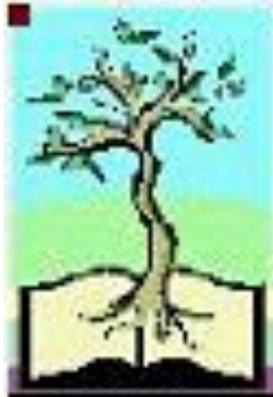


SHROPSHIRE DYSLEXIA ASSOCIATION

Affiliated to the British Dyslexia Association

Charity No: 513065



Safeguarding Policy Statement and Child Protection Procedures

Updated March 2021

Safeguarding Policy Statement

The Shropshire Dyslexia Association (SDA) is a Local Dyslexia association affiliated to the British Dyslexia Association. The SDA, using specialist teachers, provides personalised one to one and small group tuition for pupils experiencing dyslexia (a specific learning difficulty SpLD) or those with literacy difficulties.

The purpose of this policy statement is:

- ✓ to protect children and young people who receive Shropshire Dyslexia Association's services from harm. This includes the children of adults who use our services.
- ✓ to provide self-employed staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Shropshire Dyslexia Association including committee members, trustees, paid staff, volunteers, and students.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning).

Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents.

- Dealing with disclosures and concerns about a child or young person
- Managing allegations against staff and volunteers
- Recording concerns and information sharing
- Child protection records retention and storage
- Code of Behaviour for adults
- Behaviour codes for children and young people
- Photography and sharing images guidance.
- Safer recruitment
- Online safety and safety agreements
- Managing complaints
- Health and safety risk assessment including fire, infection disease control
- Induction, training, supervision and support
- Adult to child supervision ratios

We believe that:

- ✓ Children and young people should never experience abuse of any kind
- ✓ We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- ✓ the welfare of children is paramount in all the work we do and in all the decisions we take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- ✓ some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- ✓ working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- ✓ valuing, listening to and respecting them.
- ✓ appointing a nominated child protection lead for children and young people, a deputy and a workshop lead for safeguarding during workshop tuition and beyond.
- ✓ adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for teachers/tutors and volunteers
- ✓ developing and implementing an effective online safety policy and related procedures
- ✓ providing effective management for tutors and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- ✓ recruiting and selecting teachers/tutors and volunteers safely, ensuring all necessary checks are made.
- ✓ recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- ✓ using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- ✓ using our procedures to manage any allegations against staff.
- ✓ making sure that children, young people and their families know where to go for help if they have a concern.
- ✓ using our procedures to manage any allegations against staff and volunteers appropriately.
- ✓ creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ✓ ensuring that we have effective measures for managing complaints in place.
- ✓ ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- ✓ building a safeguarding culture where tutors and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Contact details:

Nominated Designated Safeguarding Lead

Name: Karen Mitchell, Chair Shropshire Dyslexia Association

Phone/email: ginimitchell@live.co.uk 07885 731436

Deputy Designated Safeguarding Lead

Name: Roslyn McCarthy, Deputy Chair, Shropshire Dyslexia Association

Phone/email: ros.mac@hotmail.co.uk 07787120405

Workshop Safeguarding Lead

Name: Sarah Smith, Workshop Tutor, Shropshire Dyslexia Association

Phone / email: sarahsmith884@btinternet.com 07803909782

Important information: Shropshire Safeguarding Partnership (SSP)

If you think a child or young person is being harmed or at risk of being harmed you **must** contact the **First Point of Contact (FPOC)**, Children's Services and tell them your concerns.

Please report your concerns to **FPOC on 0345 678 9021**.

If you need to report concerns out of office hours then please contact the **Emergency Duty Team Shropshire 0345 6789040** **Telford&Wrekin 01952 676500**

Designated Officer in the Local Authority (LADO) if you have a Safeguarding concern about the behaviour of a member of staff or volunteer **0345 678 9021**.

Alternatively, you can report your concerns online to the NSPCC via the '[Report child abuse online - NSPCC website](#)'.

You can also speak to:

- **Protecting Vulnerable People** (West Mercia Police): 0300 333 3000
- **NSPCC helpline**: 0800 800 5000
- **Childline**: 0800 1111

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: 17th September 2020



Signed:
Chair, Shropshire Dyslexia Association

Date:17 September 2020.....

Introduction

This policy forms part of the terms and conditions of service and applies to all activities of the association where children and young people under 18 years of age are present, and to all working in such activities, whether self-employed, volunteer, management representative or otherwise.

1. Objective

The Objective of the SDA's Safeguarding Policy is to contribute to the personal safety of all children and young person using the facilities and resources of the SDA, through actively promoting awareness, good practice and sound procedures.

2. Responsibility

The Association shall appoint the Chairperson as **Designated Safeguarding Lead (DSL)** to be responsible for all aspects of child protection awareness and implementation of this policy. The **Child Designated Safeguarding Lead (DSL)** will be the point of contact for reporting any incidents of suspected child abuse within and outside office hours. In the absence on of the Designated **Safeguarding Lead (DSL)** a **Workshop Safeguarding Lead** will receive incidents of suspected abuse. Relevant contact numbers are shown above on p.5 above and given to all tutors and volunteers of the SDA.

Designated Officer in the Local Authority (LADO) is independent of the SDA and the first point of contact should there be a Safeguarding concern about the behaviour of a member of staff or volunteer.

3. Venues

The association has a duty of care to try to ensure the environment is safe for all people who visit or attend the venue. The SDA will carry out a risk assessment to assess risks to health and safety, steps to reduce risks and ensure that the facilities are adequate and appropriate for our activities. This includes managing safeguarding, child protection, fire Risk, and first aid.

Parental Consent and Attendance Registers

The tuition workshops are held on Thursday evenings and Saturday mornings in the Belle Vue Methodist Church.

The SDA will ask for parental consent when enrolling pupils to the workshops so that we can gather appropriate and relevant information about each child and young person such as contact details of parents and carers, educational and/or medical records and needs and allergies. This data is subject to General Data Protection Regulations (GDPR) and Data Protection Act, 2018.

It will be necessary for the SDA to take note of more than one emergency contact number per pupil where possible and any particular needs will be discussed with parents and carers. We will endeavor to update these annually.

Taking a register of attendance is considered good practice so that we know who is present in the hall on workshop days in the case of a fire.

Pupils will only be returned to known parents and carers at the end of their lesson unless other arrangements have been made in advance.

4. Code of Behaviour for Adults

The SDA has a separate Code of behaviour for Staff and volunteers.

5. Code of Behaviour for Children and Young Persons

The SDA has a separate Code of behaviour for Staff and volunteers.

Photography and sharing images

The SDA will seek signed parental consent when and if we wish to take photographs/videos of children and young persons attending the workshops or planned activities. Images taken will be expressly for the purposes of advertising, reporting or celebrating our activities on our website and on our Facebook platform. We will ensure that any photographs will not identify any individuals, reveal any personal information, or show a pupil's face unless we have direct consent.

Parent and carers can withdraw their consent at any time.

6. Induction and Training

All volunteers and staff should follow the procedures that are outlined in this document.

The association will issue to all self-employed and volunteers a copy of this policy; the Shropshire Safeguarding Community Partnership (SSCP) documentation and face to face training from the setting out the steps they must take if a child or young person discloses a safeguarding concern, or if they discover evidence that a child or young person has suffered harm or abuse whether at the workshop or externally.

The association recognises that issuing guidelines does not replace the need for appropriate training. It will therefore take advantage of any training available to the voluntary sector to ensure that staff and volunteers training needs are met.

All new volunteers and staff will be given Induction training and directed to policies and documentation which includes an explanation of these procedures.

7. Recruitment

Application

The association will obtain the following information from all people working with children:

- their full name, current address and date of birth. They will be required to produce relevant, original documentation to verify their identity.
- details of previous experience, voluntary or paid, of working with children, if any;
- permission to contact, in writing and in person, at least one person who has experience of their work or contact with children and who may be asked for a reference, this may include schools, tuition centres, and informal volunteering such as babysitting.
- Will be required to provide (or provide permission to apply for) an enhanced DBS (Disclosure and Barring Service) check if the documentation is not updated through the service. The SDA can arrange this through an umbrella charitable organization.

Job Description

Each member of teaching/tuition team will be required to hold (or be working towards) a minimum of a Level 5 postgraduate Certificate in Teaching Students with Specific Learning difficulties (SpLD dyslexia) gained via a recognised body such as the British Dyslexia Association (BDA), Dyslexia Action, or the Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss). Qualifications will be checked and verified, and a copy held in a GDPR compliant manner. Such qualified teachers will be able to produce one to one or small group tuition tailored to their pupils' needs, strengths and weaknesses. The SDA will provide relevant resources, equipment and programmes where possible and as necessary for the teacher to meet these needs. However, tutors can provide their own materials providing they do not place any child or young person at risk of harm.

Teachers will be required to occasionally report on their pupils' progress to parents/carers either in person or if that is not possible, by writing.

Teachers will be available, if called upon, to provide feedback and reports to their pupils' school/classroom teacher to help continue support and guidance in the classroom.

Any volunteer who comes into regular contact with children should have a clear idea of their role. The association will provide a written outline of tasks and responsibilities. This will include, amongst other things:

- ◆ the person to whom they will be accountable for their work, their supervisor.
- ◆ a description of the work they will undertake with children.
- ◆ Reference to any relevant guidelines produced by the organisation for safeguarding the welfare of children, young persons in our care.

References

Before the appointment of any applicant for a self-employed teaching post or voluntary position is confirmed, the Association will write to at least one person who has first-hand experience of his/her work or voluntary contact with children to seek a reference.

Where an applicant has no experience of paid or voluntary work with children, a reference may be sought from a reputable person who can comment on the applicant's character and relationships with others.

When writing to a referee, the Association will make it clear that the applicant is being considered for a position which involves self-employed tuition or voluntary work with children and/or young people and seek views on their suitability for such work. A job description or written outline of the work will be sent to inform the referee's judgment.

If anything in a reference causes the association to have any doubts about the applicant's suitability to work with children, the referee will be contacted in person or by telephone to discuss the matter further.

The association will only take into consideration information directly relevant to the care of children and will have due regard for equality of opportunity.

Suitability of Teacher/Tutors and Volunteers

All teachers/tutors and volunteers will be required to undergo pre-employment checks, references, DBS checks and verification of identification.

8. Disclosure and Barring Service (DBS) – criminal records checks

The tuition workshops run by the SDA tutors on Thursday evenings and Saturday mornings in the Belle Vue Methodist Church hall are deemed to be a regulated activity by the government. All staff and volunteers meeting with children and young persons are subject to hold a current enhanced DBS (Disclosure and Barring Service) check.

The SDA will use DBS checks as part of a range of checks on teachers/tutors and volunteers. They will be used alongside references and interviews to give a broad and informed view to manage the risk of abuse or harm.

The Association will use the DBS eligibility checker (<https://www.gov.uk/government/collections/dbs-eligibility-guidance>) to determine whether a standard or enhanced DBS check is required for tutors and volunteers. Tuition provided by the SDA is a regulated activity and the eligibility checker has requested an enhanced check with a children's barred list check.

Tutors will be asked to provide the Association a copy of their DBS check which will be held in a GDPR compliant manner. Further details can be found in the Association's GDPR Privacy Notice.

A charity that uses information from the DBS must have a policy on the recruitment of ex-offenders, in order to comply with the DBS Code of Practice.

DBS applicants will be asked to consider registering with the DBS Update Service or consider carrying out further DBS checks on a regular basis.

The SDA will seek checks through an umbrella organization to apply for the relevant DBS checks on its behalf:

Shropshire Youth Association
The New Lodge
Upton Lane
Monkmoor, Shrewsbury
SY2 5RR

9. Definition and Recognition of Abuse and Neglect

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Working Together to Safeguard Children 2018

Emotional – Behavioural Observations

- Physical, mental and emotional development lags,
- An extreme change in views,
- Acceptance of punishment which appears excessive,
- Over-reaction to mistakes,
- Continual self-deprecation,
- Sudden speech disorders,
- Language delay,
- Fear of new situations.
- Inappropriate emotional responses to painful situations,
- Repetitive or habitual behaviours (such as hair twisting, thumb sucking, rocking),
- Self-mutilation,
- Fear of parents being contacted,
- Extremes of passivity or aggression,
- Being the scapegoat in the family,
- Coldness/hostility/constant criticism.
- Online privacy settings are not activated.

Domestic Abuse

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.

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed

domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

Prevent

Prevent is one of the most challenging parts of the counter terrorism strategy, because it operates in the pre-criminal space, before any criminal activity has taken place.

It is about safeguarding - supporting and protecting those people who might be susceptible to radicalisation and ensuring that individuals and communities have the resilience to resist violent extremism.

<https://www.westmercia.police.uk/article/7818/Prevent---Play-your-part>

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Prevent Duty Guidance: for England and Wales July 2015. HM Government

Neglect

The persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse

Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food, clothing and shelter (including exclusion from home or abandonment);
protect a child from physical and emotional harm or danger;
ensure adequate supervision (including the use of inadequate care-givers);
or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Working Together to Safeguard Children 2018

Neglect – Physical Observations

These may include:

- Poor personal hygiene,
- Poor state of clothing,
- Poor growth pattern,
- Untreated medical problems,
- Non-organic 'failure to thrive,'
- Poor skin tone and hair tone,
- Emaciation, pot belly, short stature, obesity.

Neglect – Behavioural Observations

These may include:

- Constant hunger or tiredness,
- Frequent lateness or non-attendance at school,
- Arrive early or leaving late from school,
- Destructive tendencies,
- Low self-esteem,
- Obsessive, ritualistic or unusual behaviours,
- No social relationships,
- Running away,
- Compulsive stealing or scavenging.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Working Together to Safeguard Children 2018

Common Sites for Accidental Injuries

Nose, forehead, chin, forearm, elbows, bony spine, hip, knees **Common Sites for Non-accidental Injuries**

Eyes, ears and mouth, skull and neck, cheek, side of the face, genitals, upper and inner arm, chest and shoulders, back, buttocks, thighs, knees.

Signs of Non-accidental Injuries may be:

- Bruising, grasp marks, linear marks, scalds or burns and other types of injuries i.e. fractures, torn frenulum.
- Burns and scalds,
- Cigarette burns,
- Swelling and lack of normal use of limbs,
- Human bite marks,
- Untreated injuries,
- Any serious injury with no explanation or conflicting explanations,
- Ligature marks.

Physical - Behavioural Observations

- These may include:
- Unusually fearful with adults,
- Unnaturally compliant to parents,
- Refusal to discuss injuries or a fear of medical help,
- Withdrawal from physical contact,
- Aggression towards others,
- Wearing cover-up clothing,
- Any behaviours that you would not expect to see in a child, at their age or stage in development.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a procedure where the female genital organs are injured or changed, but there is no medical reason for this. It can seriously harm the health of women and girls in the long term. Many men and women in practising communities are unaware of the relationship between FGM and the severe harm it causes to the health of women and girls. All types of FGM are extremely harmful with many short and long term health implications It's sometimes known as 'female circumcision' or 'female genital cutting'. It can be carried out on young babies, girls and women. FGM procedures can cause: severe pain and bleeding, emotional and psychological shock, infections, problems with giving birth later in life - including the death of

the baby.

Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Department of Health, January 2017

60,000 girls living in the UK could be at risk of female genital mutilation (FGM).

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Working Together to Safeguard Children 2018

Sexual Abuse - Physical Observations

- Damage/ soreness in genital area, anus or mouth
- Sexually transmitted infections
- Unexpected pregnancy especially in very young girls
- Bruising giving the impression of sexual assault
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Sexual Abuse - Behavioural Observations

- Sextortion
- Sexual knowledge inappropriate for age,
- Sexualised behaviour in young children,
- Sexually provocative or promiscuous behaviour,
- Hinting at sexual activity, and about secrets they cannot tell,
- Secretive behaviour online or offline,
- Inexplicable falling off in school performance,
- Sudden apparent changes in personality,
- Lack of concentration, restlessness, aimlessness,
- Low self-image/ low self-esteem,
- Increased or excessively secretive use of mobile phone and/or internet activity,
- Socially withdrawn,
- Poor trust in significant adults,
- Regressive behaviour, onset of wetting, by day or night,
- Onset of insecure, clinging behaviour,
- Running away from home,
- Suicide attempts, self-mutilation, self-disgust,
- Eating disorders,
- Exaggerated or uncontrollable emotions,
- Substance, alcohol misuse,
- Severe sleep disturbance.

Introduction to Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Criminal Exploitation

Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child, young person or an adult (including those with care and support needs) into any criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator (such as to support serious organised crime and/or terrorism), and/or
- (c) through violence or the threat of violence to ensure compliance.

The victim may have been criminally exploited even if the activity appears consensual. Criminal Exploitation does not always involve physical contact; it can also occur using technology and/or social media.

Shropshire Safeguarding Community Partnership 2020

Peer on Peer Abuse

Recognition should be given to the fact that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Keeping Children Safe in Education 2020

10. Procedures

Responding to disclosure of abuse

Dealing with disclosure

If a child or young person tells you that s/he is being abused, you should:

- ◆ Stay calm and be reassuring.
- ◆ Allow the child or young person to speak without interruption, accepting what is said.
- ◆ Advise the child or young person that s/he will be offered support, but that you cannot promise confidentiality as in certain circumstances you will have to inform others. "I can't keep your secrets from everybody, but I will be there for you".
- ◆ Immediately tell the Responsible Officer.
- ◆ Record the information as soon as possible and give a copy to the Responsible Officer. **(Write what the young person has told you, not your interpretation.)**
- ◆ If there is a need for urgent medical attention this takes priority.

Reassure

Reassure the young person, but only so far as is honest and reliable, for example do not make promises you may not be able to keep, such as "I will not tell anyone if you don't want me to", or, "Everything will be all right now."

Things you might say when a young person discloses to you:

- ◆ You cannot promise confidentiality as in certain circumstances you will have to inform others.
- ◆ You are glad that the young person was able to tell you.
- ◆ That you believe what you are being told (young people rarely lie about abuse).
- ◆ That you know it is not the young person's fault.
- ◆ That you are ready to listen, but do not press the young person for information.
- ◆ That you will do your best to protect and support the young person.

Respond

It is not your role to investigate, and great care should be taken to avoid any leading questions or comments. Don't try to get too much information, rather, let the child give you as much as they are prepared to give. You should try to act as naturally as possible.

Do Not

- ◆ Do not ask direct questions, for example, "What did s/he do next?" or "Did s/he touch your private parts?" Such questions may invalidate your evidence and the young person's in any later prosecution.
- ◆ Do not criticise the perpetrator; the young person may love him/her.
- ◆ Do not ask the young person to repeat it all for another member of staff/volunteer.

Do

- ◆ Do listen and believe the child.
- ◆ Do take notes, but only those that are necessary.
- ◆ Do keep questions to a minimum. It may be more appropriate to nod and acknowledge the child's account. If you need to question then only ask open ended questions such as, "Can you tell me where this happened?"
- ◆ Explain what you have to do next and who you have to talk to.

Confidentiality

Confidentiality and respect for those with whom the Association works is important and information should only be passed to those people who need to know in order to take action. However, you should not allow yourself to be bound to secrecy which may inhibit action being taken on behalf of the child. The welfare of the child is paramount and should take precedence over all other considerations.

Reporting of Concerns

The responsibility for responding to situations where children or young people are thought to have been abused or may be at risk, lies with the **Shropshire Council Social Care Services and the Police**. Tutors and volunteers must refer issues by means of the procedure outlined in this document but it is the Shropshire Council or Police who will then take responsibility for further action.

It is not our role to investigate, but if there are grounds to suspect abuse, the procedures must be followed.

The Shropshire Dyslexia Association has nominated **Karen Mitchell as Chairperson of the Association/Designated Safeguarding Lead (DSL) and Sarah Smith** to be the **Workshop Designated Safeguarding Lead (WDSL)** dealing with issues of Child Protection.

- a) Those working on Shropshire Dyslexia Association activities have a duty to ensure that any suspicion, incident, allegation or other manifestation relating to child protection, however insignificant seeming, is reported as provided below.
- b) The teacher/tutor or volunteer will make a verbal report to the above named on **the same day or at the latest first thing the next morning**.
- c) They will also make a written report outlining in adequate detail what was heard, seen, reported, alleged etc. Verbatim quotes from a child are important, as is the retention of anything which gave cause for concern such as a drawing, painting, writing etc. The report must be signed and dated. (See Appendix 1 for example form on p.19).
- d) The **Designated Safeguarding Lead and Workshop Leads** will keep records in such a way as will enable appropriate cross-referencing of reports. The object is that any persistent pattern is identified as soon as possible. Records should be kept secure, confidential and in GDPR complaint manner.
- e) The **Designated Safeguarding Lead and Workshop Leads** will take an appropriate course of action as follows:
 - i. Immediate Report to Shropshire Council First Point of Contact (FPOC) and/or Police.
 - ii. This covers any situation where, in the judgment of the **Designated Safeguarding Lead and Workshop Leads** after due consultation, there is perceived to be
- f) an immediate danger to a child, or
- g) detection of criminal offences against a child, or
- h) other form of obvious, ongoing/future/recent serious harm.
 - i. There may be situations which will not require urgent formal reporting as above, but the **Designated Safeguarding Lead and Workshop Leads** should never hesitate to consult the Social Services area office or discuss any concerns with them.
 - ii. If an allegation is made against staff/volunteers the **Designated Safeguarding Lead and Workshop Leads** will follow the procedures outlined below.

- i) Report a safeguarding concern about the behaviour of a member of the tuition staff, DSL/WDSL to the **Designated Officer in the Local Authority (LADO) 0345 678 9021**
- j) A report that an incident occurred, and the action taken should be made to the Committee, with due regard to confidentiality.

Allegations against staff or volunteers.

- a) Allegations of abuse against staff or volunteers generate extremely sensitive issues, with a need to consider the rights of the 'professional carer' themselves. However, where there exists a conflict between the interests of the adult and those of the child, then the child's interest must be paramount, as required by the Children Act (1989).
- b) Where an allegation is made implicating a 'professional carer', several inter-related issues will exist. The three principal elements will be:
 - i. Child Protection;
 - ii. Criminal Investigation; and
 - iii. Disciplinary Action.
- c) All allegations or incidents must be properly recorded and reported to the Designated Safeguarding Lead (DSL) or Workshop Designated Safeguarding Lead (WDSL).
- d) The DSL must be informed **within the same working day**.
- e) In deciding what level of investigation, if any, should ensue, the DSL must determine which of the following three categories the alleged incident might represent:
- f) **Acceptable professional behaviour:** this may include the exercise of appropriate control and restraint within existing association guidance.
- g) **Unacceptable professional behaviour:** this includes behaviour which falls short of abusive behaviour but which may require a response within the association's disciplinary and/or complaints procedures.
- h) **Abusive behaviour:** as defined within Paragraph 9 above.
- i) Where the DSL suspects that the allegation might represent abusive behaviour, then immediate contact must be made with Designated Officer in the Local Authority (LADO) 0345 678 9021
- j) Where the DSL is unsure how to proceed, then contact should be made with Shropshire Council Compass Unit for advice.
- k) The DSL will comply with the investigation procedures of Children's Social care or Adult Social Care.
- l) The DSL will keep the Chair informed if not the same person.
- m) The need for suspension from duty, or restriction of duties, of an employee who is the subject of investigation, should be considered by committee with reference to the BDA (British Dyslexia Association) for advice.

n) In the case of volunteers the association may wish to consider the advisability of the volunteer attending any sessions run by the association, or entering association premises whilst an investigation is in process.

o) 13. Support, by means of a named person, should be provided for the member of staff/volunteer under investigation within this procedure and any colleagues who may be affected.

11. GDPR

The SDA has a separate Policy and Privacy Notice relating to General Data Protection Regulations (GDPR)

Review of Policy

The Committee shall review this policy annually and the **Designated Safeguarding Lead (DSL)** shall ensure that the views of staff, paid and voluntary are sought and reflected in the review process.

Next Review due September 2021

Appendix 1

Safeguarding – Incident Report Form

Name of child/young person:
Name of tutor/volunteer:
Address and Contact number:
Date, time and place of incident:
Nature of concern: [If you have not already done so make a factual written record of your observations and any conversations. Sign and date it then attach to this form.]
Who have you spoken to about your concerns?
Child/young person Yes/No
Parent/Carer Yes/No
Other Agencies Yes/No Details:
Signature of Tutor/Volunteer:
Date & time:
Signature of Designated Safeguarding Leads:

Would you be prepared to undertake:

Assessments	YES/NO
Tutoring	YES/NO

I give permission to contact at least one named referee if it is the association's intention to offer me a position.

I give permission for all relevant information to be circulated to prospective students.

Signed.....Date.....

The SDA is committed to protecting the privacy of individuals. All personal data collected will be subject to our Privacy Notice. Please see our website for more information.

Appendix 3: Emergency contact details:

Phone Shropshire Council First Point of Contact (FPOC)

Access to Compass -Children's Social Care Front Door &Targeted Early Help0345 678 9021

Adult Social Care &Safeguarding Concerns0345 678 9044

Telford and Wrekin Family Connect 01952 385385
Family front door including Child Protection Referrals

Designated Officer in the Local Authority (LADO) 0345 678 9021
(If you have a Safeguarding concern about the behaviour of a member of staff or volunteer)

Out of hours Emergency Duty Teams:

Shropshire 03456 789040 Telford & Wrekin 01952 676500
West Mercia Police Emergency 999 West Mercia Police Non-emergency 101