



# Safeguarding Children and Young People Policy

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## Contents

About Fitzrovia Community Centre.....	3
The Purpose and Scope of this Policy.....	3
Legal framework.....	3
Supporting documents.....	3
Fitzrovia Community Centre Safeguarding Statement.....	4
We believe that:.....	4
We recognise that:.....	4
Definitions and Signs of Abuse.....	4
What is child abuse?.....	4
General signs of abuse.....	4
The four main types of abuse.....	5
Safe recruitment & induction.....	5
The Dos and Don'ts of Handling a Disclosure.....	6
What is a disclosure?.....	6
Do:.....	7
Don't:.....	7
What to do in case of disclosure.....	7
Contact details.....	8
Appendix A – THE DEFINITIONS AND SIGNS OF ABUSE, NSPCC 2021.....	10
Appendix B – DESIGNATED SAFEGUARDING LEAD ROLE PROFILE.....	19
Appendix C – LEAD SAFEGUARDING TRUSTEE LEAD ROLE PROFILE.....	21
Appendix D – REPORTING PROCEDURE IN CASE OF DISCLOSURE OR SAFEGUARDING CONCERN.....	23
Appendix E – FCC SAFEGUARDING CONCERN REPORTING FORM.....	24

## About Fitzrovia Community Centre

Fitzrovia Community Centre (FCC) aims to improve the quality of life for those who live, work and study in the area of Fitzrovia. We provide a range of health, educational, cultural, recreational and social opportunities which strengthen social links and break down barriers within and between communities. We support all members of the Fitzrovia community, prioritising those with the greatest need. Our core services focus primarily on children aged 0-5 and their parents. Many are vulnerable families with a range of issues which require varying levels of support. Our Children and Families programme has also offered other regular activities for children, including an after-school club, art sessions, a creche and one-off events and trips.

In addition to our in-house services, the Centre is host to a range of other services and activities provided by local charity partners, businesses and individuals. Our rooms are also available for hire by the general public and tend to be popular among business clients needing high quality meeting space. We therefore have a high number of different people using the Centre and it is the responsibility of FCC staff and Trustees to ensure that children are safe while on the premises. All FCC staff, Trustees, volunteers and those delivering activities for children and young people on behalf of FCC must adhere to this policy. External providers must also provide their own Safeguarding/Child Protection Policy and confirmation of DBS checks where appropriate. FCC has the right to either cancel activities or services or put in place remedial measures if there is a concern that Safeguarding practices are inadequate.

## The Purpose and Scope of this Policy

The purpose of this policy statement is:

- to protect children and young people (CYP) who receive FCC's services from harm. This includes the children of adults who use our services;
- to provide staff and volunteers, as well as CYP and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of FCC, including the Board of Trustees, paid staff, volunteers, sessional workers, agency staff and students.

## Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children and young people aged 0-18, or 0-25 if they have a special need, in England, including the [Children Act 1989](#), [Children Act 2004](#), [Children and Social Work Act 2017](#) and [Working Together to Safeguard Children guidance 2018](#). This policy is reviewed every two years and updated in line with changing legislation and/or best practice.

FCC has a separate policy for safeguarding vulnerable adults.

## Supporting documents

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

- Role profile for the Designated Safeguarding Lead
- Role profile for the Lead Safeguarding Trustee

- Reporting Procedure in Case of Disclosure or Safeguarding Concern
- Safeguarding Concern Reporting Form
- Code of conduct for staff and volunteers
- Anti-bullying policy
- Managing complaints policy
- Whistleblowing policy

## Fitzrovia Community Centre Safeguarding Statement

### 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 provide services in a way that protects them;
- everyone who comes into contact with children and families has a responsibility for keeping them safe and a role to play in sharing information and identifying concerns;
- we have a duty of care for all children, young people and families who come into the Centre or attend FCC events externally.

### 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 children and young people's welfare.

## Definitions and Signs of Abuse

### What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect. Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers
- other children

### General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period of time.

They may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organisation's safeguarding and child protection procedures.

### The four main types of abuse

They are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

A child may experience one or more type of abuse and you must familiarise yourself with the definitions and signs of each type of abuse as they may not be obvious. [Appendix A](#) describes each type and includes other types of abuse including bullying, child sexual exploitation (CSE) and trafficking.

### Safe recruitment & induction

FCC's recruitment process includes the checking of references and confirmation of a prospective staff member's identification. Anyone with significant access to children and young people at FCC must either undergo a Disclosure and Barring Service (DBS) check or provide evidence of a recent check. Any checks which return a criminal conviction, spent or unspent, will be reviewed on a case-by-case basis, by the line manager and Centre Director, with reference to the requirements of the role and in line with current legislation. An offer of employment may be withdrawn if the individual is seen to pose a risk to children and young people.

All staff, volunteers, Trustees and providers working at FCC must be given a copy of this policy and its appendices, along with a briefing on FCC Safeguarding procedures as part of their induction. Safeguarding

training will be offered as required by the role. If anything is unclear, you should speak to FCC's Designated Safeguarding Lead or your line manager if they are not available.

For more information please see the FCC Staff Handbook and Volunteer Policy.

## Staff to Child Ratios

When working with groups of children and young people there must be enough adults to provide the appropriate level of supervision. Supervision levels will vary depending on the children's age, gender, behaviour and the abilities within each group. They will also vary depending on:

- the nature and duration of activities
- the competence and experience of staff involved
- the requirements of location, accommodation or organisation
- any special medical needs
- any specialist equipment needed.

Prior to commencement, a risk assessment must be carried out of the activities planned, taking these points into consideration. This will inform decisions about how many adults will be needed and the skills and experience they should have.

Staff and volunteers need to have:

- an understanding of their responsibility to keep children and young people safe
- clear procedures to follow if they have a concern about a child's wellbeing
- insurance for certain activities
- codes of practice which they understand and agree to follow.

Parents who attend activities with their children must not be used to supervise other children unless they have been recruited into the role, undergone the necessary checks and had the relevant child protection training.

FCC follows the NSPCC guidance for at least two adults to be present when working with or supervising children and young people. NSPCC recommends the following adult to child ratios as the minimum numbers to help keep children safe:

- 0 - 2 years - one adult to three children
- 2 - 3 years - one adult to four children
- 4 - 8 years - one adult to six children
- 9 - 12 years - one adult to eight children
- 13 - 18 years - one adult to ten children

## The Dos and Don'ts of Handling a Disclosure

### What is a disclosure?

A disclosure is when a child tells you something that has affected them, for example, about instances of abuse. Because FCC provides regular activities for children, all workers and volunteers are potentially trusted adults. This means that they feel comfortable and safe around you and may wish to discuss things with you

that concern or affect them. This could include concerns involving another child. You may be the only adult in a child's life that they are able to talk to and it is paramount that they are taken seriously and that they are given the correct support. If they are disclosing a concern to you, it is because they want help and failure to act might mean that they never ask an adult for help again.

Discussing these things with a child may be difficult to hear and tough to deal with. You may know the child's family or the people they are concerned about. You must not let this influence the way you handle the disclosure. Following these Dos and Don'ts will help you to offer them the best support possible. It is not your role to 'diagnose' abuse or investigate. Your role is to listen and reassure the child and take detailed notes for the appropriate authorities to take action. You can report anything that is making you feel concerned without needing to identify the type of abuse or harm that is taking place. You just need to explain what you have seen or heard that is worrying you.

### Do:

- remain calm, approachable and receptive
- listen carefully, without interrupting
- acknowledge you understand how difficult this may be
- make it clear that you are taking what is said seriously
- reassure them that they have done the right thing in telling you
- let them know that you'll do everything you can to help them
- make a written record of exactly what has been said as soon as possible, using the child's own words where possible
- inform the FCC Designated Safeguarding Lead (DSL)\*
- seek advice from the Local Safeguarding Children Board (LSCB) or NSPCC helpline if necessary

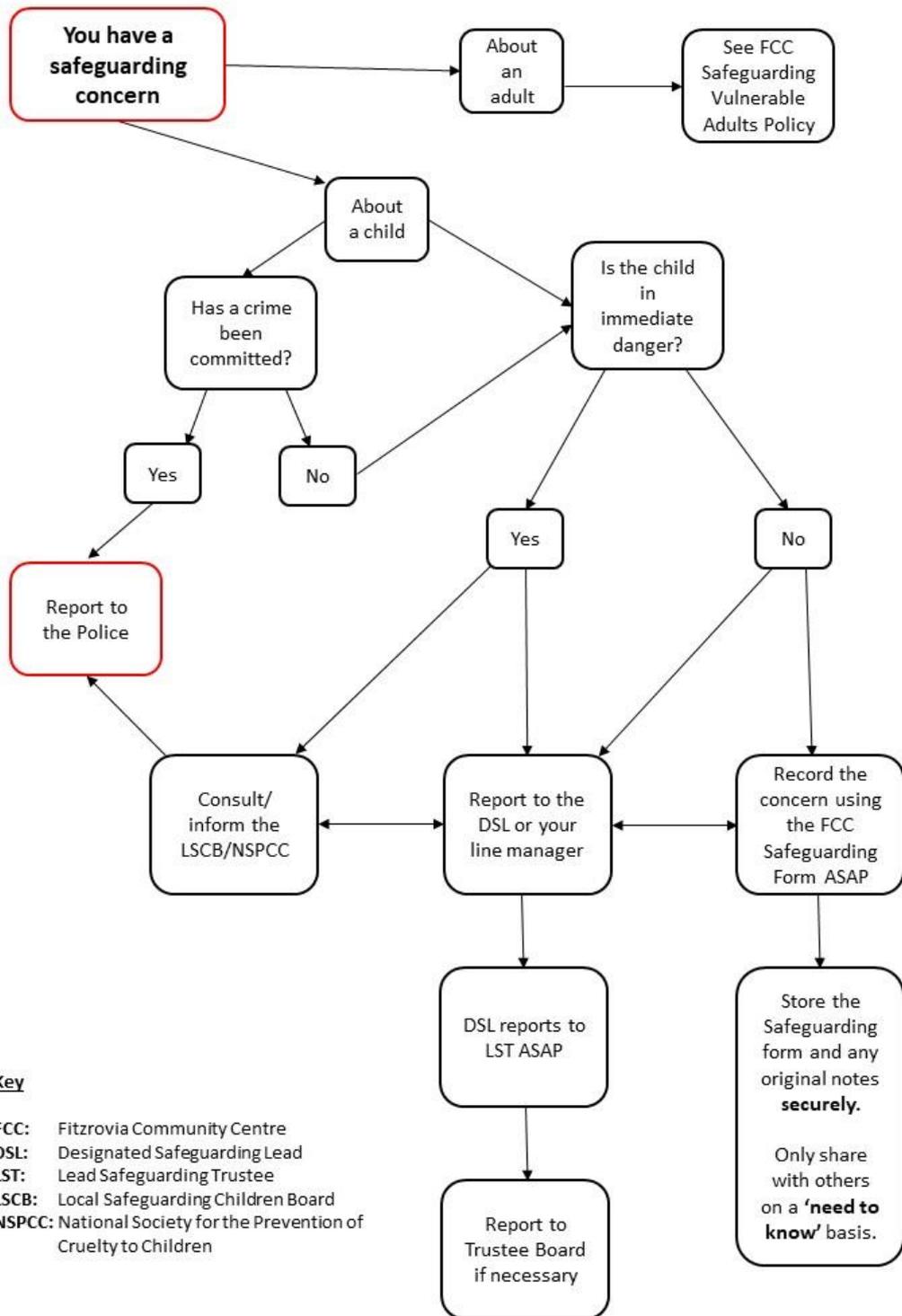
### Don't:

- promise confidentiality
- ask leading or probing questions
- investigate
- make assumptions
- repeatedly question or ask the child to repeat the disclosure
- discuss the disclosure with people who do not need to know
- delay in reporting the disclosure to the FCC Designated Safeguarding Lead

\* If the safeguarding concern is about the DSL, you should report the concern to the LST, or Chair of the Board of Trustees.

## What to do in case of disclosure

Where a crime has been or may have been committed [you must report this to Police.](#)



## Contact details

Designated Safeguarding Lead (DSL)

Name: Donna Yay  
 Phone: 07403 099939  
 Email: [donna@fitzroviacommunitycentre.org](mailto:donna@fitzroviacommunitycentre.org)

Lead Safeguarding Trustee (LST)

Name: Currently vacant, refer to the Chair, David Whittleton  
Phone:  
Email: [david.whittleton@arup.com](mailto:david.whittleton@arup.com)

In most cases you should report your concern to the Local Safeguarding Children’s Board (LSCB) for Westminster, where FCC is located. If the child you have concerns about is a resident of Camden, it may be necessary to also report the concern to the Camden Safeguarding Children Partnership.

Local Safeguarding Children Board (LSCB) for Hammersmith & Fulham, Kensington and Chelsea and Westminster

<https://www.rbkc.gov.uk/lscb/>

To report any abuse or discuss concerns in relation to children and young people:

Email: [acesstochildreancesservices@westminster.gov.uk](mailto:acesstochildreancesservices@westminster.gov.uk)

Tel: 020 7641 4000

Camden Safeguarding Children Partnership

<https://cscp.org.uk/>

If you are worried about a child or young person, call 020 7974 3317.

NSPCC Helpline

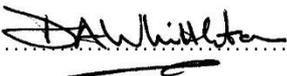
Tel: 0808 800 5000 (Monday to Friday 8am – 10pm or 9am – 6pm at the weekends)

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Submit an online form: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/report-abuse-online/>

*In an emergency call the police on 999.*

This policy was last reviewed on: (date)

Signed:  .....

Print Name: David A Whittleton .....

Role: Lead Safeguarding Trustee / Chair of the Board of Trustees (delete as necessary)

Date: 18 July 2023 .....

## Appendix A – THE DEFINITIONS AND SIGNS OF ABUSE, NSPCC 2021

### What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect. Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

### General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period of time.

They may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

### Definitions and signs of child abuse

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organisation's safeguarding and child protection procedures.

### Physical abuse

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

### Spotting the signs of physical abuse

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

- Bruising
- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like
- a belt or shoe
- large oval-shaped bite marks
- burns or scalds
  - any burns which have a clear shape of an object, for example cigarette burns
  - burns to the backs of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

### Neglect

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse and can be difficult to identify. It often happens at the same time as other types of abuse. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development

- children who live in an unsuitable home environment.

## Sexual abuse

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.

*Contact abuse* happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals.

*Non-contact abuse* involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following online sexual grooming with the intent of abusing them.

*Online sexual abuse* includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

## Spotting the signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse. These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)

- pregnancy.

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age. For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they might become sexually active or pregnant at a young age.

### **Child sexual exploitation (CSE)**

CSE is a type of sexual abuse. Children and young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Children and young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Sexual exploitation can be very difficult to identify. Children and young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships
- hang out with groups of older people
- be involved in gangs or anti-social groups
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones, which they aren't able to easily explain
- have unexplained physical injuries.

### **Harmful sexual behaviour (HSB)**

HSB is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards. HSB can include:

- using sexually explicit words and phrases
- inappropriate touching

- using sexual violence or threats
- sexual activity with other children or adults.

Sexual behaviour between children is considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

### *Spotting the signs of harmful sexual behaviour*

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

### **Emotional abuse**

This involves:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

### *Spotting the signs of emotional abuse*

There aren't usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions. Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.

*Babies and pre-school children* who are being emotionally abused may:

- be overly affectionate towards strangers or people they haven't known for very long
- not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play

- be aggressive or nasty towards other children and animals.

*Older children* may:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- self-harm.

## Domestic abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse.

Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

### *Spotting the signs of domestic abuse*

It can be difficult to tell if domestic abuse is happening, because abusers can act very differently when other people are around. Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

## Bullying and cyberbullying

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. *Bullying* includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

*Cyberbullying* includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

### *Spotting the signs of bullying and cyberbullying*

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault. No one sign indicates for certain that a child's being bullied, but you should look out for:

- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

### **Child trafficking**

Child trafficking involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children may be trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part

in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011).

Child trafficking can also be organised by individuals and the children's own families. Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation.

Modern slavery is another term which may be used in relation to child trafficking. It encompasses slavery, servitude, forced and compulsory labour and human trafficking.

### **Spotting the signs of child trafficking**

Signs that a child has been trafficked may not be obvious, but you might notice unusual behaviour or events.

Children who have been trafficked may:

- have to do excessive housework chores
- rarely leave the house and have limited freedom of movement
- not have any documents (or have falsified documents)
- give a prepared story which is very similar to stories given by other children
- be unable or reluctant to give details of accommodation or personal details
- not be registered with a school or a GP practice
- have a history with missing links and unexplained moves
- be cared for by adults who are not their parents or carers
- not have a good quality relationship with their adult carers
- be one among a number of unrelated children found at one address
- receive unexplained or unidentified phone calls whilst in a care placement or temporary accommodation.

There are also signs that an adult is involved in child trafficking, such as:

- making multiple visa applications for different children
- acting as a guarantor for multiple visa applications for children
- having previously acted as the guarantor on visa applications for visitors who have not left the UK when the visa expired.

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

This is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a child is new-born, during childhood or adolescence, just before marriage or during pregnancy. FGM is child abuse. There are no medical reasons to carry out FGM. It's dangerous and a criminal offence.

### **Spotting the signs of FGM**

A child at risk of FGM may not know what's going to happen. But they might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- missing school repeatedly or running away from home.

A child who has had FGM may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment
- or fear.

### *Reporting requirements*

Regulated health and social care professionals and teachers in England and Wales *must* report 'known' cases of FGM in under-18s to the police (Home Office, 2016)

## Appendix B – DESIGNATED SAFEGUARDING LEAD ROLE PROFILE



# Designated Safeguarding Lead Role Profile

April 2021

## Purpose of the role

To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place at Fitzrovia Community Centre.

To promote the safety and welfare of children and young people involved in Fitzrovia Community Centre's activities at all times.

## Duties and responsibilities

1. Take a lead role in developing and reviewing Fitzrovia Community Centre's safeguarding and child protection policies and procedures.
2. Take a lead role in implementing Fitzrovia Community Centre's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in Fitzrovia Community Centre's activities are responded to appropriately.
3. Make sure that everyone working or volunteering with or for children and young people at Fitzrovia Community Centre, including the Board of Trustees, understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.
4. Make sure children and young people who are involved in activities at Fitzrovia Community Centre and their parents know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
5. Receive and record information from anyone who has concerns about a child who takes part in Fitzrovia Community Centre's activities.

6. Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with Fitzrovia Community Centre may present a risk to children or young people. This includes:
  - assessing and clarifying the information
  - making referrals to statutory organisations as appropriate
  - consulting with and informing the relevant members of the organisation's management
  - following the organisation's safeguarding policy and procedures.
7. Liaise with, pass on information to and receive information from statutory child protection agencies such as:
  - the Local Safeguarding Children Boards (LSCB) for Westminster (or Camden if relevant);
  - the police.This includes making formal referrals to agencies when necessary.
8. Consult the NSPCC Helpline when support is needed, by calling 0808 800 5000 or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
9. Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
10. Work closely with the Board of Trustees and Lead Safeguarding Trustee to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.
11. Report regularly to the Board of Trustees on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.
12. Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
13. Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area.
14. Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at Fitzrovia Community Centre.
15. Attend team meetings, supervision sessions and management meetings as arranged.
16. Work flexibly as may be required and carry out any other reasonable duties.

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*Appointment to this role is subject to satisfactory vetting and barring checks.*

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The Designated Safeguarding Lead must have received relevant safeguarding and child protection training that is specific to their role. This training should be refreshed regularly and they should keep up to date with any changes in safeguarding and child protection legislation and guidance.

## Appendix C – LEAD SAFEGUARDING TRUSTEE LEAD ROLE PROFILE



# Lead Safeguarding Trustee Role Profile

April 2021

## Purpose of the Role

Safeguarding is the responsibility of all Trustees; the Lead Safeguarding Trustee (LST) must not be the only person among the Trustees who understands safeguarding. The LST is an FCC Trustee who has skills, experience and confidence in the area of safeguarding. They could be someone who starts without prior knowledge but is willing to undertake the necessary training in order to develop the knowledge and skills required to undertake the role.

## Duties and Responsibilities

### Strategic

- Consider the organisation's strategic plans and make sure they reflect safeguarding legislation, regulations specific to your activities, statutory guidance, and the safeguarding expectations of the Charities Commission.
- Work with the Centre Director and designated safeguarding lead (DSL) regularly to review whether the things the organisation has put in place are creating a safer culture and keeping people safe.
- Check that the organisation's risk register reflects safeguarding risks properly and plans sensible measures to take, including relevant insurance for Trustees' liability.
- If your organisation delivers activities that need inspections, be aware of how ready for those inspections you are and respond to any following reports.
- Make sure there is space on Trustee meeting agendas for safeguarding reports and help Trustees understand and challenge those reports.

### Effective policy and practice

- Make sure there is a regular review of safeguarding policies and procedures and that this is reported to Trustees.
- Understand the monitoring that FCC does to see whether policies and procedures are effective.

- Call for audits of qualitative and quantitative data (either internal or external) when they're needed.
- Learn from case reviews locally and nationally, to improve your organisation's policies, procedures and practices.
- Oversee safeguarding allegations against staff or volunteers, together with the Centre Director and DSL.
- Be a point of contact for staff or volunteers if someone wishes to complain about a lack of action in relation to safeguarding concerns.

### Creating the right culture

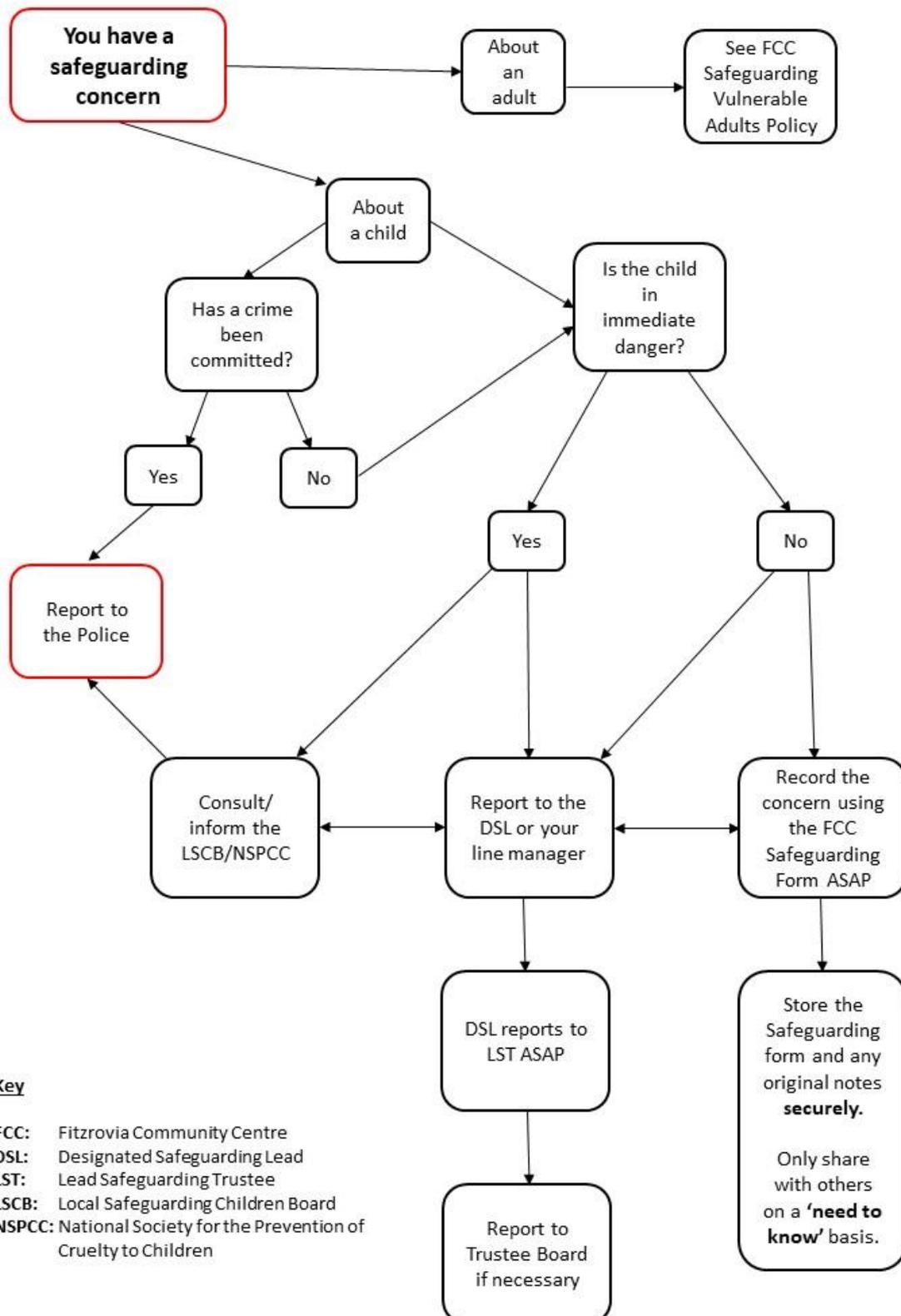
- Champion safeguarding throughout the organisation.
- Attend relevant safeguarding training events and conferences.
- Support the Trustees in developing their individual and collective understanding of safeguarding.
- Attend meetings, activities and projects to engage with staff, volunteers and beneficiaries to understand safeguarding on the ground.
- Work with the Chair, Centre Director, DSL and communications staff in order to manage all serious safeguarding cases.
- Support regular safeguarding updates for staff, volunteers and beneficiaries.
- Make sure you have ways of gathering the views of staff and volunteers in relation to safeguarding and sharing these with the board.

### Support from the Chair

The Chair will make sure that the LST either has the required knowledge, skills, and experience or is supported to develop these. This could include:

- setting up regular meetings together with the LST, Centre Director and DSL
- making sure the LST is allocated enough time at meetings to provide full and detailed reports on safeguarding
- encouraging the LST to take part in local and national partnerships that can help them keep up to date with safeguarding messages, trends and priorities.

## Appendix D – REPORTING PROCEDURE IN CASE OF DISCLOSURE OR SAFEGUARDING CONCERN



## Appendix E – FCC SAFEGUARDING CONCERN REPORTING FORM



# Safeguarding Concern Reporting Form

Your information			
Name			
Address			
Contact number(s)			
Email			
Name of organisation		Your role	

Personal information – child / young person					
Name				Date of birth	
Gender ( <i>optional</i> )	Male	Female	Non-binary	Other (please state)	
	..	..	..		
Is there any information about the child that would be useful to consider?					

Contact information – parent / carer		
Name(s)		
Address		
Contact number(s)		
Email		
Have they been notified of this incident?	No ..	Please explain why this decision has been taken
	Yes ..	Please give details of what was said / actions agreed

Details of the disclosure / concern / incident			
Date and time the concern was raised			
Please tick one:	<input type="checkbox"/> I am reporting my own concerns	<input type="checkbox"/> I am responding to concerns raised by someone else – please fill in their details:	
Name of person raising concern		Role or relationship to the child	
Contact number(s)			
Email			
<p>Details of the disclosure or concern (include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay)</p>			

Child's account of the incident			
Please provide any witness accounts of the incident*			
Name of witness (and date of birth, if a child)		Role within the sport or relationship to the child	
Address			
Contact number(s)			
Email			
Details of any person involved in or alleged to have caused the incident/concern			
Name (and date of birth, if a child)		Role or relationship to the child	
Address			
Contact number(s)			
Email			
Please provide details of action taken to date			
Has the incident been reported to any external agencies?	..	No	.. Yes – please provide further details*:
Name of organisation / agency			

Contact person	
Contact number(s)	
Email	
Agreed action or advice given	

<b>Declaration</b>	
Your signature	
Print name	
Today's date	

Contact your organisation's Designated Safeguarding Lead in line with Fitzrovia Community Centre's reporting procedures	
Designated Safeguarding Lead's name	
Date reported	

\* Attach a separate sheet if more space is required