



Safeguarding and Child Protection Policy

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Contents

1.

Introduction.....	3
Aims and objectives.....	3
Definitions.....	3
Policy statement.....	3
Boot Up Outdoor Learning commitments.....	4
Gender Diversity and Inclusion.....	4

2.

Plan for Safeguarding Children.....	4
Responsibilities of key personnel for safeguarding	4
Procedure for responding to an arising concern, disclosure or allegation	5
Receiving Evidence of Possible Abuse	5
Recording Information.....	6
Reporting a Concern.....	7
Confidentiality.....	7

3.	
Managing complaints, allegations, grievances, incidents and bullying	8
Managing complaints.....	8
Managing allegations	8
Managing grievances	8
Managing incidents.....	8
Addressing bullying	9
4.	
Personnel working with children and young people	9
Safer recruitment process	9
Induction.....	10
Training.....	10
Ongoing Support.....	10
5.	
Code of Conduct.....	11
Code of Conduct for all Adults.....	11
Code of Conduct for all participants of Boot Up Outdoor Learning	11
6.	
Running a safe session.....	12
7.	
10. Communicating the policy with service users	12
8.	
11. Monitoring and Reviewing Arrangements.....	13
9.	
12. Acceptance of Policy	13

Appendices 1: Understanding Abuse.....	14
Signs and Indications of abuse	14
Bullying / Peer on Peer Abuse	14
Appendix 2: Key contacts for the MARA / local area safeguarding board	14
Appendix 3: Boot Up Outdoor Learning – Record of Disclosure Form	16
Appendix 4: Specific Safeguarding Issues	17

1. Introduction

1.1 Aims and objectives

Everyone who participates at Boot Up Outdoor Learning is entitled to do so in an enjoyable and safe environment. Boot Up Outdoor Learning has a moral and legal obligation to ensure that, when given responsibility for young people, trustees, staff, instructors and volunteers provide them with the highest possible standard of care.

Boot Up Outdoor Learning is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. This means to follow procedures to protect children and report any concerns about their welfare to appropriate authorities.

The aim of this policy is to promote good practice, providing children and young people with appropriate safety/protection whilst in the care of Boot Up Outdoor Learning and to allow staff and volunteers to make informed and confident responses to specific safeguarding and child protection issues.

1.2 Definitions

A child/young person is defined as a person under the age of 18 (Children’s Act 1989). However, our policies and procedures also support working with vulnerable young adults. They also apply to all children and young people regardless of age, disability, gender, sexual orientation or identity, racial heritage, religious belief or social status.

1.3 Policy statement

This policy applies to all staff, including senior managers and the board of directors, paid staff, freelance practitioners, volunteers and interns, students or anyone working on behalf of Boot Up Outdoor Learning.

The purpose of this policy is:

- to protect all children and young people who are involved with Boot Up Outdoor Learning
- to provide staff and volunteers with the overarching principles that guide our approach to safeguarding.
- This policy has been drawn up on the basis of legislation and guidance that seeks to protect children including:
 - Children Act 1989
 - United Convention of the Rights of the Child 1991
 - Sexual Offences Act 2003
 - Children Act 2004
 - Data Protection Act 2018

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)

1.4 Boot Up Outdoor Learning commitments

Boot Up Outdoor Learning commits to the following:

- recognising that the welfare of the child is paramount, as detailed in the Children's Act 1989.
- believing that all children, whatever their age, disability, gender, sexual orientation or identity, racial heritage, religious belief or social status should be able to participate in Boot Up Outdoor Learning in a fun and safe environment.
- recognising that some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other factors.
- adopting safeguarding and child protection practices through procedures and a code of conduct for staff and volunteers and taking all reasonable steps to protect children from harm, discrimination and degrading treatment.
- to respect the rights, wishes and feelings of all children and young people.
- ensuring all concerns and allegations of unsafe or inappropriate practice or abuse are taken seriously and responded to swiftly and appropriately.
- ensuring all Boot Up Outdoor Learning employees and freelance practitioners who work with children are recruited with regard to their suitability for that responsibility, and provided with guidance and/or training in good practice and child protection procedures.
- providing effective management for staff and volunteers through training, supervision and support.
- understanding that working in partnership with parents, carers and children is essential in promoting and protecting the welfare of children and young people.
- sharing safeguarding and child protection concerns with agencies who need to know, and involving parents and children appropriately.
- appointing a member of the management team as DSL and a link Director for Safeguarding.

1.5 Gender Diversity and Inclusion

Boot Up Outdoor Learning commits to treating all children with respect and acceptance. All Boot Up Outdoor Learning staff, freelance practitioners or volunteers who work with children will never try to provide advice to, or guide children who are questioning their gender, but instead support them and adapt to their preferences.

2. Plan for Safeguarding Children

2.1 Responsibilities of key personnel for safeguarding

The Designated Safeguarding Lead for Boot Up Outdoor Learning will complete appropriate training for safeguarding and ensure this is regularly updated.

The Designated Safeguarding Lead will be responsible for:

1. Promptly addressing any arising concerns reported to Boot Up Outdoor Learning
2. Recording written information about arising concerns and actions taken and storing securely in the central office.
3. Seeking advice from appropriate professionals in the local area as required.
4. Ensuring project co-coordinators understand their role in safeguarding for their projects.
5. Ensuring project co-ordinators keep their training up to date.
6. Maintaining a central record of the training that trustees, staff and volunteers have undertaken.

Project Co-ordinators / Deputy Safeguarding Lead will be responsible for:

1. promptly addressing any arising concerns shared by children, young people, parents/carers and volunteers on their project ensuring clear information about the course of action to be taken and making a written record of this.
2. Promptly sharing information relating to concerns with Boot Up Outdoor learning DSL and sharing the written record of this.
3. Seeking advice from appropriate professionals in the local area as required.
4. Completing safeguarding training with the local area safeguarding board in their geographical area and ensuring this is regularly updated.
5. Ensuring all volunteers working on their project have completed Volunteer Safeguarding Training prior to working with any children and young people.
6. Ensuring all volunteers working on their project are supervised at all times.
7. Ensuring all those involved in the project in their area have access to clear information about what to do in the event of a safeguarding concern or disclosure.

2.2 Procedure for responding to an arising concern, disclosure or allegation

It is the responsibility of all those involved in Boot Up Outdoor Learning to act on any concern or disclosure in relation to safeguarding by following the procedures within the organisation. It is not the responsibility of anyone working with Boot Up Outdoor Learning (paid or unpaid) to decide whether or not abuse has taken place. This applies both to allegations relating to abuse taking place elsewhere and any allegation made within The Wave Project organisation.

2.2.1 Receiving Evidence of Possible Abuse

If a child is in immediate danger

If there is an immediate concern about a child or their family any member of staff can phone the Local Safeguarding Children Board (LSCB) or MARU (Multi Agency Referral Unit) (see appendix 2 for regional contact details for advice and guidance if the DSL / DDSL is not available Inform Boot Up Outdoor Learning DSL/DDSL as soon as possible if you make a referral directly.

If you are unsure you can contact the Local Safeguarding Children Board for advice and guidance. When contacting the LCSB or making a referral Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with Boot Up Outdoor Learning
- Factual information about the concerns you have

Directors, staff, freelance practitioners and volunteers may become aware of possible abuse in various ways. They may see it happening, they may suspect it happening because of signs of abuse (as detailed in Appendix 1 & 4) or it may be disclosed by someone else or directly by the child or young person affected.

In the event of a disclosure by a young person (who is not deemed to be in immediate danger), it is particularly important to respond in a specific way. If a young person says or indicates that they are being abused, you should:

- **stay calm** so as not to frighten the young person.
- **reassure** the child that they are not to blame and that it was right to tell.
- **listen** to the child, showing that you are taking them seriously.
- **keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child

has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.

- **inform** the child that you have to inform other people about what they have told you. Tell the child this is to help keep them safe.
- **safety of the child** is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue.
- **write down** exactly what the child has said without adding any interpretation.
- **report** the incident to the designated safeguarding lead (DSL) /project co-ordinator as soon as possible.

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

Types of Questions you can ask:

Tell me? (tell me what happened)

- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you

2.2.2 Recording Information

To ensure that information is as helpful and factual as possible, a detailed record in the child's / young person's own words should always be made at the time of the disclosure/concern. When recording this information, the individual should only note facts and distinguish what is personal knowledge and what others have said. Own opinions should not be included.

This should be recorded on the standard Boot Up Outdoor Learning 'Record of Disclosure' form (see Appendix 3) and shared immediately with the DSL/DDSL who is the deputy safeguarding officer for that project area. The project coordinator is then responsible for deciding on the most appropriate action, if necessary seeking further advice from professionals in the local area and recording the actions together with the person raising the initial concern.

Information should include the following:

- the child's name, age and date of birth
- the child's home address and telephone number
- whether or not the person making the report is expressing their concern or someone else's
- the nature of the allegation, including dates, times and any other relevant information
- a description of any visible bruising or injury, location, size etc. Also any indirect signs,

such as behavioural changes

- details of witnesses to the incidents
- the child's account, if it can be given, of what has happened and how any bruising/injuries occurred
- have the parents been contacted? If so what has been said?
- has anyone else been consulted? If so record details

- has anyone been alleged to be the abuser? Record detail

2.2.3 Reporting a Concern

All concerns, allegations and disclosures must be reported appropriately. Boot Up Outdoor Learning expects its' members and staff to discuss any safeguarding or child protection concerns they may have about the welfare of a child **immediately** with the project coordinator and subsequently to check that appropriate action has been taken.

Should the project co-ordinator not be available members should take responsibility and seek advice from Boot Up Outdoor Learning DSL or DDSL. If neither are available they should make contact with the duty officer at the local area safeguarding board MARU to seek advice (contact information detailed in Appendix 2).

If anyone has a concern about an employee or a volunteer this must be reported to Boot Up Outdoor Learning DSL who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- Boot Up Outdoor Learning will refer the matter to the local area safeguarding board
- The parent/carer of the child will be contacted as soon as possible following advice from the local area safeguarding board
- The Directors will be notified to decide who will deal with any media enquiries and implement any immediate disciplinary proceedings
- If the Designated Safeguarding Lead is the subject the concern or allegation the report must be made to the Safeguarding Director who will refer the matter to the local area safeguarding board.

2.2.4 Confidentiality

Boot Up Outdoor Learning's approach to confidentiality is set out in its Confidentiality Policy.

Every effort should be made to ensure that confidentiality is maintained for all concerned. Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No employee, freelance practitioner or volunteer must ever guarantee confidentiality to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or young person. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Information should be shared on a need to know basis only. This may include the following persons:

- The Lead Safeguarding Officer / Deputy Safeguarding Officers
- The parents or carers of the child/young person
- The person(s) making the allegation
- Local area safeguarding board if appropriate
- The alleged abuser (and parents or carers if the alleged abuser is a child)
- School Headteacher or Designated Safeguarding Leads

If the information given relates directly to the safety and welfare of a child or young person then the designated Safeguarding lead / Deputy Designated Safeguarding Lead must be informed immediately.

3. Managing complaints, allegations, grievances, incidents and bullying

Boot Up Outdoor Learning recognises its duty to act on any safeguarding or child protection concerns raised by service users and their parents/carers and maintains a complaints procedure to address these. It also recognises its' duty to report any concerns or allegations against its staff (paid or unpaid) within the organisation and provides procedures on whistleblowing for staff, interns, freelance practitioners or volunteers to feel safe to raise any concerns.

All young people, their parents/carers will be given guidance on the Boot Up Outdoor Learning website about what to do if they have a safeguarding or child protection complaint. All volunteers will be given information in the volunteer handbook and during induction about how to proceed with a complaint that has been raised by a service user or a concern that they themselves hold.

3.1 Managing complaints

Should a service user, parent/carer or referrer wish to report a concern and seek a resolution:

1. If a complaint is made verbally or in writing to a volunteer or member of staff, they should raise this with the project coordinator in the local area and explain to the individual that this will happen.
2. Should the complaint involve the project co-ordinator, the volunteer or member of staff should make contact with a member of the senior management team or a Director of Boot Up Outdoor Learning.
3. An anonymous report can be sent to safeguarding@bootup.org.uk
4. All discussions and documentation should be recorded along with agreed actions towards resolution.

3.2 Managing allegations

Should a service user, parent/carer or referrer wish to raise an allegation against a volunteer or member of staff (paid or unpaid) from Boot Up Outdoor Learning is required to report any concerns in the first instance to the named, designated safeguarding lead in their project area. A signed written record of the concern is to be completed to document this discussion.

1. The safeguarding lead for the project area will share this information with the Designated Safeguarding Lead for Boot Up Outdoor Learning.
2. The designated safeguarding lead will then contact a) a Director from the board and b) the relevant local area safeguarding board for advice and follow the LADO guidance for their local area.
3. All agreed actions will be documented in writing along with all subsequent correspondence with that member of staff.

3.3 Managing grievances

Should a member of staff, freelance practitioner, volunteer or person related to the organisation raise a concern and wish to seek a resolution:

1. The individual is to make contact with the project coordinator in person or via written communication
2. Should the concern involve the project coordinator, the individual should contact a member of operational staff or a Director and arrange a meeting or telephone discussion about their concerns.
3. Any discussion should be documented in accordance with data protection procedures Boot Up Outdoor Learning's Confidentiality Policy. Agreed actions towards resolution are also documented and signed by all those involved in the discussion.

3.4 Managing incidents

Should an incident occur during a Boot Up Outdoor Learning course session whereby a young person is harmed:

1. Emergency procedures should always be followed wherever required. Where emergency services are in assistance their advice and guidance should be followed by staff, volunteers and service users.
2. There should be access to a qualified first aider available at each Boot Up Outdoor Learning session and they should be called upon to address any minor injuries not requiring emergency support.
3. For any incident, a report form should be recorded by the co-ordinator overseeing the session and a copy given to parents/carers and a copy sent kept at Boot Up Outdoor Learning office for records.
4. A follow up phone call to the service user should be made by the project coordinator overseeing the session no more than 3 days following the incident.

3.5 Addressing bullying

Service users are given clear guidance about the code of conduct expected within Boot Up Outdoor Learning. This includes rules that all service users are asked to agree to and they are reminded of these during each session.

If a service user has a concern related to bullying they are encouraged to raise this with either a volunteer or member of staff they are comfortable with.

That volunteer or member of staff is then expected to discuss this with the project coordinator who would then seek to find a resolution on the matter with those involved.

4. Personnel working with children and young people

4.1 Safer recruitment process

Safe recruitment processes apply to Boot Up Outdoor Learning Directors, staff, freelance practitioners and volunteers, both full and part time. The following steps are taken when recruiting to ensure appropriate protection within the organisation. Volunteer mentors are recruited to contribute to the project under the direct supervision of staff, or a designated lead volunteer, at all times. Any volunteer working in a supervising capacity will have been subject to the same recruitment practices and safeguarding training as Boot Up Outdoor Learning staff.

Trustees and Staff:

- All new Directors and staff complete an application process. The application process elicits information about the applicant's past and includes a self-disclosure about any criminal record.
- All trustees and staff are required to complete an Enhanced DBS check and consent is obtained from the applicant to seek information in order to process this.
- Two confidential references, including one involving previous work with children are obtained. These references are taken up, confirmed through telephone contact or Reference Form and held on central record.
- Evidence of identity (passport or driving licence with photo) is obtained and held on central record.

Volunteers:

Lead Volunteers:

- All new lead volunteers complete an application form. The application form elicits information about the applicant's past and includes a self-disclosure about any criminal record.
- All lead volunteers are interviewed by a member of staff to establish their suitability for the role.
- All Lead Volunteers are required to complete an Enhanced DBS check and consent is obtained from the applicant to seek information in order to process this.

- Two confidential references, including one involving previous work with children are obtained. These references are taken up, confirmed through telephone contact and held on central record.
- Evidence of identity (passport or driving licence with photo) is obtained and held on central record.
- All Lead volunteers are required to complete safeguarding training prior to commencement of role.

Mentor/Student volunteers:

- All mentors over the age of 18 years old are required to complete an Enhanced DBS check.
- Mentors work under the direct supervision of Boot Up Outdoor Learning staff, designated lead volunteers and Instructors at all times. They are expected never to be alone with any child, young person or vulnerable adult. Clear information on this is provided during induction and in the volunteer handbook.

4.2 Induction

Boot Up Outdoor Learning commits resources for induction, training of staff (paid and unpaid) effective communications and support mechanisms in relation to Safeguarding and Child Protection.

All employees receive formal induction during which a check is made that the application form has been completed in full, including sections on criminal records and self-disclosures.

- Their qualifications are substantiated.
- The job requirements and responsibilities are clarified.
- Safeguarding and Child Protection Procedures are explained and online training is undertaken.

Each member of staff, freelance practitioner and volunteer is expected to read the Safeguarding policy and complete the online safeguarding modules for children and adults and understand the process to follow if a concern is raised.

Induction for staff, freelance and volunteers includes:

- Discussion of the Safeguarding Policy and confirmation of understanding.
- Ensuring familiarity with reporting processes the roles of designated child protections officers and who act in their absence.
- Initial training on safeguarding.
- Follow up online training with modules on Safeguarding Children and Safeguarding Adults.
- All volunteers also receive clear information about the process for safeguarding in the volunteer handbook and what action they are expected to take should a concern arise.

4.3 Training

- All project co-ordinators and lead volunteers in each area complete face to face or online safeguarding training
- All staff and volunteers receive advisory information outlining good practice and informing them what to do if they have concerns about the behaviour of an adult towards a young person
- All project co-ordinators and lead volunteers have an up-to-date to date first aid qualification
- All staff who, through their role, are in contact with children and /or vulnerable adults will have access to online safeguarding training at an appropriate level.

In addition to pre-selection checks, the safeguarding process includes ongoing available training after recruitment to help staff and volunteers to:

- Analyse their own practice against what is deemed good practice, and to ensure their practice is likely to protect them from false allegations

- Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse
- Respond to concerns expressed by a child
- Work safely and effectively with children

4.4 Ongoing Support

Safeguarding issues and practices will be a standing item for staff team meetings and trustee board meetings in order to address any arising matters relating to this area.

We recognise that involvement in situations where there is risk or actual harm can be stressful for staff concerned. The mechanisms in place to support staff include:

- Debriefing support for paid and unpaid staff so they can reflect on the issues they have dealt with.
- Staff who have initiated a safeguarding concern will be contacted by the designated safeguarding lead within one week.

5. Code of Conduct

Whether in position as a trustee, member of staff, volunteer or client, all members have a responsibility to ensure that everyone involved in Boot Up Outdoor Learning are protected from harm and are free to enjoy and participate in all activities safely.

Boot Up Outdoor Learning is a small community in which everyone works together to provide the best outcomes for clients and their families. Boot Up Outdoor Learning commits to providing a happy, safe environment for all its' trustees, staff, freelance practitioners and volunteers. All are therefore expected to adhere to the following code of conduct:

It is the responsibility of each adult working in Boot Up Outdoor Learning to ensure that:

- their behaviour is appropriate at all times.
- they observe the rules established for the safety and security of children, young people and vulnerable adults and provide a role model for these.
- they follow the procedures following any disclosure or safeguarding concern (as detailed in this policy).
- they recognise the position of trust in which they have been placed and in every respect, the relationships they form with the children, young people and vulnerable adults in their care are appropriate.
- they follow the data protection guidance including the policy on photographic images and the storage of these.

5.1 Code of Conduct for all adults

- DO put this code into practice at all times.
- DO treat everyone with dignity and respect.
- DO set an example you would wish others to follow.
- DO treat all young people equally.
- DO respect the right to personal privacy of a child, young person or vulnerable adult.
- DO allow children, young people and vulnerable adults to talk about any concerns they may have.
- DO encourage others to challenge any attitudes or behaviours they do not like.
- DO take any allegations or concerns of abuse seriously and refer immediately

(procedures found in this safeguarding policy).

- DO follow the guidance in the volunteer handbook with regard to safe touch and how best to support clients during activities.
- DO NOT form a relationship with a child, young person or vulnerable adult that is an abuse of trust.
- DO NOT permit abusive peer activities e.g. initiation ceremonies, bullying, use of sarcasm.
- DO NOT engage in inappropriate behaviour or contact - physical, verbal, sexual.
- DO NOT make suggestive remarks or threats to a young person, even in fun.
- DO NOT use inappropriate language via any medium including verbally, in writing, by telephone or email or the internet.
- DO NOT let allegations, suspicions, or safeguarding concerns go unreported.
- DO NOT give out personal details including addresses and mobile telephone numbers to children and vulnerable adults.

5.2 Code of Conduct for all participants of Boot Up Outdoor Learning

To follow the agreed rules for all Boot Up Outdoor Learning activity sessions:

- We must look after each other
- We must stay safe
- We must not hurt anyone or use unkind words
- We must listen to people who are helping us
- We must look after our equipment and return to the appropriate place

The expected code of conduct is made accessible to all members of the Boot Up Outdoor Learning staff, freelance practitioners and volunteers and via the staff handbook, the volunteer handbook and the initial letter to clients and their families. The code of conduct is displayed in each project location during Boot Up Outdoor Learning activities.

6. Running a safe session

All Boot Up Outdoor Learning courses are provided in line with the codes and practices of the Institute for Outdoor Learning, Forest School Association and AIM Qualifications and follow their procedures for running a safe session.

The Boot Up Outdoor Learning project co-ordinator has the responsibility for overseeing each session and is responsible for the following duties:

- Signing service users in and out of each session
- Ensuring that service users are reminded of the code of conduct
- Providing clear direction to service users about the expectations for the sessions
- Organising staff, freelance practitioners and volunteers to provide adequate ratios in relation to the individual needs of service users
- Sharing information as appropriate with staff and volunteers about the individual needs of service users in order to support the session e.g. best form of communication, specific strategies to support inclusion.
- Completing an incident form following any incident and sharing this with parents/carers and the central Boot Up Outdoor Learning office.
- Following any incident up with a phone call within 3 days.

Trained instructors oversee each course session and provide clear information about how to stay safe with regard to the outdoors, lifting equipment and at break times.

All volunteers supporting the sessions are given guidance in the handbook with regard to supporting service users with the practicalities of outdoor activities and how to support them physically in the outdoors.

An adult with appropriate and up to date first aid training is present at each session and is on hand to deal with any minor injuries. The procedures for reporting incidents is to be followed at each session.

7. Communicating the policy with service users

Safeguarding information is included in the Volunteer Handbook and shared at induction training for all staff and volunteers. All trustees, staff, freelance practitioners and volunteers are expected to read the policy and abide by the procedures stated.

A sheet is provided for children and their parents/carers to explain how they are kept safe and what they can do if they have a concern. This is included in the initial letter to clients once they have been accepted onto a course.

A flow diagram is provided for each project area to summarise the procedure to follow if a child protection concern is raised.

8. Monitoring and Reviewing arrangements

This policy (which is locally tailored with individual region details) is reviewed by the board of Directors annually or in the following circumstances:

- Changes in legislation and/or government guidance.
- As required by the Local Safeguarding Children Board and/or guidance for sports and outdoor learning councils.
- As a result of any other significant change or event.

9. Acceptance of Policy

Policy signed and ratified at a Directors' board meeting held on 18th October 2022

Appendix

Appendices 1: Understanding Abuse

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, disability, gender, sexual orientation or identity, racial heritage, religious belief or social status.

Abuse can take the form of physical abuse, sexual abuse, emotional abuse and neglect. The abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly, or may be responsible for abuse because they fail to prevent another person harming the young person. Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

Signs and Indications of abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- an injury for which an explanation seems inconsistent.
- the young person describes what appears to be an abusive act involving them.
- another young person or adult expresses concern about the welfare of a young person.
- unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper.
- inappropriate sexual awareness.
- engaging in sexually explicit behaviour.
- distrust of adults, particularly those whom a close relationship would normally be expected.
- difficulty in making friends.
- being prevented from socialising with others.
- displaying variations in eating patterns including over eating or loss of appetite.
- losing weight for no apparent reason.
- becoming increasingly dirty or unkempt.
- Signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes.
- a shortage of money or frequents loss of possessions.

Bullying / Peer on Peer Abuse

Bullying (including cyber bullying) may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying. It may be physical (e.g. hitting, kicking, slapping),

verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments) and including sexting.

Signs of bullying / peer on peer abuse can include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions.
- an unexplained drop off in performance.
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes.
- a shortage of money or frequent loss of possessions.

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is **NOT** the responsibility of those working at Boot Up Outdoor Learning to decide that child abuse is occurring. However, it **IS** their responsibility to act on any concerns.

Appendix 2: Key contacts for the local area safeguarding board Area Contact

MARU (Multi Agency Referral Unit) Cornwall County Council https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/	0300 1231 116 multiagencyreferralunit@cornwall.gov.uk
LADO Local Authority Designated Officer Higher level safeguarding concerns that involve adults	The LADO may be contacted by phone on 01872 326536 or lado@cornwall.gov.uk .
Concerns about adults or others who are posing a safeguarding threat to children	Children's Social Care on 01720 424483
YZUP Drug rehabilitation youth service	01872 300816 https://www.wearewithyou.org.uk/services/cornwall-for-young-people/
Prevent Radicalisation prevention service	Local contact PC
Headstart Kernow	Mental Health wellbeing https://www.headstartkernow.org.uk

Boot Up! Outdoor Learning Record of Disclosure Form

Standard Record of Disclosure Form for recording and reporting all safeguarding and child protection concerns and disclosures. To be used across all areas.

Record of Disclosure Form 2022

Name of Client/Young Person		
Date safeguarding concern/disclosure was raised		
Details of safeguarding concern/disclosure (Please refer to guidance in Boot Up! Learning's Safeguarding Policy)		
Actions taken/proposed to help resolve concern raised.		
Person(s) raising concern		
Name of coordinator		
Signature		Date

Appendix 3: Specific Safeguarding Issues Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff or volunteer suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the MARU and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8- 15 year old girls are the most vulnerable

The DSL/ DDSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

If a member of staff or volunteer suspects FGM, they will discuss this with the LSO. The LSO will trigger the local safeguarding procedures, including a referral to the MARU and the police, if appropriate. Indicators may include:

- Days absent from school.
- Not participating in physical education.
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs.
- Confides that she is having a special procedure, cut or celebration.
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period.
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM.
- Parents from a country who are known to practice FGM.

