – no changes)		
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
<b>Age</b>		x	If <b>No</b> comment:  This policy applies to all equally and has no impact on any protected characteristics.
<b>Disability</b>		x	
<b>Ethnicity</b>		x	
<b>Gender</b>		x	
<b>Religion or belief</b>		x	
<b>Sexual orientation</b>		x	
<b>Socio-economic</b>		x	
<b>Gender Reassignment</b>		x	
<b>Maternity/Pregnancy</b>		x	
<b>Marriage/Civil Partnership</b>		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?
The children and 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 original policy approval process
What are the expected outcomes of this policy?
Consistent understanding and response to safeguarding concerns

Name of person completing equality impact assessment:	Amanda Collins
---	----------------

## Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
V18 – reformatted and references to adults at risk removed as separate policy available	E Ambler	Jan 2023
V19- reference made to recording as a serious incident on RADAR and included the need to report without delay. Update on Appendices	A Collins	February 2024