

## Safeguarding Policy



Teach Help Inspire Nurture Keep it up

*Promoting outstanding practice*

Safeguarding is a term used to protect the health, well-being, and human rights of individuals. Effective safeguarding is making sure that everyone is safe. Safeguarding should have the principles of empowerment, prevention, proportionality, protection, partnership and accountability within all working practices.

Safeguarding is in the heart of what we do. Our promise to safeguarding individuals is one that will be contextualised, open and serve the purpose to protect anyone at risk.

Designated Safeguarding Lead: Gemma Watson - Email: [TBsafeguarding@gmail.com](mailto:TBsafeguarding@gmail.com)

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## Purpose and aims of policy

The T.H.I.N.K. BIG Project is committed to creating a culture of safe, equal and protective working practice for all individuals who engage with our products and services and are free from harm. This policy applies to all professionals and sets out the overarching principles which guide the T.H.I.N.K. BIG Project's approach to safeguarding. This policy has been developed in accordance with the principles established by the Children Act 1989, The Framework for the Assessment of Children in Need and their families. This policy is in line with the London Child Protection Procedures 2017, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2019. Safeguarding and promoting the welfare of children is everyone's responsibility. All professionals should ensure that their approach is child centred and contextualised.

This policy applies to anyone working on behalf of The T.H.I.N.K. BIG PROJECT.

## We believe that:

children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

## We recognise that:

the welfare of children is paramount in all the work we do and in all the decisions we take regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right



to protection from all types of harm or abuse. Healthy working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

### At the heart of our safeguarding

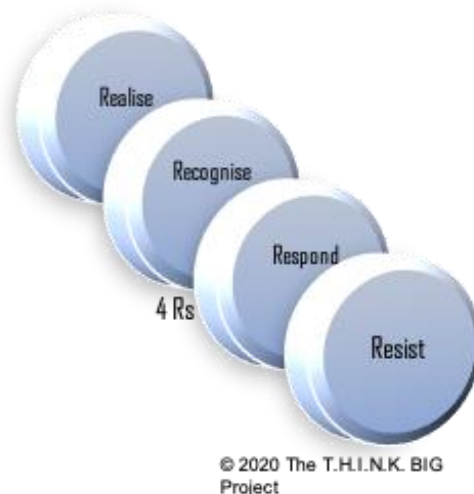
At the heart of our practice and safeguarding is understanding trauma and adverse childhood experiences.

**Trauma-informed** care is a strengths-based framework that is grounded in an understanding of and responsiveness to the impact of **trauma**, that emphasizes physical, psychological, and emotional safety for both providers and survivors. Trauma-Informed Care (TIC) is an approach in the human service field that assumes that an individual is more likely than not to have a history of trauma. Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life- including service staff. Trauma-Informed Care understands and considers the pervasive nature of trauma and promotes environments of healing and recovery rather than practices and services that may inadvertently re-traumatize.

We follow a trauma-informed approach called the 4rs.

### Realises | Recognises | Responds |Resists

We realise the widespread impact of trauma and understand potential paths for recover. We recognise the signs and symptoms of trauma in clients, families, staff, and others involved with the system. We will respond by fully integrating knowledge about trauma into policies, procedures, and practices; and actively resist re-traumatisation by ensuring that our practitioners are well trained and given adequate supervision to promote reflection of working practices.



## Introduction

The T.H.I.N.K BIG Project has a strong commitment to ensuring the highest standards of safeguarding. Safeguarding is a key component of the ethos of the organisation where safeguarding is understood by everyone. Trustees, staff and volunteers take their responsibility very serious and they will always promote the welfare of all the young people that encounter the organisation. Our aim will be to create a safe environment for young people and take to enable all children to have the best outcomes. All staff are required to read this policy carefully and to be aware of their roles in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

## Aims of the policy

1. To raise awareness to professionals of the need to safeguard all children
2. To emphasise the need for good communication between all professionals in matters relating to child protection
3. To work openly and in partnership with professionals in relation to child protection concerns
4. To support all pupils' development in ways that will foster security, confidence and independence
5. To promote safe practice and challenge poor and unsafe practice
6. To inform policy in related areas, such as all types of abuse, child sexual exploitation, peer and peer abuse, FGM, radicalisation, extremism and serious youth violence.
7. To promote an environment where all individuals feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.

## Definitions

Child abuse is taken to refer to any child of under the age of 18 who through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them. Victims may be abused by adults or by another child or children. Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyberbullying and gender-based violence and sexual assaults. Abuse is broadly divided into four categories: neglect, physical abuse, sexual abuse and emotional abuse. Definitions are given below.

**Neglect** is 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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect or unresponsiveness to a child's basic emotional needs.

**Physical abuse** will 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 pretends the symptoms of or deliberately causes ill health to a child who they are looking after.



**Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

**Extremism** is defined as the holding of extreme political or religious views, which may deny rights to any group or individual.

**Peer-on-peer abuse** is most likely to include but not limited to bullying (including cyberbullying), gender-based violence/sexual assaults and sexting (KCSIE, 2020).

**Female Genital Mutilation (FGM)** is the practice in some cultures of partially or totally removing the external genitalia of girls and young women for non-medical reasons. There is a range of potential indicators that a child or young person may be at risk of FGM which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

**Serious youth violence** is defined as children are at risk from or are involved with serious violent crime. This may include increased absence from school, 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.



## Key Principles

- We believe that all children have the right to be protected from harm and or abuse
- We recognise that abuse and neglect are complex issues are rarely stand-alone events therefore require vigilance of all professionals and effective recording and monitoring systems.
- We recognise that the needs of a young person are paramount any concerns should be referred to the appropriate agencies whatever the family background of the young person concerned.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- The prime concern always must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

## Our approach

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them
- Appointing a nominated child protection lead for children and young people
- A lead trustee/board member for safeguarding
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: [ico.org.uk/for-organisations](http://ico.org.uk/for-organisations)]
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- Making sure that children, young people' and their families know where to go for help if they have a concern
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place



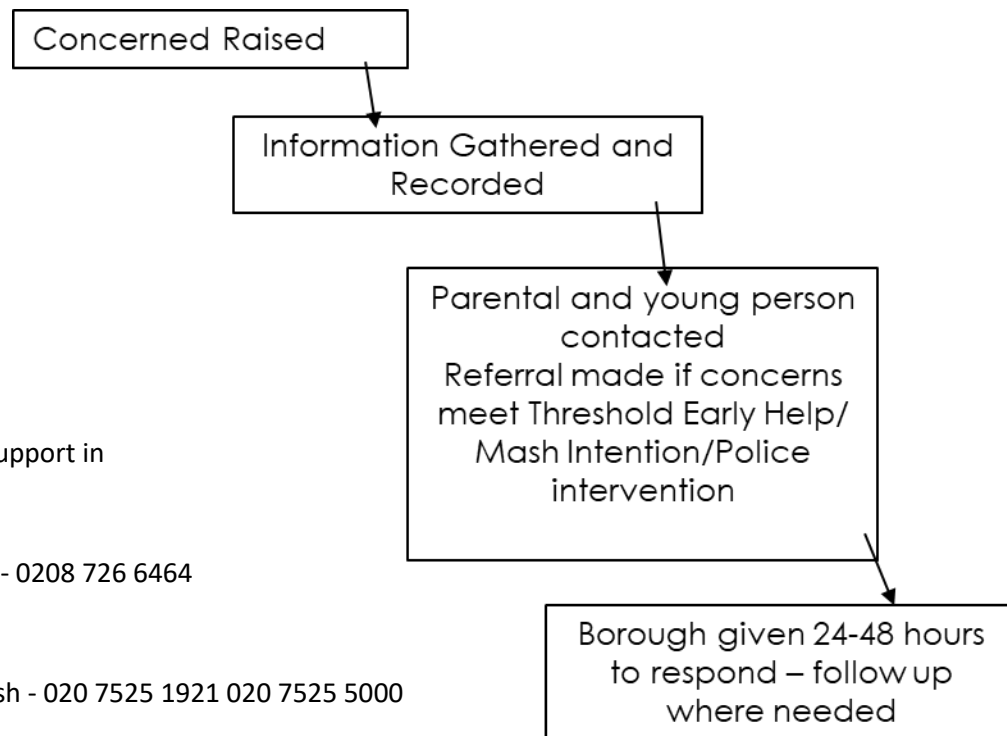
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

#### Our Safeguarding procedures

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#### Safeguarding outline



#### Boroughs we support in

Croydon Mash - 0208 726 6464

Southwark Mash - 020 7525 1921 020 7525 5000

Lewisham Mash - 020 8314 6660

Lambeth Mash - 0207 926 3100

