

## Fair Futures CIC

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### Child Protection Policy & Procedures

Fair Futures CIC has a duty of care to safeguard all children involved from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be considered. Fair Futures CIC will ensure the safety and protection of all children involved through adherence to the following Child Protection guidelines.

A child is defined as under 18 - The Children's Act 1989.

All organisations, which make provision for children and young people, must ensure that:

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- All staff / volunteers working in Fair Futures CIC have a responsibility to report concerns to the appropriate officer

Staff / volunteers are not trained to deal with situations of abuse nor decide if abuse has occurred, this is for the appropriate agencies to do.

#### Child Safety Officer

The Child Safety Officer is Janna Welsby, their contact details are 07546 603791 and [jannafairfutures@outlook.com](mailto:jannafairfutures@outlook.com). If you have concerns about a child, you must speak directly with the named officer.

If the concern involves the named officer, please contact Melanie Griffin on 07731402276 or [fairfutures@outlook.com](mailto:fairfutures@outlook.com).

#### Policy aims

The aim of the Fair Futures CIC Child Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of Fair Futures CIC
- Allow all staff /volunteers to make informed and confident responses to specific child protection issues

## **Promoting Good Practice with Young People**

### **Introduction**

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about any action to take. Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. A coach, instructor, teacher, official or volunteer may have regular contact with young people and be an important link in identifying cases where a young person needs protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

### **Good Practice Guidelines**

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate within Fair Futures CIC:

Good practice means:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment i.e. no secrets).
- Treating all young people/disabled adults equally, and with respect and dignity.
- Always putting the welfare of each young person first.
- Maintaining a safe and appropriate distance with children (e.g. it is not appropriate to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process;
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines. Young people should always be consulted and their agreement gained. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Involving parents/carers wherever possible (e.g. for the responsibility of their children in the changing rooms).
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and disabled adults.

### Practice to be avoided

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable they should only occur with the full knowledge and consent of someone in charge or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

- Avoid spending excessive amounts of time alone with children away from others
- Avoid taking children to your home where they will be alone with you

### Practice never to be sanctioned

The following should **never** be sanctioned. You should never:

- Engage in rough, physical or sexually provocative games, including horseplay
- Share a room with a child
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child, even in fun
- Reduce a child to tears as a form of *control*
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Do things of a personal nature for children or disabled adults, that they can do for themselves
- Invite or allow children to stay with you at your home unsupervised

**NB.** It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the children involved. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

### Recruitment of staff / volunteers

Ensure that all staff / volunteers who are working with children are fully trained in child safeguarding issues. Make sure they have read through this policy, fully understand the guidelines and have access to the policy.

There must always be a member of staff / volunteer who has an up-to-date DBS check in attendance if children's parents / carers are not there. It is also best practice to DBS check all staff / volunteers where possible.

### **What to do if there are concerns**

Information passed to the social services or the police must be as helpful as possible, hence the necessity for making a detailed record at the time of the disclosure/concern. Information should include the following:

- Name of child
- Age of child and date of birth
- Home address and telephone number
- Is the person making the report expressing their own concerns or those of someone else
- What is the nature of the allegation? Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Behavioural signs indirect signs?
- Witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents been contacted?
- If so what has been said?
- Has anyone else been consulted? If so record details.
- If it is not the child making the report has the child concerned been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details.

### **Contact details of local services:**

Bury Police – [0161 872 5050](tel:01618725050)

Local Child services – – MASH Team: 0161 253 5678

MASH Team Emergency out of hours: 0161 253 6606

[Childwellbeing@bury.gov.uk](mailto:Childwellbeing@bury.gov.uk)

Website: <https://www.bury.gov.uk/social-care-and-support/child-care-and-support/report-a-child-at-risk>

Bury Council – Tel: 0161 253 5000

NSPCC - 0808 800 500

Approved by the directors: 8<sup>th</sup> September 2023

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**Appendix B:**

**Specific Indicators of Abuse**

Type of Abuse	Description	Physical Indicators	Behavioural Indicators
Physical	<ul style="list-style-type: none"> <li>• Where adults physically hurt or injure children</li> <li>• Giving young people alcohol or drugs</li> <li>• In sports situations, physical abuse can occur when the nature and intensity of the training exceeds the capacity of the child's immature and growing body or predisposes the child to injury resulting from fatigue or exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Unexplained bruising or injury</li> <li>• Bruises which reflect hand marks</li> <li>• Cigarette burns</li> <li>• Bite marks</li> <li>• Broken bones</li> <li>• Scalds</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of parent being contacted</li> <li>• Aggression or anger</li> <li>• Fear of going home</li> <li>• Keeping body covered</li> <li>• Flinching</li> <li>• Depression</li> <li>• Withdrawn behaviour</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>• Sexual abuse can take the form of sexual intercourse, masturbation, oral sex, fondling, photography and inappropriate sexual conversation.</li> <li>• Refers to abuse and intended abuse</li> <li>• Showing children pornographic materials</li> </ul>	<ul style="list-style-type: none"> <li>• Pain or itching in the genital area</li> <li>• Sexually transmitted disease</li> <li>• Vaginal discharge</li> <li>• Stomach pains</li> <li>• Discomfort when walking or sitting</li> <li>• Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Advanced sexual knowledge</li> <li>• Self harm</li> <li>• Keeping "secrets"</li> <li>• Fear of certain people</li> <li>• Telling about abuse</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• This can include emotional ill-treatment, bullying, deliberate rejection, and lack of love and</li> </ul>	<ul style="list-style-type: none"> <li>• Developmentally delayed</li> <li>• Sudden speech disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Neurotic or paranoid</li> <li>• Unable to take part or play</li> </ul>

	<p>affection, constantly shouting at a child, threats and taunts, constant overprotection.</p> <ul style="list-style-type: none"> <li>• Failure to condone racism</li> <li>• In sport, emotional abuse may refer to constant criticism, bullying, applying unrealistic pressure</li> </ul>		<ul style="list-style-type: none"> <li>• Fear of making mistakes</li> <li>• Self-harm or mutilation</li> <li>• Fear of parents being contacted</li> </ul>
Neglect	<ul style="list-style-type: none"> <li>• Neglect occurs when a person fails to meet a child's basic needs such as warm clothing and provision of food</li> <li>• Children are constantly left alone or unsupervised</li> <li>• Lack of love, attention and affection</li> <li>• In a sport setting, neglect includes failure to ensure a child's safety</li> </ul>	<ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Unkempt state</li> <li>• Weight loss/underweight</li> <li>• Inappropriate dress</li> </ul>	<ul style="list-style-type: none"> <li>• Missing appropriate at doctors/hospitals</li> <li>• Truancy/late for school</li> <li>• Tiredness or fatigue</li> <li>• Few friends</li> <li>• Regularly alone and unsupervised</li> </ul>