



WINGS SOUTH WEST SAFEGUARDING POLICY

For display on notice board

Name of Charity **WINGS SOUTH WEST**

The following policy was reviewed and any changes agreed at the Trustees Meeting in September 2022 with further changes advised by Petroc.

- We are committed to supporting the children, young people and parents/ carers we work with
- As leaders of Wings South West we are committed to the nurturing, protection and safeguarding of all, especially children, young people and vulnerable adults
- We recognise that safeguarding is everybody's responsibility
- We are committed to following the agreed procedures and following statutory and specialist guidelines including Keeping Children Safe In Education (2022)
- We formally review this policy every year, with interim amendments being approved at Trustees meetings

A copy of the full policy can be seen in the offices.

Signed:

CEO

Date September 2022

Review Date: September 2023



WINGS SOUTH WEST SAFEGUARDING POLICY

LIST OF CONTENTS

Introduction and Definitions & Abbreviations.....	1
Safeguarding Policy Statement	2-3
Definitions of Abuse	4-6
Definition of Adults at Risk (Vulnerable Adults).....	7
Recognising and Responding to Abuse	8-10
How to Respond to a Child, Young Person or Vulnerable Adult Wanting to Talk About Abuse	11-12
What to do once a Service User has talked to you About Abuse, or if Abuse is Suspected	13
Allegations or Suspicions of Physical Injury or Neglect	14
Allegations or Suspicions of Sexual Abuse	14
Allegations or Concerns of an Indeterminate Nature	15
Safeguarding Lead/Deputy Action Report	15
Allegations made at an Education Establishment	15
Appointment of Workers & Volunteers	15
Arrangements for Supervision of Wings Activities	15
Use of Images of Children, Young People and Vulnerable Adults- Photographs, Videos and Webcams	16
Guidelines to Touching	16
Abuse of Trust	16
DBS (Disclosure & Barring Service) check for Staff and Volunteers	17

Appendices

1	Guidelines for Swimming Trips	18
2	Transporting Young People and Vulnerable Adults	19
3	Young People and Vulnerable Adults with Additional Needs	20
4	Guidance for Young Persons' Peer Group Activities	21
5	Guidelines for Working with Disruptive Service Users.....	22
6	Guidelines for Talking and Listening to Children/Young People/Vulnerable Adults	23
7	Guidelines for Issues Relating to the Use of Consent Forms	24
8	Guidelines for Lone Working	25
9	Issues Relating to Camps and Other Residential Activities	26-27
10	Guidelines for Issues relating to Bullying and Anti-Bullying	28-31
11	Guidance for Youth Workers working with Service Users who self-harm.....	32-34
12	Guidance for staff at Wings working within the PREVENT Strategy.....	35

Forms *Note: Forms are not included in online version of this policy can are available on request*

1	Record of Concerns, Allegations or Suspicions of Abuse
2	Designated Safeguarding Lead or Deputy Action Report
3	Bullying Report Form
4	Health Information and Consent Form for Activities, Camps and Residential Holidays
4b	Health Information and Consent Form for Activities, Camps and Residential Holidays for over 18s non risk
5	Accident and Incident Form for use on Camps and Residential Activities
6	Consent form for Swimming Activities or Activities Where Being Able to Swim is Essential
7	Self Declaration Form
8	Consent forms where relevant

This Policy should be read in conjunction with the following Wings documents: -

[Internet Safety Policy](#)

[Whistleblowing Policy](#)

[Appointment of Workers](#) Policy and [Code of Conduct](#)

[Appointment of Volunteers](#) Policy and [Code of Conduct](#)

[Trustee's Code of Conduct](#)

[Confidentiality Policy](#)

Plus [Keeping Children Safe in Education 2022](#)



WINGS SOUTH WEST SAFEGUARDING POLICY

INTRODUCTION

Wings South West Details

Name of the charity: Wings South West (hereafter, “Wings”)

Locations: Wings Hall, Lower Meddon Street, Bideford, Devon. EX39 2BJ
and Lendon Barn, Abbotsham, Bideford, Devon. EX39 5BW

Denominational (or other) details: Wings is a non-denominational organisation seeking to promote partnership between Christian groups and others.

Aim

Wings South West aims to give young people and vulnerable adults a future and a hope by encouraging positive relationships and offering creative learning opportunities that help develop skills, self-esteem and confidence.

DEFINITIONS AND ABBREVIATIONS

DCFP	Devon Children and Families Partnership	www.dcfp.org.uk
Representatives from Local Authorities, Police, Health, Education, Voluntary Sector coordinating and ensuring effectiveness of safeguarding in Devon.		

DSAB	Devon Safeguarding Adults Board (Care Direct)	0345 155 1007 Emergency Duty Service 0345 600 0388 .
Representatives from Local Authorities, Police, Health, Education, Social Services, CQC coordinating and ensuring effectiveness of safeguarding adults in Devon. csc.caredirect@devon.gov.uk		

LADO	Local Authority Designated Officer	01392 384 964
Provides advice and support to employers and Voluntary Organisations with Child Protection concerns about a member of staff or volunteer. Refer to LADO if concerned about the Designated Safeguarding Lead (DSL) or Deputy – in other situations, the Designated Deputy Safeguarding Lead (DDSL) will contact the LADO.		

Early Help		0345 155 1071 (Customer Services) 0845 6000 388 (Out of hours)
Wide ranging multi agency strategy concerned with both: <ul style="list-style-type: none"> • Help in critical early years • Early intervention in difficulties experiences through a child’s life 		

MASH	Multi Agency Safeguarding Hub	0345 155 1071 (Customer Services) 0845 6000 388 (Out of hours) mashsecure@devon.gov.uk
Professionals from police, probation, health, education and social care etc share information to determine the best intervention when there is any child protection query or referral. The DSL/DDSL will use the threshold tool to determine whether to contact MASH or early Help depending on the Level of concern.		



Wings South West Safeguarding Policy Statement

This Policy Statement relates to the Safeguarding Policy, Health and Safety, Internet Safety and Data Protection Policies

Introduction

Recognising our responsibilities and duties in relation to the Children's Act 2004 (as amended by the Children and Social Work Act 2017), and statutory guidance [Working Together to Safeguard Children 2018](#) and particularly [Keeping Children Safe in Education 2022](#), Wings is fully committed to safeguarding the welfare of all children, young people and vulnerable adults, by working positively to protect them from neglect, physical, sexual or emotional harm. Staff and volunteers will, at all times show respect and understanding for the safety and welfare of our service users and conduct themselves in a way that reflects the principles of the organisation.

Wings' aim is to give children, young people and vulnerable adults a future and a hope through encouraging positive relationships and offering creative learning opportunities that help develop skills, self-esteem and confidence. Opportunities will be provided for enjoyment and personal achievement. All members of staff, Trustees and other volunteers will take steps to promote the safeguarding of Service Users in all our activities at all locations, recognising that their welfare is paramount.

Actions

In order to achieve this, Wings will:

- Recognise that all young people and vulnerable adults need safeguarding whatever their background, race or culture, and that some may require special attention. For Vulnerable Adults this means 'protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted, including, where appropriate, having regard to their views, wishes, feelings and belief in deciding on any action. This must recognise that Vulnerable Adults sometimes have complex interpersonal relationships and may be ambivalent, unclear, and unrealistic about their personal circumstances.'
- Maintain a culture of care where all staff and volunteers recognise their responsibilities in keeping young people safe.
- Implement Safeguarding Procedures (as outlined in the Safeguarding Policy which is reviewed annually).
- Ensure that structures and systems are in place for safe recruitment of staff and volunteers.
- Ensure that all Trustees, staff and volunteers undergo an enhanced DBS (Disclosure Barring Services) including barred lists checks and, for staff at least, to be on the DBS Update Service.
- Ensure that all Trustees, staff and volunteers receive statutory Safeguarding training every two years and appropriate annual updates. At induction, staff receive statutory Safeguarding training and are guided through Wings Policies.
- Ensure staff and volunteers read (annually) Part 1 and Annex A and B of Keeping Children Safe in Education 2022, and sign to say they have done so. Members of the Leadership Team and Wings Trustees are required to read the whole of Keeping Children Safe in Education 2022 so they are aware of, and can fulfil their safeguarding responsibilities under this legislation.
- Risk assess all activities encountered by young people.
- Appoint a Designated Safeguarding Lead (DSL) and Designated Deputy Safeguarding Lead (DDSL) who will maintain clear lines of accountability and maintain links with statutory

safeguarding agencies. The DSL and DDSL will receive Safeguarding training appropriate for them to fulfil their safeguarding responsibilities every two years.

- Recognise the fundamental importance and legal duties of the Prevent Strategy and follow relevant government guidelines.

Any queries or concerns regarding Safeguarding should be addressed to: -

Andy Best (Designated Safeguarding Lead - DSL) 01237 471471 or

Anne Bowser (Designated Deputy Safeguarding Lead DDSL) 01237 472000

DCFP - Devon Children and Families Partnership

MASH Customer Services Centre – 0345 155 1071 or 0845 6000 388 out of hours.

Devon Safeguarding Adults Board -contact Care Direct on 0345 155 1007or email

customerservicecentreperformancesecure-mailbox@devon.gov.uk

Police – 101 OR 999 in emergency

Childline – 0800 1111

The Trustee responsible for Safeguarding across the organisation is Anne Bowser (abowser@btinternet.com)

DEFINITIONS OF ABUSE

Young people and vulnerable adults may be at risk in a variety of settings which may or may not be interrelated, and young people may encounter multiple risks. Contextualised safeguarding looks at how we can best understand these risks, engage with young people and vulnerable adults and keep them safe.

The definitions of abuse are derived from Keeping Children Safe in Education 2022:

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health. This situation is commonly described as fabricated illness*.

*fabricated illness

The Oxford Textbook of Psychiatry defines fabricated illness as: *“A form of child abuse in which the parents, or carers, give false accounts of symptoms in their children and may fake signs of illness (to draw attention to themselves). They seek repeated medical investigations and needless treatment for their children.”*

Emotional Abuse

Emotional abuse is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on emotional development. It may involve conveying a sense of being worthless or unloved, inadequate, or being valued only insofar as the needs of another person are met. It may feature age or developmentally inappropriate expectations being imposed. It may involve frequently causing fear, or exploitation or corruption. It can be enforced social isolation – preventing someone from accessing or engaging with services, educational and social opportunities or seeing friends and family (those supported living/care), preventing someone from meeting their religious and cultural needs, a failure to respect their privacy, preventing stimulation and meaningful activities from taking place, addressing a person in an infantile and patronizing manner, threats of harm or abandonment and cyber bullying. Some level of emotional abuse is involved in all types of ill-treatment, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative (eg rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving looking at, or engaging in the production of pornographic material or watching sexual activities, or encouragement to behave in sexually inappropriate ways, and includes youth produced sexual imagery.

Neglect and Acts of Omission

Neglect is the persistent failure to meet basic physical and/or psychological needs, likely to result in the serious to health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to afford protection from physical harm or danger, or the failure to ensure access to basic emotional needs. It may also be not taking account of individual’s cultural, religious or ethnic needs for example not taking them to their desired place of worship, preventing

a person from making their own decisions, not taking account of educational, social and recreational needs and preventing access to hearing aids, glasses etc.

Organised Abuse

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools, for example the discouragement of visits or the involvement of family and friends, run down and overcrowded establishments, authoritarian management or rigid regimes, a lack of leadership and supervision, insufficient staff or high turnover, inappropriate use of restraints, lack of respect for dignity and privacy, failure to manage residents with abusive behaviour, not providing adequate drink and food, misuse of medication, not offering choice, not taking account of individuals cultural, religious or ethnic needs and a failure to respond to complaints.

(It is possible to suffer more than one category of abuse.)

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality the removal of organs and debt bondage – being forced to work to pay off debts that realistically they will never be able to pay off.

Domestic Abuse

Domestic Violence or Abuse can be characterised by any of the indicators of abuse outlined already, relating to emotional, physical, sexual, financial and psychological. Domestic Violence and Abuse includes any incidents or patterns of incidence of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. It also includes honour based violence, female genital mutilation and forced marriage.

Coercive or controlling behaviour is at the core of Domestic Violence and can be:

Acts of assault, threats, humiliation and intimidation, harming punishing or frightening the person, isolating the person from sources of support, exploitation of resources or money, preventing the person escaping the abuse or regulating everyday behaviour.

Financial or Material Abuse

This can include any or the entire following list:

Reviewed September 26th 2022

To be Reviewed September 2023
Wings South West
Registered Charity No. 1082938

Theft of money or possessions

Fraud

Preventing a person from accessing their or money, benefits or assets

Employees taking loans from a person using the service

Undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions

Arranging less care than is needed to save money to maximise inheritance

Denying assistance to access benefits

Misuse of benefits or direct payments in a family home

Misuse of power of attorney, deputy appointeeship or other legal authorities

Self-neglect

This can include any of this list:

Lack of self-care to an extent it threatens personal health and safety

Neglecting to care for one's own personal hygiene, health and surroundings

Inability to avoid self-harm

Failure to seek help or access services to meet health and social care needs

Inability or unwillingness to manage one's personal affairs.

DEFINITION OF ADULTS AT RISK (VULNERABLE ADULTS)

Under this policy Adults at Risk are those:

Aged 18 years or over who may be in need of community care services by reason of mental or other disability, age or illness; and who are or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.

Adult Safeguarding made Personal:

Making safeguarding personal means it should be person-led and outcomes focussed. It engages a person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement.

This means that:

- The views and consent of the alleged victim should be sought at the very start of the process. However this does not replace the duty to override consent where appropriate,
- Desired outcomes should be reviewed throughout safeguarding adults procedures,
- There is a statutory responsibility to appoint an advocate to represent someone who has substantial difficulty in being involved in the process where there is not an appropriate individual to represent them.

Wings follows the six principles of Adult Safeguarding

- Empowerment. People are supported and encouraged to make their own decisions and informed consent.
- Prevention. It is better to take action before harm occurs.
- Proportionality. The least intrusive response appropriate to the risk presented is taken.
- Protection. Support and representation for those in greatest need.
- Partnership. Local solutions through services working with their communities.
- Communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- Accountability. Accountability and transparency in Safeguarding Practice is essential.

RECOGNISING AND RESPONDING TO ABUSE

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc
- Injuries which have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/substance abuse

Indicators of Possible Sexual Abuse

- Any allegations made concerning sexual abuse
- A young person or vulnerable adult with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in inappropriate sexual play for their chronological or developmental age
- Sexual activity through words, play or drawing
- A young person or vulnerable adult who is sexually provocative or seductive
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia
- Bruising, particularly on the thighs, buttocks and upper arms and marks on the neck.
- Unusual difficulty walking or sitting
- Fear of receiving personal care
- Reluctance to be alone with a particular person
- Infections, unexplained sexually transmitted diseases
- Incontinence not relating to any medical diagnosis

Signs of emotional abuse

- Changes or regression in mood or behaviour, particularly becoming withdrawn or clinging. Also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying
- Change of appetite, sudden weight gain or weight loss.

Indicators of Domestic Violence or Abuse

- Low self-esteem
- Feeling the abuse is their fault when it is not

- Physical evidence of violence such as bruising, cuts, broken bones
- Verbal abuse and humiliation in front of others
- Fear of outside intervention
- Damage to home or property
- Isolation – not seeing friends and family
- Limited access to money

Indicators of Financial or Material Abuse

- Missing personal possessions
- Unexplained lack of money or inability to maintain lifestyle
- Unexplained withdrawal of funds from accounts
- Power of attorney or lasting power of attorney (LPA) being obtained after the person has ceased to have mental capacity
- Failure to register an LPA after the person has ceased to have mental capacity to manage their finances, so that it appears that they are continuing to do so
- The person allocated to manage financial affairs is evasive or uncooperative
- The family or others show unusual interest in the assets of the person
- Recent changes in deeds or title to property
- Rent arrears and eviction notices
- A lack clear financial accounts held by a care home or service

Indicators of Modern Slavery

- Signs of psychological, emotional and or physical abuse
- Appearing to be malnourished, unkempt or withdrawn
- Isolation from the community, seeming under the control or influence of others
- Living in dirty, cramped or overcrowded accommodation and or living and working at the same address
- Lack of personal effects or identification documents
- Always wearing the same clothes
- Avoidance of eye contact, appearing frightened or hesitant to talk to strangers
- Fear of law enforcers

Indicators of Organisational or institutional abuse

- Lack of flexibility and choice for people using the service
- Inadequate staffing levels
- Poor standards of care
- People being hungry or dehydrated
- Lack of personal clothing and possessions and communal use of personal items
- Poor record-keeping and missing documents
- Absence of visitors
- Few social, recreational and educational activities
- Public discussion of personal matters
- Unnecessary exposure during bathing or using the toilet
- Absence of individual care plans
- Lack of management overview and support

Page 10

Indicators of Neglect and Acts of Omission

- Poor environment – dirty or unhygienic
- Poor physical condition and/or personal hygiene
- Pressure sores or ulcers
- Malnutrition or unexplained weight loss

- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organisations
- Accumulation of untaken medication
- Uncharacteristic failure to engage in social interaction
- Inappropriate or inadequate clothing

Indicators of Self-neglect

- Very poor personal hygiene
- Unkempt appearance
- Lack of essential food, clothing or shelter
- Malnutrition and/or dehydration
- Living in squalid or unsanitary conditions
- Neglecting household maintenance
- Hoarding
- Collecting large numbers of animals in inappropriate conditions
- Inability or unwillingness to take medication or treat illness or injury
- Non-compliance with health or care services.

HOW TO RESPOND TO A CHILD, YOUNG PERSON OR VULNERABLE ADULT WANTING TO TALK ABOUT ABUSE

General Points

- Show acceptance of what is said (however unlikely the story may sound)
- Keep calm
- Give direct eye contact
- Be honest
- Be clear you will need to let someone else know – don't promise confidentiality
- Even when a young person or vulnerable adult has broken a rule, they are not to blame for the abuse
- Be aware that the young person or vulnerable adult may have been threatened or bribed not to tell
- Never push for information or ask leading questions. If the service user decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful Things You May Say or Show

- I believe you (or showing acceptance of what the young person says)
- Thank you for telling me
- It's not your fault
- I will help you

DON'T Say

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where? (ie take care to avoid asking leading questions).
- Never make false promises, such as agreeing not to tell anyone else.
- Never make statements such as "I am shocked, don't tell anyone else"

Concluding

- Convey reassurance and acceptance.
- Explain what you are going to do next and that you will let them know what happens (see next 3 bullet points).
- Contact the Safeguarding Lead or Deputy Safeguarding Lead
- If the incident, allegation or suspicion takes place on school premises then an appropriate senior member of staff should be contacted immediately as well as the DSL.
- If neither the Safeguarding Lead nor Deputy Safeguarding Lead can be contacted, and you perceive there is serious risk of further abuse, you might have to consider referring to Social Services or the Police to prevent a child, young person or vulnerable adult returning home
- Consider your own feelings and seek pastoral support if needed.

ADULT SAFEGUARDING

The principles set out in the Statement of Government Policy on Adult Safeguarding 2011 are:

Empowerment - Presumption of person led decisions and informed consent.

Protection - Support and representation for those in greatest need.

Prevention - It is better to take action before harm occurs.

Proportionality - Proportionate and least intrusive response appropriate to the risk presented.

Partnership - Local solutions through services working with their communities.

Communities have a part to play in preventing, detecting and reporting neglect and abuse.

Accountability - Accountability and transparency in delivering safeguarding.

These principles should be followed in all dealings with adults at risk

See 'DEFINITIONS OF ADULTS AT RISK (VULNERABLE ADULTS), Adult Safeguarding made Personal'

Page 7

When making an 'enquiry' about Vulnerable Adult safeguarding, which could range from a telephone call, face to face visit or a formal meeting, the priorities are to ensure the safety and wellbeing of the adult at risk and, when the adult has the capacity to make their own decisions, aim for any actions to be taken in line with their wishes as far as appropriate.

WHAT TO DO ONCE A SERVICE USER HAS TALKED TO YOU ABOUT ABUSE, OR IF ABUSE IS SUSPECTED

The Procedure

- 1 Make handwritten notes as soon as possible (preferably within one hour of the conversation), writing down exactly what was said and when it was said, what you said in reply and what was happening immediately beforehand (eg a description of the activity). Record dates and times of these events, and when you made the record (use Form 1). Keep all pre-report handwritten notes, and staple to the record (Form 1). Such records will be kept safely by the Designated Safeguarding Lead in a locked cabinet at Lendon Barn for an indefinite period. Numbered copies of Form 1 will be kept in the office. Follow the same procedure if abuse is suspected.
- 2 Workers must report concerns as soon as possible to Andy Best (hereafter the Designated Safeguarding Lead DSL) on 01237 471471 who is nominated by Wings to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. He may also be required by conditions of the Wings Insurance Policy to immediately inform the Insurance Company. In the absence of the Designated Safeguarding Lead the matter should be brought to the attention of the Deputy Safeguarding Lead (DDSL).
- 3 If suspicions in any way implicate the Designated Safeguarding Lead or Deputy Safeguarding Lead, then they should be reported immediately to the CEO who will contact the LADO. In the absence of the CEO, the allegations should be reported to the Chair of Trustees. If the investigation upholds serious concerns, the CEO will report these to DBS and the Charities Commission.
The latter applies to any other member of staff or volunteer if an investigation has taken place and the suspicion upheld. If suspicions implicate a member of staff employed as a teacher, a report will be made to the TRA (Teaching Regulation Agency).
- 4 Suspicions will not be discussed with anyone other than those nominated above, except when an occurrence has taken place on school premises (see previous page).
- 5 It is, of course, the right of any individual as a citizen to make direct referrals to the appropriate agencies, although Wings workers will be expected to use this procedure. If, however, they feel that the Designated Safeguarding Lead or Deputy has not responded appropriately, then the relevant organisation should be contacted directly.
- 6 Once abuse has been disclosed or is suspected, the worker/Designated Safeguarding Lead should consider whether or not it is safe for a child, young person or vulnerable adult to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact MASH, Care Direct and/or police to discuss putting into effect safety measures for the service user so that they do not return home.
- 7 Should allegations of abuse be made against a member of staff or volunteer, then they should be reported immediately to the CEO who will contact the LADO. In the absence of the CEO, the allegations should be reported to the Chair of Trustees. If the investigation upholds serious concerns, the CEO will report these to DBS and the Charities Commission.
The latter applies to any other member of staff or volunteer if an investigation has taken place and the suspicion upheld. If suspicions implicate a member of staff employed as a teacher, a report will be made to the TRA (Teaching Regulation Agency). Low level concerns should be reported in accordance with the Low Level Concerns Policy.
- 8 If you see, hear or suspect that an adult may be at risk of abuse or neglect, you must tell someone about it. If they are in immediate danger contact the police on 999.

Otherwise contact Care Direct on free phone 0345 155 1007 or email: csc.caredirect@devon.gov.uk

ALLEGATIONS OR SUSPICIONS OF PHYSICAL INJURY OR NEGLECT

If a child has a physical injury or symptom of neglect, the Safeguarding Officer will:

- 1 Contact MASH for advice in cases of deliberate injury or where concerned about the safety of a child or young person. Contact Care Direct for advice where there is concern about a vulnerable adult. Wings should not inform the parents or carers if this would put the service user at additional risk.
- 2 Where emergency medical attention is necessary it will be sought immediately. The Designated Safeguarding Lead will inform the doctor of any suspicions of abuse.
- 3 In other circumstances speak with the parent/carer and suggest that medical help/attention is sought. The doctor (or health visitor) will then initiate further action, if necessary.
- 4 If appropriate the parent/carer will be encouraged to seek help from the Social Services Department.
- 5 Where the parent/carer is unwilling to seek help, if appropriate, the Safeguarding Lead will offer to go with them. If they still fail to act, the DSL/DDSL will use the threshold tool to determine whether to contact MASH or early Help depending on the Level of concern.
- 6 Where the DSL/ DDSL is unsure whether or not to refer a case to MASH, advice may also be obtained from The Early Help Team via DSCB Customer Services 0345 1551071.

ALLEGATIONS OR SUSPICIONS OF SEXUAL ABUSE

In the event of allegations or suspicions of sexual abuse, the Designated Safeguarding Officer will:

- 1 Contact MASH via DSCB Customer Services or the Police Child Protection Team (101) directly, or contact Care Direct in the case of a vulnerable adult. The Safeguarding Lead will **NOT** speak to the parent/carer (or anyone else).
- 2 If, for any reason, the DSL is unsure whether or not to follow the above to protect a child or young person, then The Early Help Team via DSCB Customer Services should still be telephoned for advice.
- 3 Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to Care Direct or to MASH whose task it is to investigate the matter under Section 47 of the Children Act 1989.
- 4 Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL the absence of the DSL or DDSL should not delay referral to MASH or Care Direct.
- 5 Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or DDSL as to the appropriateness of a referral that person retains a responsibility as a member of the public to report serious matters, and should do so without hesitation.
- 6 Wings will support the DSL or DDSL in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

ALLEGATIONS OR CONCERNS OF AN INDETERMINATE NATURE

In some situations concerns may be raised directly or indirectly about or by a child or vulnerable adult that may not fit the definitions of physical injury, neglect or sexual abuse. This should also include any incidents/allegations of bullying. In all cases, the Worker or volunteer should record their concerns on Form 1 and pass this on to the DSL/DDSL for their immediate attention and action where appropriate. The Anti-bullying Policy of Wings is at Appendix 10 (page 22-25).

ACTION REPORT BY THE DESIGNATED SAFEGUARDING LEAD OR DEPUTY

In all cases of allegations, suspicions or concerns the DSL- or when relevant the DDSL - will use Form 2 to record the actions taken. Completed forms will be stapled to the relevant Form 1 and retained safely by the SL in a locked safe at Bowood House for an indefinite period.

ALLEGATIONS MADE AT AN EDUCATION ESTABLISHMENT

Where an allegation is made by a young person at a school or college, or relating to incidents at school or college, the Designated Safeguarding Lead of the relevant establishment must be informed and involved in the decision making process. If the allegation is of a serious nature and requires action such as reporting to MASH, Wings staff should take the required action in addition to school staff, for example report to MASH.

APPOINTMENT OF WORKERS AND VOLUNTEERS

There are separate policies for the appointment of Wings Workers and Wings Volunteers. Wings follows Safer Recruiting as outlined in Keeping Children Safe in Education 2022.

ARRANGEMENTS FOR SUPERVISION OF WINGS ACTIVITIES

Use of the Internet

Filtering software has been installed on all computers to prevent users accessing inappropriate web sites. All users must complete an Internet permission form including parental or carer permission. See Internet policy for more details.

Swimming

The advice given in Appendix 1 (Page 18) will be followed for all swimming trips.

Camping and Other Residential Activities

The Designated Safeguarding Lead and Deputy Safeguarding Lead will have responsibility to action all allegations or suspicions of abuse. If the suspicions in any way involve the DSL then the matter should be reported to the DDSL. If the suspicions in any way implicate both these persons, then Social Services should be contacted. See Appendix 9 (Page 26-27) for more details.

USE OF IMAGES OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS – PHOTOGRAPHS, VIDEOS AND WEBCAMS

Obtaining, storing, sharing and publishing images of young people and vulnerable adults will be carried out in accordance with the Wings Data Protection Policy and Internet Safety Policy.

GUIDELINES TO TOUCHING – AS PER THE PHYSICAL CONTACT POLICY.

- Keep everything public. A hug in the context of the group is very different from a hug behind closed doors.
- Touch should be related to the client's needs, not the worker's.
- Touch should be age-appropriate and generally initiated by the client rather than the worker.
- Avoid any physical activity which is, or could be construed as, sexually stimulating.
- Service users are entitled to privacy to ensure personal dignity.
- Service users are entitled to determine the degree of physical contact with others except in exceptional circumstances ie when they need medical attention.
- Team members should take responsibility for monitoring one another in the area of physical contact. They should be free to constructively challenge a colleague if necessary. Concerns about possible abuse should always be reported to the DSL-or DDSL.

ABUSE OF TRUST

We undertake to follow the principles found within the Abuse of Trust guidance issued by the Home Office. As also indicated in the Wings Staff Code of Conduct, it will therefore be unacceptable for those in a position of trust to engage in any behaviour which might allow a sexual relationship to develop for as long as the relationship of trust continues.



DBS (Disclosure and Barring Service) CHECKS FOR STAFF AND VOLUNTEERS

In line with advice on Safer Recruitment in Keeping Children Safe in Education 2022 (see p 65), the following procedures will be followed:

1. Enhanced DBS with children's barred list checks will cover work with both children and vulnerable adults.
2. New staff transferring from a similar position without a break in service of more than three months will not require a new enhanced DBS certificate. A barred list check will be obtained. A new enhanced DBS certificate with barred list check will be obtained for new staff transferring from a post which did not involve regulated activity.
3. Existing staff will not be required to renew DBS checks unless there is cause for concern. This is reviewed annually and recorded in the Trustee minutes. All staff will be required to register with the Update Service.
4. A risk assessment will be completed for new adult volunteers who will be DBS and barred list checked if they are to carry out regulated activity.
5. A DBS certificate and barred list check for existing volunteers (including Trustees) will be obtained every three years.
6. Third Party staff (sessional and occasional workers) will be required to show an enhanced DBS certificate with barred list check.
7. External contractors do not have contact with children or vulnerable adults, so no DBS check is required.

Safer Recruitment and stringent Safeguarding practices will continue to be in place throughout the organisation. Volunteers will continue to be supervised by staff members in all activities.

APPENDIX 1

GUIDELINES FOR SWIMMING TRIPS

The following guidelines are intended to supplement Wings' Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Swimming in the Sea or other Natural Waters

Swimming in the sea or other natural waters are potentially dangerous activities.

This should only be allowed as formal and supervised activities (where it is organised by or on behalf of Wings) in recognised bathing areas which have official surveillance eg where there is a qualified life guard present.

Even with lifeguard cover, all children, young people and vulnerable adults should always be in the sight of the group leader and team.

One person should always stay out of the water for better surveillance.

Ideally the group leader should hold a relevant life saving award, even where there is lifeguard cover.

Swimming Pools

Ascertain before any visit to a swimming pool:

The level of supervision provided by the pool staff: are they qualified in life saving? Is there constant pool supervision?

Is the water clear and can you see to the bottom of the pool?

Are there signs indicating the depth – eg shallow end? (Depending on the age of the group you are taking is the shallow end shallow enough?)

Does the pool cater for children and adults with disabilities?

Does the deep end allow for safe diving? (If the depth is less than 1.5 metres diving should not be permitted)

Is there a poolside telephone? Is there a poolside alarm?

Are there resuscitator and other pieces of first aid and rescue equipment, and is there someone trained to use them?

Is there a changing room for each sex?

Are the changing and showering facilities safe and hygienic?

Have the participants been instructed on how to behave in and around water?

Ensure that participants have not eaten (at least half an hour) before swimming.

Consent Form

The Consent Form (Form 6) should be completed before any swimming activity where being able to swim is essential occurs. Completed forms will be kept for a period of 5 years.

APPENDIX 2**TRANSPORTING YOUNG PEOPLE AND VULNERABLE ADULTS**

The following guidelines are intended to supplement Wings' Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

These guidelines apply to all drivers involved in the transportation of service users which is organised by or on behalf of Wings, with the latter's organisation, knowledge and agreement. **Private arrangements for transport made directly, including those made between individuals with parental responsibility and others, are not covered by these guidelines.** This will be made clear on consent forms.

- Only those Youth Workers and volunteers deemed responsible who have gone through the Wings recruitment procedures will be able to transport young people on behalf of Wings.
- Such Youth Workers/volunteers will have read the Wings Safeguarding Policy and have agreed to abide by this.
- Seat belts should be worn, the driver will have relevant including business insurance and the vehicle will be roadworthy.
- Avoid giving lifts to clients on their own. If they are alone, ask them to sit in the rear of the car. When giving lifts to 2 or 3 people, as far as possible arrange lifts so that the person in front is dropped off first.
- At collection or dropping off points do not leave a child or vulnerable adult on their own. Make sure they are collected by an appropriate adult.
- Look at instances where it may be unwise for a particular driver to transport a client eg where there has been a conflict.
- If travelling in several small groups, it is good practice to insist that the same group travel on both the outgoing and return journeys with the same adult/s.
- Parental/carer consent should be given and all journeys should be carried out with the knowledge of the leadership.

Arrangements when using mini buses

In addition to the above:

- Ensure full compliance with mini bus regulations
- Ensure that you have adequate supervision. As well as a driver, another responsible adult sitting with the clients will be needed.
- Ensure the responsible adult has also undergone appropriate recruitment and selection in accordance with the Wings' procedures.

When using coaches; ensure that the company has full insurance cover. Check on the limit of passenger numbers and do not exceed this number. Clients should remain seated and wear the safety belts provided.

APPENDIX 3**YOUNG PEOPLE AND VULNERABLE ADULTS WITH ADDITIONAL NEEDS**

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Introduction – why the need to consider safeguarding?

Those with additional needs are particularly vulnerable to abuse. They will often require more help with personal care needs such as washing, dressing, toileting, feeding, mobility etc and may have limited understanding and communication abilities. For example, a young person of 17 might behave in a manner more akin to a 2-3 year old, particularly in demanding cuddles or sitting on a carer's lap. Others might be more vulnerable because they are partially sighted or have hearing loss and can be reliant on physical contact for communication. Those with disabilities may be vulnerable to negative attitudes towards them, or may be taken advantage of.

Workers too might feel more vulnerable to accusations of abuse as a result of meeting an individual's needs. Balanced alongside other guidelines there is the issue of ensuring personal dignity, particularly for those who are dependent on others for their personal care needs.

Some guidelines to consider

- The Administrator will inform a responsible Worker if there are details on a Personal Information Form relating to learning or physical disability e.g. autism etc. The Worker will contact parents or carers to establish any particular needs or behaviour management issues and record them. This confidential information will be passed on to staff.
- New participants at a disability group will visit with a parent or carer in the first instance. The leader will establish the young person's needs and management issues recorded and communicated with staff.

Touch see Page 16

Personal dignity

- Make enquiries of the individual/their parent/carers about expectations re meeting personal care needs; ensure that these are known by all workers involved with the individual including how many workers might be needed to meet that need in order to prevent injury to a client or the helper.
- Ensure that if one person is needed to assist a client, that another worker is informed of your absence and why.
- If a client needs help with toileting, ensure that a worker of the same gender assists.

Personal Evacuation Plans (PEEPs) and Risk Assessments

Personal Evacuation Plans are agreed with clients and carers where there is an additional need such as reduced mobility or hearing loss for example.

Risk assessments take account of the additional needs of participants

APPENDIX 4

GUIDANCE FOR YOUNG PERSONS' PEER GROUP ACTIVITIES

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Introduction – Why the need to consider child protection?

Many people are of the opinion that Child Protection issues relate to younger children. Yet the Children Act 1989 and the notes of guidance relating to child protection matters relate to children and young people up to the age of 18, and sadly some younger people are perpetrators.

The need for adult leaders

All youth activities should be overseen by named adults who have been selected in accordance with the agreed recruitment procedures. Whilst there may be strong arguments raised for peer groups to be led and run by youth members, adult leaders should be **readily** available, i.e. in the same building and within earshot. In addition they should contribute to any planning and review of events.

Some guidelines to consider

- If there are children/young people aged under 16 at an activity, adults should be present or within earshot
- No person under the age of 18 should be left with the sole responsibility of caring for or supervising other children or young people.
- Young people who work with children/young people should be subject to the Recruitment of Volunteers Policy.

APPENDIX 5

GUIDELINES FOR WORKING WITH DISRUPTIVE SERVICE USERS

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Introduction

Sometimes children, young people and vulnerable adults can become very upset and disruptive and occasionally their behaviour may be assessed as possibly dangerous to themselves or others.

Young People - Some guidelines to consider

- If disruptive behaviour is displayed, an attempt should be made to speak to the individual to:
 1. Request that the behaviour stops;
 2. Speak with the young person to find out the cause(s) of upset;
 3. Warn the young person that they will be asked to leave if the behaviour continues;
 4. Warn the young person that continued disruptive behaviour might result in longer term exclusion from the activity.
- If a young person is harming him/herself or another person or property other young people should be escorted to vacate the place/area where the disruption is occurring. **At the same time**, and with a second worker present, request the young person to STOP.
- If your request is ignored, you might need to warn that you might have to call for additional help, eg Police.
- **In exceptional circumstances and with the help of another, whilst Police help is awaited**, you might need to prevent the young person from harming themselves by restraining them using techniques as approved by the Police and Social Services.

In all circumstances, workers involved should record the event and email to the Safeguarding Officer as soon as possible, ie once the situation is resolved/or immediately after the activity, details of:

- What activity was taking place;
- What might have caused the disruptive behaviour;
- The child's/young person's behaviour;
- What you said/how you responded
- Others present who might have witnessed the event.

A copy of the email and action is sent to the Line Manager for further action.

Vulnerable Adults – See Appendix 3 Page 20

Obtain and use information provided by parents/carers to avoid and manage conflict which may result in disruptive behaviour.

APPENDIX 6

GUIDELINES FOR TALKING AND LISTENING TO CHILDREN/YOUNG PEOPLE/VULNERABLE ADULTS

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Introduction

Many organisations have appointed adults to listen and talk with young people. Whilst some policies expect this, it must be remembered that young people will often decide with whom they will talk and share. They might test someone out beforehand. Because of this, all workers and adults in the organisation need to understand the importance of listening to young people and responding appropriately.

Some guidelines to Consider

- A participant may not be talking about an abusive situation;
- Remember not to promise confidentiality;
- Offer the participant privacy but remain in sight of other workers;
- Be aware of how to respond if a participant does disclose abuse (see Safeguarding Policy).

APPENDIX 7

GUIDELINES FOR ISSUES RELATING TO THE USE OF CONSENT FORMS

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

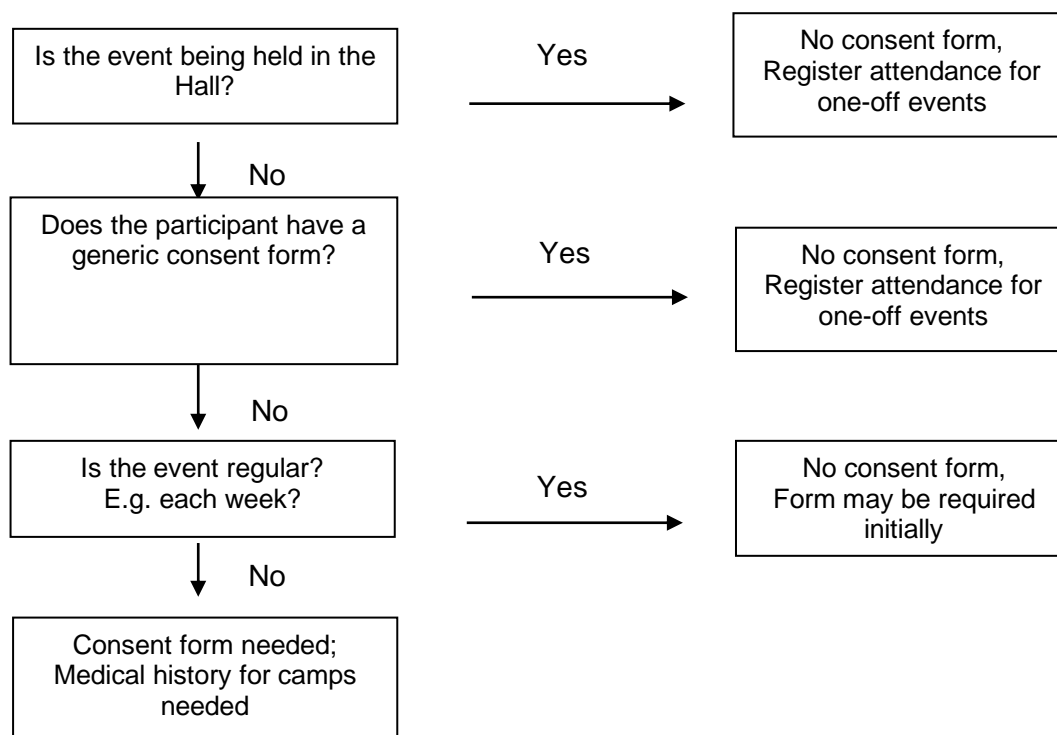
General

Wings operate a number of regular activities for which we do not ask parents or carers to sign consent forms, such as Youth Club. In addition parents and carers of all participants sign a Personal Information Form which includes generic consent for one-off events which take place in a 20 mile radius of Bideford for activities which may range from barbeques in the Park to trips to the cinema, but not including dangerous activities such as swimming or rock climbing. Under these circumstances no extra consent form is required.

It is essential that at any Wings activity two or more Workers or approved adults are present. To do otherwise in any circumstances except those outlined in Appendix 8 is a disciplinary matter.

The Use of Consent Forms

- Consent forms must be used for any events which do not take place at the Wings premises, other than those events mentioned above. Such forms should include the nature of the event, transport arrangements, date, time and place, and if any of this change; new forms should be issued. An example for non-residential activities is illustrated at Consent Form 3; and Form 4, which includes medical and dietary requirements, should be used for residential activities. Completed consent forms will be kept for 5 years.
- Youth club events taking place at the Wings Hall (eg DVD nights) do not need parental/carer consent forms. In these cases, all participants including Youth Workers should sign a register. Young people who as a matter of course ask parents' permission to go out should be encouraged to do so. Events should finish by 9.30 pm and Youth Workers should sign the register to indicate when participants have left.



APPENDIX 8

GUIDELINES FOR LONE WORKING

The following guidelines are intended to supplement Wings' Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Lone Working is not encouraged, but where this becomes necessary, Youth Workers should meet with service user(s) where they are clearly recorded by CCTV.

Lone working should only take place when another group or adult is present in the building.

The Youth Worker should carry a mobile phone, or if there is no signal, should use the office phone.

At least one adult in the building should be first aid trained.

A register should be kept of young people attending in this way. This should be kept in the office filing cabinet.

APPENDIX 9

GUIDELINES FOR ISSUES RELATING TO CAMPS AND OTHER RESIDENTIAL ACTIVITIES RUN OR ATTENDED BY WINGS

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

Risk Assessment

A risk assessment must be carried out at the location as soon as possible on arrival.

Responsibility at Camp

A Safeguarding Lead and deputy will be nominated for the duration of the camp.

The Safeguarding Lead has responsibility to action all allegations or suspicions of abuse and will contact MASH or Care Direct where necessary.

If the suspicions in any way involve the Safeguarding Officer then the matter should be reported to the Deputy Safeguarding Officer. If the suspicions in any way implicate both the Safeguarding Officer and the Deputy Safeguarding Officer, then Social Services should be contacted in accordance with the safeguarding policy.

All allegations and/or suspicions will be dealt with on a *need to know* basis.

Appointment of Workers

Camp workers will be recognised Wings workers supplemented by volunteers.

Supervision of Activities at Camp

It is recognised that taking care of clients who are away from home involves taking responsibility for their well-being at all times, being prepared for every eventuality, and anticipating situations where there is harm and taking steps to minimise the risks.

Camp Safety

It is the responsibility of all workers to know the whereabouts of all children, young people and vulnerable adults who are on Camp.

We will aim to provide both male and female supervision by preference (or if not possible, female workers, but never solely male workers). The ratio of workers to young people per age range as follows:

8-13 yrs	2 : 15 + 1 extra for every 8 children
----------	--

13yrs +	2 : 20 + 1 extra for every 10 young people
---------	---

Vulnerable Adults	1:2 staff (including carers) : vulnerable adults
-------------------	--

Health Information and Parental Consent Form

No client will be allowed to participate in any camp or other residential activity without the written consent of the parent/guardian (see Form 4), and having completed the appropriate paperwork and consent form. Completed forms will be kept for a period of 5 years.

Fire Hazard

Everyone on camp should be warned of the danger of fire. If the camp is in a building then everyone will be made aware of the fire exits and assembly points.

First Aid

Best practice dictates that there should be at least one worker qualified in first aid (through a course run by St John Ambulance or similar). A First Aid box should be available and its location known. The First Aider should record all accidents and injuries, and have the location and telephone numbers of the nearest doctor and hospital readily available. (See Form 5 for Accident and Incident Form for Use on Camps and Residential Activities.)

Camp Site

The safety of the building, chalets or tents will be considered and rules applied as appropriate (ie no running round tents due to the risk of injury from tripping over guy lines). The condition of fires and electrical appliances will be inspected.

Health and Hygiene

The Food Safety (General Food Hygiene) Regulations 1995 state that anyone who handles food or whose actions could affect its safety must follow the regulations. As technically food is being sold (if food is included and a charge is made for the camp) then best practice dictates that those with responsibility for food should possess the Basic Food Safety Certificate and be aware of food safety (preparation, handling and storage, disposal of waste, etc).

Adventurous Activities

No adventurous activities will be engaged in without the written consent of the parent/guardian. The Camp Organisers will ensure that the staff engaged in such activities are properly trained and qualified and that the correct ratio of staff to participants is met. If use is made of an activity centre or organisation whose own staff undertake all instructions then the Camp Organisers will ensure that the premises are licensed, if the activities come within the scope of the Adventure Activities Licensing Regulations 1996.

Activities can be checked as to which are covered under the Adventure Activities Licensing Regulations by contacting the Adventure Activities Licensing Authority at Tourism Quality Services Ltd, 17 Lambourne Crescent, Cardiff Business Park, Llanishen, Cardiff CF14 5GF. Telephone 02920 755715.

Transportation

See Appendix 2.

Insurance

Wings has the correct type of insurance for camp visits. If staying at a centre, it will be checked beforehand to see if they have Public Liability Insurance.

Sleeping Arrangements

Sleeping arrangements will be specified, age-appropriate and will provide security for the participant and which will be deemed safe for the participants and workers. (It would be unwise for workers to share accommodation with one or two participants. A worker in a larger dormitory might be acceptable.)

APPENDIX 10

GUIDELINES FOR ISSUES RELATING TO BULLYING AND ANTI-BULLYING

The following guidelines are intended to supplement Wings Safeguarding Policy and those participating must, of course, at all times act in accordance with the terms of the policy.

1 INTRODUCTION

Bullying is presented in many forms. It can be verbal, physical, emotional, racist and/or sexist. The bully is someone who unfairly uses his or her size, strength or intellect to **persistently** hurt or frighten others. A bully intentionally targets another in order to exercise power over them.

Unfortunately bullying is something that happens in all walks of life. In spite of our best efforts bullying does still happen in all organisations including ours.

Bullying is an emotive word, and can be misused by individuals seeking attention.

Bullying can be undetected by adults, and we rely on good communication between Wings' workers, service users and parents and carers.

While we accept that bullying cannot be eradicated, it will not be tolerated.

We encourage all service users to report to an adult immediately any threatening behaviour towards them, and all incidents investigated thoroughly using Form 1 (Record of Concerns, Allegations or Suspicion of Abuse), which are kept with the safeguarding-forms in the office.

We work with both bully and victim to modify behaviour after an incident, and aim to foster a caring environment that engenders mutual respect. We are aware that an individual can be both a bully and a victim, and believe that working to improve self-esteem can help to improve relationships. We will treat reports of bullying with respect, and encourage service users always to tell an adult about any inappropriate behaviour.

2 WHAT BULLYING IS NOT, AND WHAT IT IS

Young people and vulnerable adults face many pressures in today's society. One area in which they often have much to discover is how to get along with others. In this, as in all areas of learning, they will not always get it right first time and it is from the mistakes they make that they will learn and become more mature in their relationships. It is important that young people and vulnerable adults should have the freedom to explore these issues and that their less successful attempts should not be misinterpreted as bullying.

Bullying is not ...

- *Falling out with friends.* This happens all the time and is a normal part of life.
- *Being frightened or injured as a result of playing too roughly.*
- *Calling others names when upset.* Often in these circumstances things may be said without thinking about the effect they will have. We would deal with this kind of behaviour but it is not bullying if it is a one-off or occasional incident.
- *Fighting.* Again this is a kind of behaviour that would have to be resolved, but would not be an incident of bullying.

Bullying is ...

When one or more people ***deliberately*** and ***repeatedly*** pick on someone with the ***intention*** of making them unhappy.

This could involve:

- Intimidating or threatening behaviour
- Name-calling
- Hitting/kicking repeatedly
- Removing, hiding or damaging property
- Spreading rumours
- Using social media to intimidate or upset (see Internet safety Policy)

3 WHAT WINGS WILL DO ABOUT BULLYING INCIDENTS

When incidents do take place, we will aim to deal with them in a sensitive way, ensuring we listen to the clients' views. Those who have reported being bullied will be reassured of the steps being taken to ensure that they will not be on the receiving end of any further incidents. It may be necessary to liaise with School or College or supported living to help resolve a situation.

The events will be discussed with the perpetrator(s):

- a. To try to establish why the behaviour is being exhibited, and whether there are issues which need our help.
- b. To enable the bully to understand the effect of his/her behaviour on others.
- c. To clearly explain that bullying behaviour will not be tolerated.

If the Youth Worker(s) involved are not satisfied that the perpetrator has given a genuine undertaking to stop immediately, further sanctions will be used. These could include talking to the parents/carers where appropriate, and temporary or permanent exclusion from the activity.

Further information and help for young people can be found on the ChildLine web site at www.childline.org.uk. Some information from ChildLine is included below, and also applies to vulnerable adults.

CHILDLINE INFORMATION

0800 1111

Why do bullies do it?

- They have their own problems - they may feel upset or angry or feel that they don't fit in - perhaps they have problems at home?
- Maybe they get bullied themselves, perhaps by someone in their own family or other adults?
- They're scared of getting picked on so they do it first
- They want to show off and seem tough
- Many don't like themselves and so take it out on someone else

Are you a bully?

If you are bullying, or have bullied someone, it is a good idea to get some help. Who could you speak to? A teacher? Your parents? ChildLine? A Youth Worker?

Sometimes adults bully too

Adults can and do bully others- mums and dads, other family members, care workers and teachers, for example. They may do it by making you feel bad in front of other people, by shouting and scaring you, by teasing or making fun of you.

It can be very difficult to do something about it, especially if the adult is the one you would normally go to about being bullied. Don't give up - find a sympathetic adult, perhaps a teacher, and talk to them about the problem.

HOW TO STOP THE BULLYING

If you are being bullied, you can do something about it. You can make a difference!

- **TELL, TELL, TELL**
- Practise what you want to say
- Keep a note or diary of what is happening
- Don't give up
- Ask your parents to visit the school or your supported living
- Talk over what to do with a care worker, friend, a teacher, your mum or dad or someone you trust

Remember that teachers have to listen carefully when a child tells them about being bullied.

Remember - it's right to tell an adult that you are being bullied and to ask for their help. But you don't have to let them take over. You can talk with them about what you would like to happen.

HELPING A FRIEND

Maybe you're not being bullied, but you know someone who is - perhaps that person is not even a good friend? Have you ever stood around and noticed that someone was being bullied, but you weren't sure what, if anything, you could do? Or thought that nothing you could do would make a difference?

Don't ignore bullying. You can help. Don't let the bullies get away with thinking that no-one will do anything. Here are a few things you can do, and a couple that you can't:

- Don't rush over and take them on - it might not be safe and you don't want other people to think you are a bully
- Let an adult know what's happening
- Try to be a friend to the person being bullied
- Refuse to join in
- Try to be friendly to the bully, but even if you can't be friends, being kind can sometimes help the bully stop bullying
- Sometimes you can't sort it out yourself. Ask an adult for help.

CHILDLINE CAN HELP - 0800 1111

ChildLine is the free telephone helpline for children and young people. ***You can ring any time of day, any day of the year.*** It's free and it's confidential - that means that no-one else will know about the conversation unless you decide to tell them. The call will not show up on the phone bill, although it may if you use a mobile or cable phone. Sometimes it's hard to get through, because the lines are all busy. But keep trying and you will get through.

Many children call ChildLine to talk about bullying. Last year, over 22,000 children called. If you want to talk to someone, you can speak to one of our counsellors.

APPENDIX 11

GUIDANCE FOR WORKERS WORKING WITH SERVICE USERS WHO SELF-HARM

PART 1. SOME FACTS:

What is Self-Harm? There are various definitions and views:

Any act of self-poisoning or self-injury carried out by a person, irrespective of their motivation. This commonly involves self-poisoning with medication or self-injury by cutting. Self-harm is not used to refer to harm arising from overeating, body piercing, body tattooing, excessive consumption of alcohol or recreational drugs, starvation arising from anorexia nervosa or accidental harm to oneself.

(NICE 2013 Quality Standard 34)

Self-harm can be considered as a spectrum of behaviour ranging from occasional self-scratching, to taking an overdose with an intent to die, to completed suicide (Royal College of Psychiatrists 2014)

Self-harm can also be less obvious such as putting yourself in risky situations or not looking after your physical/emotional needs (Mind.org.uk).

An overall view of Self-Harm would include cutting, poisoning, over-eating or under-eating, burning the skin, inserting objects into the body, hitting self or walls, overdosing, exercising excessively, scratching and hair pulling.

Why do People Self -Harm?

Negative feelings give rise to tension which can be relieved by self-harm. Endorphins are released leading to a temporary relief, however this soon gives way to negative feelings of shame and guilt which causes the cycle to begin again. Inflicting pain on oneself can also stimulate feelings which have been suppressed and act as a release.

Triggers may include:

Family break up or conflict, traumatic early sexual experience, parental pressure to achieve, being bullied or excluded from friendship groups, money worries, bereavement, a way to deal with stress and anxiety others found useful.

Who is most likely to Self-Harm?

The average age to start self-harming is 13. Research has shown that young women are the group most likely to self-harm although the percentage of young men who self-harm is on the increase. Between 6% and 8% children and young people self-harm.

In the 10 years prior to 2017 hospital admission for self-harm increased by 63%.

Self-harm is more common in.....

- Young women than young men
- Those suffering from mental health disorders
- People who have experienced emotional, physical or sexual abuse
- Lesbian, gay, transgender or bisexual people
- Those with a family member or close friend who self-harms
- Young people in the criminal justice system

The Devon rate is **below** the South West rate, but **above** the England rate

How do Young People who are self-Harming ask for help?

Few before 6 months, majority 10-12 months- some up to 18 months after onset (males). Disclosure often unplanned, 'spur of the moment' and most likely to be to Youth Worker (33%) School Nurse (28%) Teacher (22%) or Friend (17%). Young people wanted people they could trust who would not over-react, someone with whom they had a good relationship. Disclosure to friends often led to help from professional. 66% indicated that they hoped that someone would have noticed that there was something wrong at an earlier stage.

Trends

Children are self-harming at younger and younger ages
Patterns of self-harm are changing with the explosion of internet access. Self-harm may become a badge of honour, or an accepted way within a peer group to deal with stress.

PART 2 WAYS TO HELP:

Active listening – assess the situation and how serious it is. Act in a non-judgemental, calm and compassionate manner. As with any disclosure, take it seriously, but do not overreact. If the YP is in immediate or potential danger, treat as any other Safeguarding issue and report as such.

A. Serious self harm – immediate or potential danger – Refer on.

- Call emergency services if necessary
- Administer First Aid
- Explain confidentiality
- Follow Safeguarding Procedures – inform Safeguarding Officers
- CAHMS referral will be made by MASH.

B. Ongoing Superficial or Potential self harm

- Treat injury if present
- Explain confidentiality
- Do not advise a young person to stop self-harming as the behaviour is a means of coping with underlying trauma or anxiety.
- Encourage YP to inform parents/carers and consult GP who may prescribe counselling
- Consult colleagues – if occurring at school inform the School's Safeguarding Officer
- Look at Young Person's peer group for patterns
- Consider referral to CAHMS – look at criteria
- Work out how to help – see below.

Ways to help

- Work with the YP to identify patterns, triggers, urges. Identify trigger times or events.
- Look at alternatives – distraction or less harmful behaviour (see below).
- Encourage healthy routines and work to build self-esteem.
- Be available to listen – YP may wish to disclose underlying reasons for self-harm.
- Develop an action plan under the headings "Trigger", "Distraction", "What works for me"
- Be aware of the situation escalating

Distraction

- Contact friend or helpline
- Walk/ run/exercise/dance
- Leave the house to meet friends
- Read a book
- Keep a diary
- Look after an animal
- Watch TV
- Go shopping
- Avoid being alone

Less harmful behaviour

- Clench ice cubes
- Write/draw/talk about feelings
- Hit pillow or soft object
- Listen to loud music
- Snap elastic bands on skin to create pain

Vulnerable adults

Research shows that those with learning disabilities and conditions such as autism are vulnerable to self-harm, though the type of behaviour may differ, and may be associated with the disorder itself. Psychiatrists refer to this as SIB -Self Injurious Behaviour. Advice should be sought before attempting to help a vulnerable adult with a learning disability/mental health condition who self harms.

Further help:

Childline – www.childline.org

National Children’s Bureau – www.selfharm.org.uk

National Self Harm Network – www.nshn.co.uk

Young Minds – www.youngminds.org.uk

Mind – www.mind.org.uk

Definitions

MASH	Multi Agency Safeguarding Hub	0345 155 1071 (Customer Services)0845 6000 388 (Out of hours) mashsecure@devon.gov.uk
Professionals from police, probation, health, education and social care etc. share information to determine the best intervention when there is any child protection query or referral. The Designated Safeguarding Lead will contact MASH or early Help depending on the Level of concern.		

CAHMS	Child and Adult Mental Health Services	01271384000
Take referrals (see referral form) from professionals to provide appropriate care for young pec 0-18 who may be experiencing severe or complex difficulties with their mental health.		

APPENDIX 12

GUIDANCE FOR STAFF AT WINGS WORKING WITHIN THE ‘PREVENT’ STRATEGY

Wings South West Details

Name of the charity:	Wings South West (hereafter, “Wings”)
Locations:	Wings Hall, Lower Meddon Street, Bideford, Devon. EX39 2BJ and Lendon Barn, Abbotsham, Bideford, Devon. EX39 5BW

1.1 The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as ‘as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

Nationally and locally young people and vulnerable adults are being recruited into groups promoting hatred, discrimination and violence. Hundreds of young British people have been radicalised, both by the far right and ‘Daesh’ (the preferred name for ISIS/ISAL/Islamic State because it means ‘bigot’ and makes the point that this group does not represent Islam and Muslims). Some have been recruited to commit acts of terrorism in this country.

This is a safeguarding issue as the vulnerable need protecting from radicalisation and everyone has a part to play in safeguarding young people including Faith institutions and organisations.

These guide lines include the following groups of people; young people, adults that Wings works with in the disability group and young parents; young parents’ children.

1.2 Some learners and service users are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal, or dangerous.

1.3 Wings is clear that exploitation of vulnerable individuals and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

1.4 Wings seeks to protect children, young people and vulnerable adults against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

1.5 Wings staff receive training to help identify early signs of radicalisation and extremism.

1.6 Opportunities are provided in the Tutorial provision for learners to discuss issues of religion, ethnicity and culture.

1.7 Wings Trustees, the CEO and the Safeguarding team will assess the level of risk within the charity and put actions in place to reduce that risk. Risk assessment may include the use of Charity P36 premises by external agencies, anti-bullying policy and other issues specific to the Charity’s profile, community and philosophy.

1.8 When any member of staff or volunteers has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead (Andy Best) or Deputy Designated Safeguarding Lead (Anne Bowser). They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

1.9 This policy sits within the safeguarding policy.

2.0 All staff must be trained in the prevent agenda as part of their induction process and undertake an annual refresher.

2.1. Wings will:

- understand British Values and their promotion in the work that exists.
- understand the difference between *radicalisation, extremism and terrorism*.
- be able to identify issues that makes a child, young person or an adult, vulnerable.
- understand and promote our duty of care to those children and young people at risk and how it is a safeguarding issue.
- promote the PREVENT strategy in the work that happens.
- know and identify the signs of a young person or service user being radicalised.

2.2. WE WILL IMPLEMENT THESE BY:

- Including Prevent in our annual safeguarding training for staff and volunteers.
- Ensuring staff and volunteers understand the actions to take if there is a concern about a vulnerable individual (see the Prevent Process Map which is displayed in the office).
- To enable the voice of the children young people and vulnerable adults to be heard.
- To demonstrate how democracy works.
- To challenge intolerant extreme views which dehumanise others and encourage violence.
- To work with due diligence; checking visiting speakers/organisations and what they promote etc.
- To encourage those we work with to be more critical, creative and challenging in their thinking through the activities we do.
- Respecting people's views when we share our faith by operating a parallel lines policy. All clients are encouraged to think for themselves and are never indoctrinated.