



Gr. 2 Child Safeguarding Policy and Procedures

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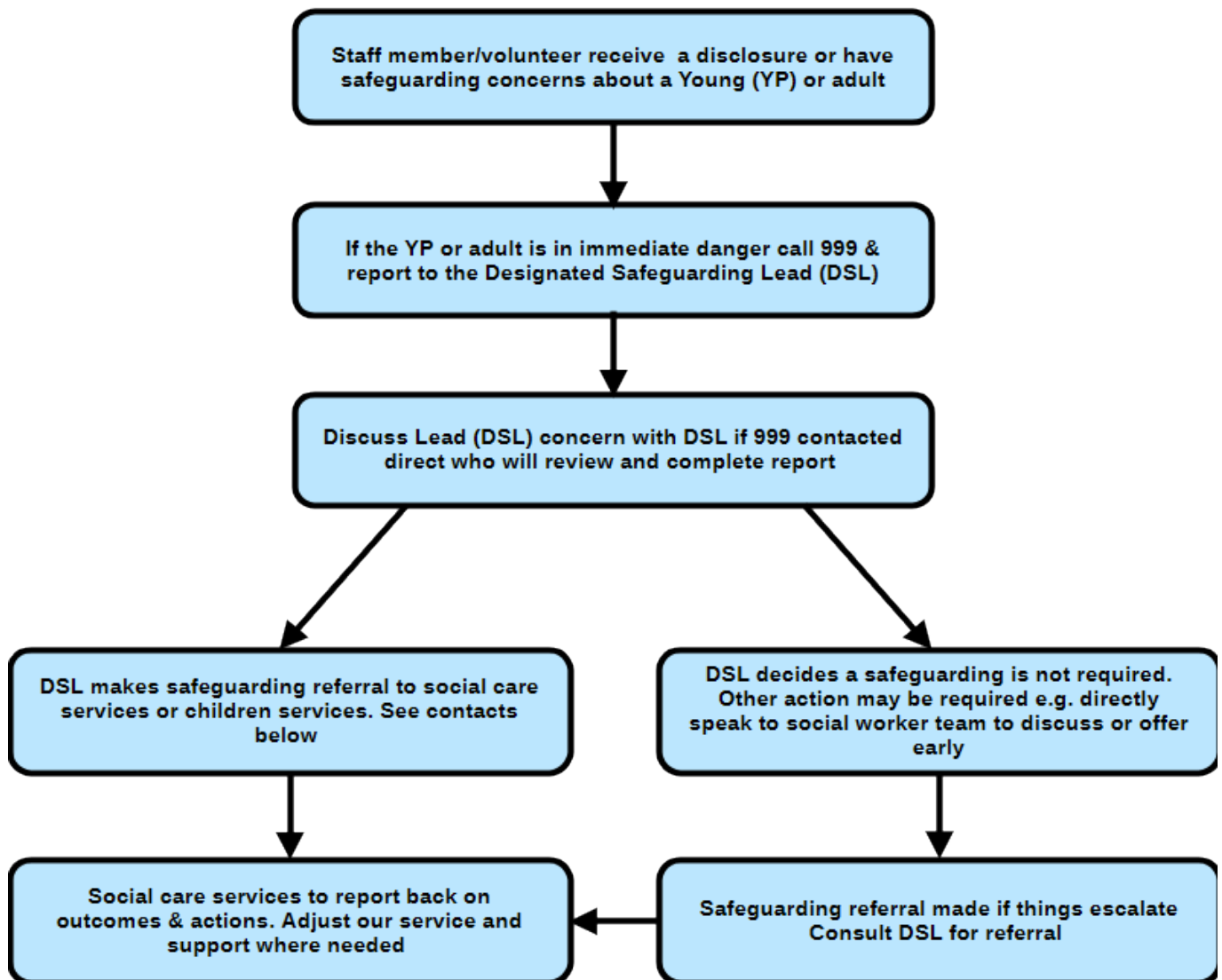
Safeguarding Team Contacts at Clinks Care Farm

Role:	Name and contact details:
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Alternate DSL(s)	Lindsey Hodges – 01592 679134 Tots Palombo – 01592 679134
Named safeguarding trustee	Christine Snudden
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Safeguarding Flowchart



Please note: If an adult has capacity – look to seek their consent for a safeguarding referral. There are exceptions, such as when seeking consent would increase the risk of harm to the individual or others, or if there is a public interest consideration.

If you cannot reach a DSL, then an urgent referral can be made and reviewed later. Referral must be made to the appropriate council.

Clinks Care Farm DSLs – Iris van Zon 07505 937266 / Lindsey Hodges 07952 501169

Contact relevant authority based on whether person lives in Norfolk or Suffolk

Norfolk adults and children – 0344 800 8020 – WWW.NORFOLK.GOV.UK

Suffolk adults – Multi Agency Safeguarding Hub (MASH) 0345 6061499

Suffolk children – Safeguarding Partnership – 0808 8004005

1 Introduction

The trustees of Clinks Care Farm are determined to ensure that all the necessary steps are taken to protect from harm the children and young people who take part in the activities on the care farm. This policy establishes Clinks Care Farm's position, role and responsibilities and clarifies what is expected from trustees, staff and volunteers. This Policy highlights the importance Clinks Care Farm places in the protection of children and young people from physical, sexual or emotional abuse, maltreatment, neglect or bullying by providing the highest possible standard of care and support.

Every child or young person who comes to Clinks Care Farm should be able to participate in an enjoyable and safe environment and be protected from abuse, maltreatment, neglect and bullying. This is the responsibility of every adult involved with Clinks Care Farm. We recognise the child abuse can be an emotive issue and difficult subject. It is important to understand the feelings involved but not to let them interfere with our judgement about any action to be taken.

The trustee body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE) 2025, Working Together to Safeguard Children 2023 and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership.

Clinks Care Farm will ensure that

- The welfare of the child or young person is paramount.
- All children and young people, whatever their age (under 18), 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 and volunteers at Clinks Care Farm have a responsibility to report concerns to Child Safeguarding, Leads

2 Key principles

Clinks Care Farm will take responsibility for:

- Respecting and promoting the rights, wishes and feelings of children and young people
- Recruit, train and supervise all volunteers and staff to adopt best practice to safeguard and protect children and young people from abuse and abide by the code of conduct and child protection & safeguarding policy and procedures outlined in this document.
- Respond to any allegations appropriately
- Regularly review this policy
- Promoting good practice
- Ensuring that emotions and feelings of staff/volunteers does not interfere with a judgement about the most appropriate action to be taken.
- Recognise that abuse can occur in many situation including home, school and clubs. Some individuals may actively seek employment or opportunities with young people in order to harm them. When working with young children or people at Clinks Care Farm we are an important link in identifying cases where they need safeguarding

3 Recruitment

All staff and volunteers at Clinks Care Farm have a duty of care to prevent harm and reduce the risk of children and young people suffering from abuse or neglect. There is a legal duty placed upon us to ensure that all staff and volunteers at Clinks Care Farm are competent and suitable to work with children.

Our recruitment practices are designed to help prevent unsuitable people from working with children. An integral part of this is the correct use of DBS checks. There are three types:

- 1) **Standard** – which includes checks for spent and unspent convictions, cautions, reprimands and final warnings
- 2) **Enhanced** - which includes the same checks as the standard plus any additional information held by local police that is reasonably considered relevant to the post being applied for.
- 3) **Enhanced with Barred List** – this includes the same checks as the enhanced check plus checks against the appropriate barred list to ensure that the individual has not been barred from working with children. Only members of staff involved in **regulated activities** are required to undergo a mandatory Enhanced DBS with Barred List.

It is a criminal offence to allow anyone on the child barred list to undertake regulated activities with children at risk of abuse or neglect.

Regulated Activities relating to children comprise the provision of:

Unsupervised teaching, training or instruction of children, carried out by the same person frequently (once a week or more often), personal care, health care

All our staff and volunteers who support our farm helpers on the farm apply for an enhanced DBS check with Barred list.

Staff who are involved with recruitment will follow the safer recruitment training.

Further information DBS Checks is available on www.gov.uk/disclosure-barring-service-check/overview.

Best Practice Recruitment

We are committed to reflecting best practice in recruitment by ensuring that we:

- Carefully consider the job description/role profile and person specification ensuring they accurately reflect the duties, qualifications and experience that are required
- Define our selection criteria based on the person specification
- Circulate details of all vacancies widely
- Ask for a written application form which includes a written declaration with regards to criminal convictions [**Note** you can only ask for details of spent convictions when role involves regulated activities]
- Ask to see and copy the original of any qualifications
- Conduct interviews with at least two people present
- Ask for and check at least two references, including the most recent employer
- Obtain enhanced DBS checks where current legislation requires us to do so
- Organise a comprehensive induction period which includes familiarisation with our safeguarding policies, procedures and safeguarding training

4 Induction

When joining Clinks Care Farm

All new staff, volunteers and regular visitors will be:

- Informed of the safeguarding arrangements in place.
- Given a copy of our child protection policy and safeguarding adults policy and told who our Designated Safeguarding Officer is and how to contact them
- Given a copy of the recording format and guidance on how to complete it and who to pass it to.

All staff and volunteers

- Will be asked to read this policy and also read the policy when it has been reviewed and updated if necessary. They will sign to say they have read and understood the policy.
- Will be told where our policy is kept,

A reporting and referral flowchart will be displayed in the office at Clinks Care Farm.

Young farm helpers

All young farm helpers coming to Clinks Care Farm and/or their parent/guardian

- Will receive an induction pack and discuss this with a member of staff. This explains about keeping safe, including online safety, and who to talk at Clinks Care Farm to, if they have concerns regarding their safety or that of others, this includes information about the safeguarding procedure.
- Will be required to complete a form providing emergency contact details and medical information.
- Will be required to complete a form requesting permission for photographs to be taken and used for promotion purposes and for off-site activities also completed and signed.

5 Training

All care farm support staff will receive appropriate safeguarding children and young people training.

The Designated Safeguarding Lead should be used as the first point of contact for any safeguarding queries or concerns in Clinks Care Farm.

6 Good Working Practices

Good practice guidance will help staff and volunteers avoid putting themselves in a situation which could put them at risk of having an allegation of abuse made against them. This includes:

Good practice means:

- Try to work in an open environment, where possible, avoiding private or unobserved situations and encouraging open communication.
- Treating all young people equally with respect and dignity.
- Always put the welfare of each young person first.

- Maintaining a safe and appropriate distance with the young farm helpers (i.e. it is not appropriate to have an intimate relationship with a child).
- Building balanced relationships based on mutual trust and empowering children in decision making.
- Keeping up to date with training, qualifications and insurance
- Involving young children, parents/carers wherever possible.
- Being an excellent role model – this includes not smoking, drinking alcohol or using foul language in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people.
- Securing parental consent in writing to administer emergency first aid and or other medical treatment.
- Under age farm helpers should always be supervised and not left alone with adult farm helpers when at the care farm.
- Where practical, ensure that another member of staff or volunteer is present or in ear shot, especially where a child has made allegations of abuse before.
- never undertaking activities of a 'personal' nature for a child unless that is clearly defined as part of your role – this is likely to be considered a regulated activity;
- never giving a personal gift to a child or to allow favouritism as part of your work with a child
- never engaging in, or allowing, any sexually provocative games, whether based on talking or touching;
- never making suggestive remarks or discriminatory comments;
- never engaging in, or tolerating bullying or harassment
- never engaging in, or tolerating, inappropriate physical activity e.g. horseplay;
- never trivialising allegations of abuse or neglect;
- doing your part in developing a culture in which everyone feels able to point out inappropriate attitudes and behaviours to each other;
- ensuring that all allegations of abuse are reported, including any made against you
- Remembering that someone else might misinterpret your actions, no matter how well intentioned.

7 Roles And Responsibilities

Any concern for a child's safety or welfare will be recorded in writing and given to the Designated Safeguarding Officer.

The Designated Safeguarding Officer is responsible for:

- liaising with social care services and other agencies where necessary and making referrals using the agreed procedures detailed below
- ensuring that all staff and volunteers are aware of our policy and the procedure they need to follow
- ensuring that all staff and volunteers, volunteers and regular visitors have received appropriate safeguarding information and training during induction and this training is refreshed every three years
- ensuring that our safeguarding policy is in place, is reviewed annually and follows the guidance provided by the NSAB
- ensuring that at all times safer recruitment practices are followed

Clinks Care Farm undertakes to remedy without delay any weakness in regard to our safeguarding arrangements that are brought to our attention.

8 Children Missing In Education

CME are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school, including children who

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school

The importance of identifying and supporting children missing education

Regardless of their circumstances, the law entitles every child of compulsory school age to an efficient, full-time education which is suitable to their:

- age
- ability
- aptitude
- any special educational needs they may have

This may include suitable education through regular attendance at school, alternative provision or otherwise (for example, EHE).

CME are at significant risk of underachieving, having poorer health outcomes, being victims of harm, exploitation or radicalisation, and becoming not in education, employment or training (NEET) later in life.

No single individual at a school, local authority or related service can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action to help in the identification and support of CME.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all individuals involved in identifying and supporting CME should make sure their approach is child centred.

Clinks Care Farm will keep a register of all children attending our Alternative Provision. Non attendance will be monitored. If a child has not arrived by 10am, and we have not been notified by a parent or carer, we will contact the parent or carer as part of the 'first-day-calling' procedure. We will continue to make contact until we have established where the child is and spoken to a parent/carers. We will also notify the commissioner (school, TES, NCC, SCC). If a child is missing in education for more than 10 days, the local authority will be contacted. If a child is not attending and you are concerned about their safety, the safeguarding procedure as outlined in this policy will be put in place.

9 Recognising concerns – signs and indicators of abuse, neglect and exploitation.

All staff and volunteers should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the farm, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff and volunteers should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff and volunteers, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff and volunteers should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content

In all cases, if staff or volunteers are unsure, they should always speak to the DSL or deputy.

10 Indicators of abuse and neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their

views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff and volunteers should be aware of it and of the school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source [Keeping children safe in education 2025](#))

11 Specific safeguarding issues

All staff and volunteers should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff and volunteers should be aware of include:

Child-on-child abuse

All staff and volunteers should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of the farm and online. It is important that all staff and volunteers recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff and volunteers should understand, that even if there no reports on the farm, it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL (or deputy) and record these using the farm's safeguarding system.

It is essential that all staff and volunteers understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi nude images and or videos¹ (also known as sexting or youth produced sexual imagery)
- up-skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff and volunteers should be clear about the school’s policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

¹ UKCIS guidance: Sharing nudes and semi-nudes advice for education settings.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information on signs of a child's involvement in sexual exploitation is available in [Child sexual exploitation: definition and guide for practitioners - GOV.UK](#)

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That's abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff and volunteers should speak to the DSL (or deputy) regarding any concerns about FGM, there is a specific legal duty on teachers². If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff and volunteers should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

² Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Care staff and volunteers, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff and volunteers can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies.

If staff and volunteers have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the farm's policy, and speaking to the DSL or a deputy.

Serious violence

All staff and volunteers should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from the farm, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a farm's safeguarding approach. For further information see Page 157 of Keeping Children Safe in Education 2025.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. For further information see Page 158 of Keeping Children Safe in Education 2025

12 Online safety policy

Whereas we encourage children and young people to use online resources to research matters pertaining to the farm, this is only to be carried out with individual support by a member of staff or a volunteer. There is no independent access to the farm's IT systems.

Except at lunch time, children and young people leave their personal phones in the office. Staff and volunteers must be vigilant with regard to use of devices during lunch periods, including sharing of personal details, to ensure children and young people remain safe.

If staff or volunteers become aware that children and young people are using online services in an unsafe way in their own personal time then this should be treated as a concern with the potential for referral to the DSL.

13 Procedure if you are concerned about a child or young person

If a child or young person discloses that they are being abused or if you have concerns about their welfare leading you to believe they may be at risk of abuse, whether at Clinks Care farm, at home or any other setting, then upon receiving this information you should:

- React Calmly
- Reassure the young person that they were right to tell you and that they are not to blame and take the child seriously.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Don't ask about explicit details.
- Reassure but do not promise confidentiality which might not be feasible in the light of subsequent developments.
- Inform the child/young person what you will do next.
- Make a full written record on the Clinks Safeguarding Reporting Form of what has been heard/ said as soon as possible and don't delay in passing on the information.
- The information and report will be passed on to the Child Safeguarding Lead, who will then decide whether the disclosure needs to be referred to social care services.
- Severe and obvious cases of abuse need to be reported immediately.
- If there are concerns about sharing the information with a colleague/named person you may contact social care services directly. Transitional education service/ Alternative Provision or the school should always be contacted without delay if any safeguarding concerns are raised.

14 Handling A Disclosure Of Abuse

A child may tell someone they trust that they are being abused or neglected. It takes courage to confide in someone – the way in which staff/volunteers respond can be crucial.

Do:

- remain calm and receptive;
- listen without interrupting;
- make it clear that you are taking the matter seriously;
- acknowledge their courage in telling you;
- let them know you will do what you can to help;
- try to get their permission for you to share the information on a need to know basis to enable them to receive the help and support they need
- Make a written record as soon as possible.
- contact the Designated Safeguarding Officer immediately
- Seek support

Do not:

- allow your shock to show;
- ask leading questions;
- probe for more information;
- make assumptions or speculate;
- make negative comments about the abuser;
- make promises you cannot keep;
- give assurances of absolute confidentiality – particularly in those situations where other children or adults at risk may be at risk

If in doubt ask your Designated Safeguarding Officer

15 Making A Safeguarding Referral

We are clear that the Local Authority and the Police must lead all investigations into any allegation regarding safeguarding.

In emergency phone 999 and ask for police

15.1 Norfolk

Norfolk Social Care services for both Children (under 18) & Adults – [Request for support](#) to make an online referral or for urgent referrals telephone **0344 800 8020** [operates 24 hours a day 365 days a year] – follow the prompts to take you to the Safeguarding Option.

For education placements notify cs.educationalprovision@norfolk.gov.uk

If you are unsure if a referral should be made contact Norfolk County Council Children's Advice and Duty Service (CADS) on their direct line: **0344 800 8021**.

If your concerns do not meet the criteria for a safeguarding referral you may report a concern. For Norfolk County Council go to [Request for support](#)

Preventing radicalisation and extremism

- the safeguarding lead will notify the school or commissioner of any concerns in this area without delay
- the safeguarding lead may act as the point of contact for any concerns relating to radicalisation and extremism
- the safeguarding lead may make referrals in accordance with [Prevent duty – Norfolk Schools and Learning Providers](#) and may represent our setting at Channel meetings as required.

15.2 Suffolk

Suffolk Children (under 18) – [Reporting a child at risk of harm, abuse or neglect](#) to make an online referral or for urgent referrals telephone safe guarding partnership team **0808 8004005** or www.suffolksp.org.uk and explain your concerns. Clarify with them what action should be taken and by whom.

Make a note of the person you spoke to including the guidance they gave you, their name and contact details on the reporting form.

If you are unsure if a referral should be made contact Suffolk County Council on the MASH Consultation Line on **0345 606 1499** and ask for a professional consultation.

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

MASH [webchat facility](#)

Customer First: 0808 800 4005

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

LADO 0300 123 2044 or lado@suffolk.gov.uk or on the [LADO pages](#) on Suffolk Safeguarding Partnership website

16 Dealing With Allegations Of Abuse/Neglect Against Our Staff

Allegations of abuse or neglect can sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some people who harm or abuse children.

As part of our commitment to safeguarding the children we work with and support we will follow the policies and guidance from Norfolk and Suffolk Social Care Services.

All the people who work and volunteer with us will be made aware of the procedures that will be followed if an allegation of abuse or neglect is made against them.

We will support anyone who, **in good faith**, reports his or her concerns that a young person is being abused or neglected or is at risk of abuse or neglect even if those concerns prove to be unfounded

The MASH [Multi-agency Safeguarding Hub] must be informed **within one working day** of any allegation reported directly to us.

Any allegations that are made to the Police or Social Care Services about an employee or volunteer will be referred to the MASH who will liaise with us as to the appropriate course of action.

If an individual [paid worker or unpaid volunteer] is barred from working with children (or would have, had the person not left first) because the person poses a risk of harm to children, we must make a referral to the Disclosure and Barring Service. **It is a criminal offence to fail to make a referral without good reason.**

17 Reporting Concerns About An Adult Working With Children

The Local Authority Designated Officer (LADO) should be contacted if a professional or volunteer working with children has

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children
- Manages and oversees individual cases ensuring independent scrutiny

For Norfolk children contact LADO@norfolk.gov.uk or phone 0344 800 8020

For Suffolk children contact the LADO on 0300 123 2044

18 The Safeguarding Reporting Form

All referrals and concerns should be made using the form at the end of this policy.

It is not our responsibility to decide whether abuse has taken place or not, however we will pass on the information to the appropriate authorities.

19 For guidance and advice contact

19.1 Norfolk

Norfolk Safeguarding Children Board: 0344 8008020 norfolklscp.org.uk

Educational placements notify cs.educationalprovision@norfolk.gov.uk

19.2 Suffolk

Suffolk Safeguarding Partnership team: 0808 8004005 www.suffolksp.org.uk

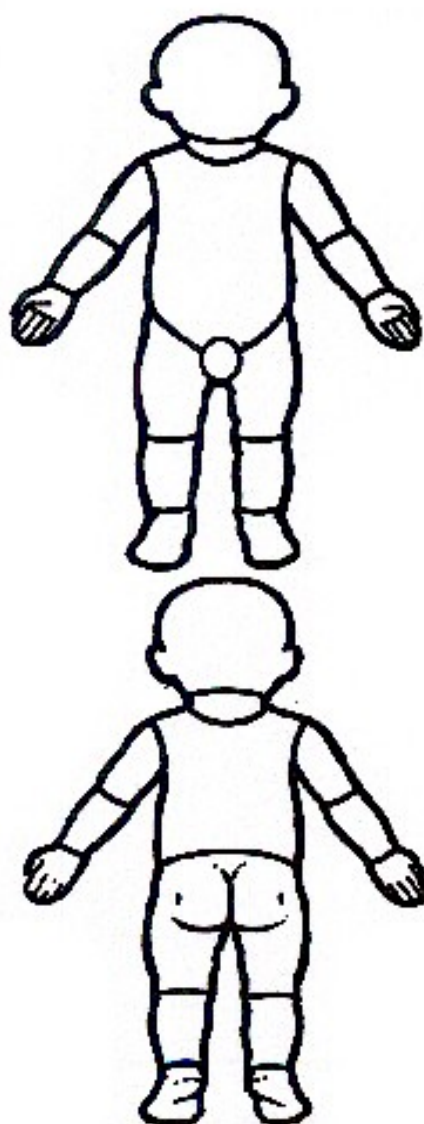
Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the safeguarding lead if they have a safeguarding concern about a child in our setting.

Information Required	Enter Information Here
Full name of child	
Date of birth	
Home school/commissioner/ home-educated	
Your name and role	
Nature of concern/disclosure	
<i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i>	
<i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i>	
<i>[Make it clear if you have a raised a concern about a similar issue previously]</i>	
Time & date of incident	
Your Signature	
Time and date form completed	
Time and date form received by safeguarding lead	
Time and date form forwarded to home school/commissioner/Services to Home Education	

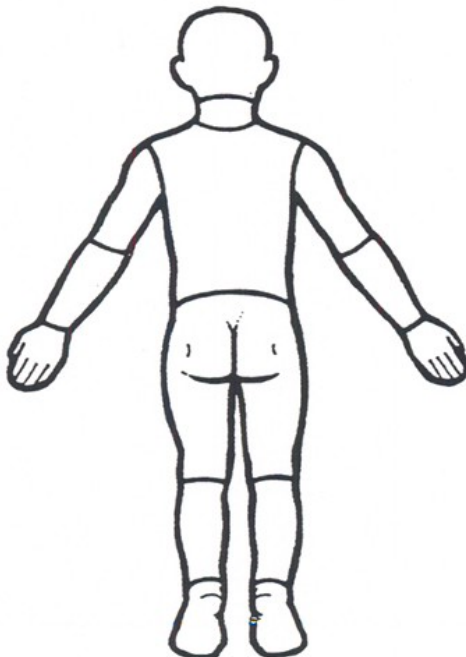
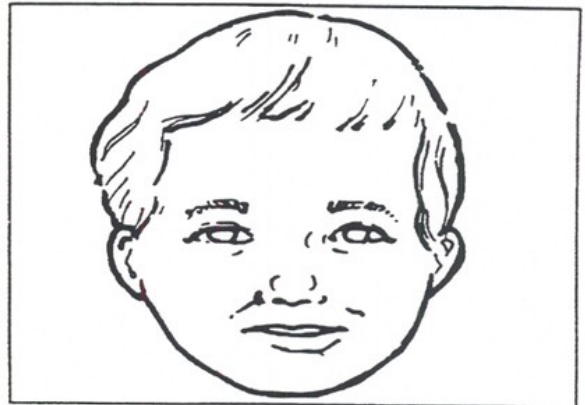
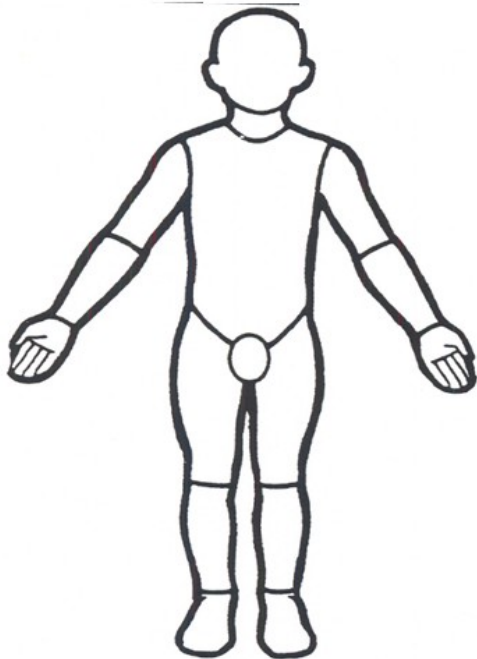
Information Required	Enter Information Here
Key contact at home	Name
school/commissioner/	Role
Services to Home	Email
Education	Telephone
Additional actions taken by safeguarding lead	
Referral made to police [yes/no, date and time]	
Referral made to CADS [yes/no, date and time]	
Referral Made to Other Agency [yes/no, date and time, name of organisation]	
Parents/carers informed [yes/no, date and time]	
Feedback given to child [yes/no, date and time]	
Feedback given to person who recorded disclosure [yes/no, date and time]	
Further action agreed	
Full name of Safeguarding Lead	
Signature of Safeguarding Lead	
Date of signature	

Body Map
Young Child



Indicate clearly where the injury was seen and attach this to the referral form

**Body Map
Older Child**



Indicate clearly where the injury was seen and attach this to the referral form.