

PACE SAFEGUARDING POLICY

PACE believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- The welfare of the child/young person is paramount and everyone has an important part to play in preventing the abuse of children, and in responding to situations where they think that a child may be suffering, or at risk of suffering from serious harm.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- We offer a service in schools and therefore refer to their codes of conduct and the States of Guernsey guidelines on child protection. For more information see <http://childrenlaw.gg> and <http://www.online-procedures.co.uk/guernsey/>.

The purpose of the policy:

- To provide protection for the children and young people who receive PACE's services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm. This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers, students or anyone working with or on behalf of PACE.

We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made including the use of criminal records disclosures and registration with the relevant vetting and barring schemes.
- Sharing information about child protection and good practice with all staff and volunteers.
- Sharing information about concerns that a child has suffered or is likely to suffer serious harm with the Safeguarding Officer or Headteacher of the child's school.
- Providing effective management for staff and volunteers through supervision and support.
- Providing access to safeguarding training for staff and volunteers as required (Level 1 annually and Level 2 every three years).

Basic Principles of Good Practice when working for PACE in schools

A PACE worker will be involved in a variety of different situations where contact with children and young people occurs. Workers must realise their responsibility to protect and promote the wellbeing of young people in their care. They must not put them in a position of risk or where they may feel uncomfortable or ill at ease.

PACE workers must be aware of the need to protect their own interests, and not to put themselves in a position where suspicion, misunderstanding or unfounded allegation can be made against them. For example, workers should avoid being in a situation where they are working alone with a child or young person in an isolated area, in a closed room without others being aware of this, or being alone with a young person in a car or minibus.

It is inevitable that in undertaking this type of work there will be occasions when physical contact with children or young people might be unavoidable or seen to be a natural course of action, for example in some games or in comforting someone who is distressed. It must be recognised that even innocent actions can be misconstrued and some young people may find being touched, no matter how well intentioned, extremely upsetting for a variety of reasons.

The following are points of good practice: -

1. Two adults (one male and one female wherever possible and appropriate) would ideally be present at all times when lunch clubs are in operation (with no teacher present). A ratio of one worker to 10 members is recommended and one additional worker for every 10 or part 10 members. If a volunteer or worker is unable to attend, leaving just one worker present, the worker present should decide if the club can take place safely. It always must remain at the PACE worker's discretion as to whether the group continues that week.
2. All workers and volunteers must be in possession of a valid DBS certificate, a record of which is held by PACE and Education Services.
3. All workers and volunteers need to know what to do in case of suspected or alleged abuse (see below).
4. All workers and volunteers need to think carefully to avoid situations that could lead to difficulties of embarrassment or accusations, e.g. activities should be well planned, age appropriate and carried out in a safe manner. Appropriate language should be used at all times and team members should not act in any way that could be suggestive or show favouritism towards a particular student. Team members should use teachers' toilet facilities if required, not those used by students.
5. Photographs or videos should only be taken in school for use in PACE publicity, e.g. newsletter or website. They should only be taken with the permission of a teacher and should avoid capturing the faces of children, unless parental permission has been given for their children's images to be used.
6. PACE workers and volunteers should only use mobile phones when absolutely necessary.

7. Any concerns about a student or disclosures made by a child should be reported to the school's Safeguarding Officer (SO) or Headteacher and the PACE Team Leader.

Good Practice when working for PACE in Off-Site Activities

1. When running events "off-site" there should be one adult worker for every 8 young people.
2. Particularly in "off-site" activities (socials etc.), workers of the same gender as the members need to be present.
3. All young people attending "off-site" activities must have parental consent.

How to react and listen (particularly in cases of suspected abuse).

1. Never trivialise or exaggerate a child's concerns, keep it factual.
2. If a child is speaking about something serious (family issues etc), allow them time to speak and do not interrupt.
3. If the matter is particularly serious (e.g. suspected abuse), be honest, tell the child that you cannot keep it a secret; you have to talk to someone else that can help (do this before they go into any depth).
4. Do not interrogate or question other than to clarify your understanding. If the matter is to be investigated further it will be done so by trained professionals.
5. Reassure the child that you are glad she or he has told what has happened and that it was right to tell.
6. Remain calm, no matter how difficult it is to listen to the child - think of how hard it must be to say it. Some things are very difficult to talk about, you've been chosen because the child feels they can talk to you. If you show anger, disgust, disbelief then the child may stop talking for fear of upsetting you further or feel that your negative feelings are being directed towards them.
7. As soon as is practical, write down everything the child told you (make a report), but remember that this is a confidential matter between you and the child. The only person you should be discussing it with is the Headteacher of the school, who will take any further action as necessary.

In summary:

1. Upon the receipt of any information from a child about abuse or suspicions of abuse, it is necessary to record what they have seen, heard or know accurately and as soon as possible.
2. Share your concerns with the SO or Headteacher of the school and PACE Team Leader.
3. Always **refer**, never **investigate** any suspicions or allegations about abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. In our groups, if we have suspicions about a child's physical, sexual or emotional well-being, we will take action.

Signs of Child Abuse

Even if a child does not disclose information directly there may be things you notice about them which could indicate they are experiencing some kind of abuse. This could include:

- Physical Abuse.
- Neglect.
- Failure to thrive.
- Emotional abuse.
- Sexual abuse.

Possible indicators of abuse and/or bullying could include:

- Unexplained or suspicious injuries.
- Unexplained changes in a young person's behaviour.
- Inappropriate sexual awareness or engaging in explicit behaviour.
- Distrust of adults or difficulty in making friends.
- Losing or gaining weight for no apparent reason.
- Becoming increasingly dirty or unkempt.
- Unexplained absences, a drop in performance or being withdrawn from normal social engagements.

If you notice anything that you suspect could be a sign of abuse you should share your concerns with the school Headteacher and PACE team leader, as well as making a record of your report.

Policy Information

- Policy prepared by: Lisa Griffin, Lee Garland and Janet Fox
- Policy operational from: 17/10/2018
- Policy review date: 01/01/2020