J&R Care Ltd

Safeguarding Policy and Procedures for Pembroke House, Butterfly House and The Annex School

Updated April 2021. Review date: April 2022, or before depending on legislation updates and changes. Written by Jane Parish – Safeguarding Director of J&R Care Ltd.

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1. INTRODUCTION

This is a core policy of the J&R Care for Pembroke House, Butterfly House and The Annex School and forms part of the induction for all staff. All members of staff have access to this policy and sign to say they have read and understood its contents. This policy is reviewed and updated at least annually and more regularly depending on National guidance. The policy is available in each staff office and online on our web site for all parents, social workers and children and young people to view.

This policy describes the management systems and arrangements in place to create and maintain a safe living and learning environment for all our children and staff. It identifies actions that should be taken to address any concerns about child safety and welfare including protecting children and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the organisation will be vigorously challenged.

The Safeguarding Director of J&R Care, Jane Parish has the ultimate responsibility for safeguarding and promoting the welfare of children. Jane can be contacted on **01474 871999** or **07736774491** (out of office hours).

The designated Safeguarding Lead's (DSL) for Pembroke House are **Eric de Mel** – Contact number **- (07869284955)** and **Noella Ngenwie – Contact number (07383430330)**

The designated Safeguarding Lead's (DSL) for Butterfly House are **Elvira Panxha** – Contact number - **(07717434898**) and Marc Hocking – Contact number – **(07570 946373**).

The designated Safeguarding Lead for The Annex School is Brendan Aherne – Contact number - (**07742916400). In Brendan's absence the DSL for the homes become his deputy as they are on the same site.**

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of J&R Care Ltd. This policy will be reviewed regularly and updated accordingly.

Everyone at J&R Care understand that Safeguarding is everyone's responsibility. All staff are committed to considering what is in the best interest of the child.

2. RELEVANT LEGISLATION

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and the Education Act 2002 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2019 and 2020 (Post EU Exit) (KCSIE)
- DfE guidance Keeping Children Safe in Education 2020
- Framework for assessment of Children in Need and their families 2000
- Working Together to Safeguard Children July 2018(WTSC)
- Kent and Medway Safeguarding Children Procedures
- East Sussex Safeguarding policies and procedures
- Children's Homes Regulations 2015 and Quality Standards
- Children missing education, Sept 2016
- Teacher Standards 2012

All staff, when they begin work at J&R Care Ltd, whether it be in its Children's homes or schools, within their induction, read and sign that they have read and understood the Company Safeguarding policy as well as Keeping Children Safe in Education part one.

The guidance should be read alongside:

- statutory guidance Working Together to Safeguard Children;
- departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners;
- departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- E safety policy
- Equality policy
- Anti bullying policy
- Positive relationships policy
- Staff conduct policy
- Physical Intervention policy
- Health and Safety policy
- KSCB document : Safer Practice with Technology – Guidance for adults who work with children and young people

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3. ETHOS

J&R Care Ltd aims to create and maintain a safe living and learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our organisation is committed to the principles outlined in 'Working Together to Safeguard Children July 2018 and 'Keeping Children Safe in Education 2020' and implements policies, practices and procedures that promote safeguarding and the emotional and physical well-being of children and staff. We train staff to recognise that both mental and physical health are relevant to Safeguarding the welfare of Children and Young People.

Access to cross curricular activities will provide opportunities to develop self-esteem and self-motivation and to help children respect the rights of others, particularly those groups who may be considered a minority.

J&R Care Ltd exercise diligence and prevent any organisation or speaker from using the organisations facilities to disseminate extremist views or radicalise children and staff.

All children have access to an educational curriculum within our school, or within an appointed external school provision which is balanced and differentiated to meet children's individual needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict in a helpful way which allows for them to question and challenge and to make informed choices in later life.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others.

Personal Social Health and Citizenship Education and Religious Education lessons within the school will provide opportunities for children to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

J&R Care Ltd will take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Sexting, Grooming, Radicalisation and Extremism, Forced Marriage and FGM.

All children know that there are safe and appropriate adults whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

All children are made aware of what abuse is and how to report any concerns they have.

All staff working at J&R Care are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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4. DEFINITIONS AND SIGNS AND SYMPTOMS OF ABUSE

Significant Harm - The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

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 persistent adverse effects on the child's emotional development. Examples of this could be:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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.
- 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.

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 as a result 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 care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Sexual Abuse

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

Physical Abuse

Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

Burns or Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape or an implement for example, a circular cigarette burn
- multiple burns or scalds.

Bite Marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

Fractures or broken bones

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

Other injuries and health problems

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

Neglect

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.
- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.
- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

Emotional abuse

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Bullying and Cyber Bullying

It can be difficult for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault.

You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Online abuse

Many of the signs that a child is being abused are the same no matter how the abuse happens.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Child Sexual Exploitation

The definition of child sexual exploitation described in the document "Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017" is:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young

person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. "

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

Child Trafficking

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- Sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control.

Traffickers often groom children, families and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they'll have a better future elsewhere.

Trafficking is also an economic crime. Traffickers may ask families for money for providing documents or transport and they'll make a profit from money a child "earns" through exploitation, forced labour or crime. They'll often be told this money is to pay off a debt they or their family "owe" to the traffickers.

Traffickers may:

- work alone or in small groups, recruiting a small number of children, often from areas they know and live in
- be medium-sized groups who recruit, move and exploit children and young people on a small scale
- be large criminal networks that operate internationally with high-level corruption, money laundering and a large numbers of victims.

Criminal Exploitation and Gangs

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

The word 'gang'means different things in different contexts, the government in their paper Safeguarding children and young people who may be affected by gang activity distinguishes between peer groups, street gangs and organised criminal gangs.

Peer group
A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

Street gang
Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the groups identity.

Organised criminal gangs
A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their occupation.
It is not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

County Lines
County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets – suburban areas and market and coastal towns – using dedicated mobile phone lines or deal lines. Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.
For more information, read this link:

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/

FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Domestic Abuse

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

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5. ROLES AND RESPONSIBILITIES

Jane Parish is the Safeguarding Director and she ensures that:

- The policies and procedures of J&R Care Ltd safeguard and promote the welfare of children and are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- Designated Senior Members of staff for child protection are identified and receive appropriate on-going training
- Sufficient time and resources are made available to enable the designated members of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the organisations safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns will be addressed sensitively and effectively.
- Parents are aware of and have an understanding of the organisations responsibilities to promote the safety and welfare of its children by making its obligations clear in the school prospectus and homes Statement of Purpose.
- Ensure that the Safeguarding policy is available on the schools and homes web-site.
- Manage and keep secure the homes and school's safeguarding records.
- Ensure that the organisation is pro-active and co-operates with appropriate agencies and risk-based approaches to ensure children are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.
- Ensure that any referrals are actively followed up; and that the procedures for escalating a concern are followed if and where the Designated Persons feel it necessary, in consultation with each other and the Local Child Protection team.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education 2020, 'Working Together to Safeguard Children 2018 and 'Children's Homes Regulations 2015' and Local Authority procedures.
- Send a child's child protection or safeguarding file separately from the main file to a new establishment if a child leaves the school or home. Keep a copy of the file.

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The Designated Safeguarding Leads (DSL) at J&R Care are :

Eric de Mel (Registered Manager of Pembroke House)
Noella Ngenwie (Assistant Manager of Pembroke House)
Elvira Panxha (Manager of Butterfly House)
Marc Hocking (Assistant Manager of Butterfly House)
Brendan Aherne (Head Teacher of the Annex School)

They have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children within both the home and the school.

The Designated Persons will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the home and school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools and homes actions are in line with the local Safeguarding procedures
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Ensure that all staff and volunteers understand and are aware of the home and school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Ensure that all Safeguarding concerns are reported to the Safeguarding Director and that all reports and correspondence are passed to the Director for safe keeping at the Organisations head office.
- Liaise with all relevant professionals about any safeguarding issues.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Ensure that all children are supported by staff to understand what abuse is and ensure that children are given information on how to report abuse.
- Ensure that children have access in private to relevant web sites or help lines such as Childline 16.

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6. SAFE RECRUITMENT AND SELECTION OF STAFF AND TRAINING

J&R Care's recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE 2020/21', 'Working together to Safeguard Children 2018' and 'Children's Homes Regulations 2015'and Quality Standards.

J&R Care has in place a comprehensive series of systems and checks which assist in the safe recruitment and selection of staff. Prior to appointment all staff are subject to a Disclosure & Barring Service check at the enhanced level and candidates must provide proof of identity through official documents and qualifications and references are checked for authenticity.

In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will undergo additional checks to ensure they are not prohibited from teaching.

For staff who are working in management roles within our school an additional check is also undertaken to ensure they are not prohibited under section 128 of the Childcare (Disqualification) Regulations 2009.

All new appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, will be conditional on satisfactory completion of the necessary pre-employment checks (as outlined in KCSIE):

When appointing new staff, we will:

- verify a candidate's identity.
- obtain an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
- verify the person's right to work in the UK.
- If the person has lived or worked outside the UK, make any further checks we consider appropriate.
- verify professional qualifications, as appropriate; and
- check that a person taking up a management position within our school is not subject to a section 128 direction made by the Secretary of State.

All staff must provide a full employment history with any gaps fully explained and all appointments will be subject to a minimum of two references having been received (one of which must be the most recent employer) and checked. Referees will be reminded that references must not contain any material mis-statement or omission relevant to the suitability of the applicant.

Even the most careful selection process cannot guarantee the suitability of candidates and all new appointments will be subject to a probationary period. On commencement of duties all staff participate in the staff induction, support and development programme which provides regular,

planned and supportive supervision, guidance and development opportunities.

No member of staff will begin working at the home or school without an up to date enhanced DBS and have completed an Induction which includes the organisations Safeguarding procedures and Child Protection training course.

J&R Care Ltd works with all agencies with regards to any enquiries regarding child protection issues. This includes Local Authorities and any other agency where it is required to be transparent and work together to safeguard children.

No member of staff will have authority to provide references on behalf of the organisation. The only person permitted to provide references for J&R Care is:

Jane Parish – Safeguarding/Managing Director

Agency staff usage
For agency staff we have a separate Agency use policy.

STAFF TRAINING

All Designated Training leads are trained in Safeguarding and their training refresher every two years.

All staff receive both online and face to face training in Safeguarding including Child Protection as part of their induction and also refreshed in Child Protection annually.

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7. CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The staff disclose any information about a child or young person to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. When sharing any information, the staff need to make sure that the individual has permission to have access to said information and that it has been documented in each child's support plan together with the placing authority.
All staff and volunteers must be clear with children that they cannot promise to keep secrets.

All staff will undergo their GDPR training and have a clear understanding of what their responsibilities are in keeping the information safe. It is the responsibility of the manager to ensure that the information is stored safely and it can be accessed easily and fully in the event that it is requested.

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8. SAFEGUARDING – TRAINING FOR STAFF AND VOLUNTEERS

J&R Care Ltd is committed to the training and updating of the Designated Safeguarding Leads (DSL's) as a priority and these are refreshed every two years.

SAFEGUARDING TRAINING FOR STAFF

Prior to a member of staff starting work at J&R Care in either the home or the school they have a week's intensive induction. As part of this induction they will have dedicated Safeguarding training with the Safeguarding Director, Jane Parish who is also a trainer for Kent Local Safeguarding Children's Board.

During their induction period all staff complete the following training:

- Reporting concerns
- Child Exploitation and online safety, including sexting
- Child Neglect
- Risk Assessment
- Child Protection
- Preventing Bullying
- Safer Recruitment
- The PREVENT duty
- First Aid
- Health and Safety
- Female genital mutilation
- Child Sexual Exploitation and criminal exploitation
- Self-harm and suicide
- Child on child abuse
- Working with Autism
- County lines

J&R Care mandates that all staff working in the school or home must have annual refresher training in Child Protection.
It is really important that during induction all staff have a clear understanding of risk assessments and the tools available to them when assessing any risks. All agreed ways of managing any potential safeguarding concerns should be recorded clearly in the individual plans and be agreed by placing authorities and all staff should be aware of where they are located.

All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive up to date briefings on for example:

- Guns and Gangs
- Forced Marriage
- Female Genital Mutilation
- Domestic Abuse

- Child Sexual Exploitation
- Child on Child abuse
- Sexting
- Trafficking
- Preventing Radicalisation and Extremism
- Gangs
- County lines

Aims and Objectives of our training:

The primary aim of this training is to raise awareness amongst all staff in relation to child abuse in order to equip them with relevant knowledge and skills which will enable them to identify, prevent and respond appropriately to Safeguarding issues, whilst enabling them to implement our policy and to:

- Examine the values and attitudes underlying concerns about child abuse;
- Identify personal values and attitudes to child abuse. e.g. 'Am I aware of my personal prejudices? Will I transfer them to the child or young person? Will this affect my ability to function effectively in this situation?
- Explore personal feelings about cases of abuse.

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9. MANAGEMENT OF ALLEGATIONS/ REPORTING CONCERNS

J&R Care follows the government guidance 'Working together to Safeguard Children (2018) and Keeping Children safe in Education (2020/21). In addition to this we work in line with the Children's Homes Regulations 2015 and Quality Standards and the Safeguarding policies from the area that the home is located.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

All allegations of abuse of children are taken very seriously, whether this is a disclosure from a child that something has happened to them in the past or is happening to them now or if a concern is reported that a member of staff has or is abusing a child in our care.

WHAT TO DO WHEN STAFF HAVE CONCERNS

If a staff member has any concerns at all, even if it is just a feeling, they MUST report this to a DSL. The concern will be discussed, and the DSL will decide what is to happen next. The DSL should keep that member of staff up to date with what is happening/ has happened with their concern.

Abuse (which may be physical, emotional, sexual, emotional) and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. If you have any reason to suspect that a child has suffered such harm, is in danger of suffering such harm it is your duty to report it.

If a child makes a disclosure to you, follow this guidance:

- Listen to the child and be supportive, but do not directly question them.
- Do not promise the child confidentiality - explain that you may need to pass information onto other professionals to help keep them or other children safe.
- Do not jump to conclusions, ask leading questions or influence a child's words.
- Write an account of the conversation immediately afterwards, as close to verbatim as possible. Only use words the child themselves used, not your interpretation.
- Report straight to the DSL
- Sign and date your transcript and hand to a DSL immediately or as soon as possible.
- Do not discuss the incident with others –information should only be passed on when necessary and we will advise you as to whether this is appropriate.

It is not our responsibility to investigate suspected cases of abuse. But it is our responsibility to follow safeguarding procedures.

IF YOU FEEL THERE IS AN IMMEDIATE RISK OF HARM – DO NOT LEAVE THE CHILD. CONTACT A DSL IMMEDIATELY AND KEEP THE CHILD WITH YOU UNTIL IT IS SAFE.

If any staff member, in the course of their work in the profession, discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the staff member must report this to the police.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. All allegations should also be reported to:

- **The local authority where the home is situated**
- **The local authority of where the alleged offence took place**
- **All of the local authorities of children placed in the home**

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. The details regarding any safeguarding concerns raised and discussions are considered to be highly confidential and will be treated as such. The Safeguarding lead will ensure that all such records are kept in a safe.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

If an allegation is made against or anyone has any concerns about a DSL, then the concern can be raised with any other DSL or the Safeguarding Director, Jane Parish. If staff have concerns or an allegation is made against the Safeguarding Director, staff should contact the police, local Safeguarding team and Ofsted.

If there is cause to suspect a child is suffering or is likely to suffer Significant Harm, and a referral is made to the Local Authority Safeguarding Team where the child resides, the Local Authority Safeguarding Team of the child's home authority.
The Designated person must obtain the following information:

- The name of the staff member who the allegation is made against
- The staff member's address
- The staff member's date of birth
- The address of the home where they work
- Date of incident and date allegation made
- Nature of allegation

Allegations made against Children

These Child protection Procedures also apply to "child on child" allegations.

Immediately it will be necessary to separate the alleged perpetrator and victim, but it may not be possible to explain why this is necessary to the perpetrator until the professionals undertaking the investigation have been consulted.

The Designated Safeguarding person should be contacted and will inform the Safeguarding Director. The matter will be referred to relevant authorities including the social workers of all children within the home.

In such circumstances the manager of the home should consider the need to protect the rights of both victim and alleged perpetrator.

Throughout the process, it will be necessary to ensure that children who have had allegations made against them are properly supported and the alleged victim is kept safe which may include removing the alleged perpetrator from the home.

Once the investigation is complete consideration will then need to be given to the needs and interests of both alleged victim and perpetrator, and whether counselling and /or other support should be given.

The following should then be undertaken:

- A risk assessment of the interaction between the children should be undertaken and recorded in both files and the care plans updated if necessary.
- Appropriate preventative measures should be instituted.
- Staff should be briefed at Handover and Staff Meetings.
- A regular reassessment of risk and the success of preventative measures should be undertaken and recorded.
- Also, it is the responsibility of the Registered Manager in consultation with the Safeguarding Director to consider whether both children can continue to live together.

Where it is necessary for any child to be interviewed by the police, the manager must ensure he/she is accompanied by a supportive and independent member of staff or other appropriate adult of his/her own choice.

It is important that any contacts between children in the same house should be observed and always recorded in the daily log and children's files as a matter of course. This should include any inappropriate sexual activity.

Injuries caused whilst using physical intervention

On rare occasions children will be injured during the use of physical intervention, this can occur even when appropriate techniques are being employed. The techniques that are used at J&R Care are designed by National Federation for Personal Safety to ensure the maximum certainty of achievement in the minimum time with the minimum effort and also the techniques are designed to lessen the risk of injury, however it is possible that bruising or scratching may occur accidentally and are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

If any doubt exists regarding whether the injury has reached the threshold for referral then the safeguarding lead must seek advice and guidance from the LADO at the Local Safeguarding Children's team.

However, a referral should always be made if any of the following criteria applies:

- The child receives an injury that is more serious than very minor bruising or abrasions that have arisen accidentally from properly used physical restraint;
- The child wishes to complain about the manner in which they have been restrained;
- The parent of a child makes a complaint about the use of restrictive physical intervention.

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POWER AND POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care.

Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child cannot be equal especially where it is a professional relationship. There is potential for exploitation and harm of children. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Because of the power imbalance that is created in a professional relationship involving adults and children it is really important that the staff team and registered Manager develop a culture of openness and transparency. The adults in the relationship should be the role models in open and positive relationships.
This will create a strong, positive culture and the children living in the home will feel empowered and able to report any concerns or episodes of maltreatment and abuse.

In an open and honest culture staff should support the children in understanding what the signs are that a situation is not safe and most importantly provide the space for the child to feel safe enough to express such concerns whether this is inside the home or outside. It is imperative that children feel listened to and trusted before they will be able to discuss feelings of insecurity.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activities.

It is important to note that on occasions there may be a young person residing in the home that has become 18 years old. This young person will be in the process of moving on however while they remain in our care this policy is still relevant. Regardless of age, if staff are caring for a vulnerable young person all professional boundaries must be adhered to.

Positive Personal Contact between Staff and Children

Within J&R Care there is clear and unequivocal expression of normal, positive, physical contact between adults and between adults and children. This is not physical contact that in any way seeks to establish authority over a child, but that which expresses ‘parental’ affection, to provide comfort, ease distress and signal care as would be expected between good parents and their children.

To deny this would be tantamount to emotional deprivation and we believe that normal adult/child physical contact is a critical therapeutic factor in children's care plans to a greater or lesser degree.

Every adult needs to appreciate the difference between appropriate and inappropriate touch, and to be aware of touch which poses as therapeutic, but which is actually being used to satisfy the staff members need for contact rather than that of the children. Naturally adults have to be fully cognisant of touch that is invasive, or which could be confusing, re-traumatising, or experienced as stimulating in any way whatsoever. Should any such touch be used, it would be deemed as the most serious breach of professional boundaries warranting disciplinary action.

Bearing in mind the specific context, the following guiding principles should apply:

- Given that a high proportion of children with emotional and behavioural problems may have experienced sexual and/or physical abuse, staff need to ensure that any physical contact is not misinterpreted. If at any time a child demonstrates verbally or otherwise that he is not comfortable with physical contact staff should respond immediately by ceasing that contact.
- There should be no general expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in exceptional circumstances (e.g. bereavement)
- Staff need to be aware that different cultural factors may apply
- Age and maturity are factors to be considered in deciding appropriate physical contact
- Where a member of staff feels that it would be inappropriate to respond to a child seeking physical comfort, the reasons for denying this should be clearly explained to the child. The child should be comforted verbally as necessary.
- Children should be counselled with regard to socially appropriate/inappropriate times/places/situations to seek physical comfort
- Appropriate physical contact should be a focus of discussions with parents/carers and placing authorities through Key Worker (or equivalent one – one) sessions (and Reviews where necessary).
- The issue of Personal Contact in general should be raised in interviews and induction training for staff and discussed in staff development and supervision.
- Physical contact of any kind initiated by staff should be no more than is necessary to fulfil its purpose. For example, in comforting a young person in distress, such physical comfort should be the minimum necessary to assist the young person to regain composure and calm.

Intimate Care

There may be occasions when staff are involved in the intimate care of a child either because of the child's age or level of functioning. For example, it may be necessary for staff to supervise the running of a bath with particular regard to temperature and safety.

If a child asks for help when bathing this should take the form of verbal instruction, prior to the child going into the shower or bath.

Some young people may ask for help in washing their hair and this is acceptable providing that it is done over a sink. Any other bodily contact is not appropriate. Never have any contact with a

child which may compromise you and allow misinterpretation of your intentions. If you are in any doubt about the appropriateness of your actions seek advice from a senior colleague.

Any variation to the guidance noted above must be recorded and must have been agreed with the placing authority, parents or carers (if appropriate) and all parties must have signed indicating their agreement and consent.

The following are examples of physical contact, which is unacceptable:

- Over affectionate cuddles;
- Kissing, and;
- Any contact likely to be interpreted as sexual in nature.

The kind of physical contacts likely to be acceptable include:

- physical contact which is part of a bespoke therapeutic intervention;
- Holding a hand in situations which might present fear or anxiety;
- Putting an arm around a young person in distress;
- Patting a young person on the back to display approval, and; Reinforcing a verbal request to calm down with a physical prompt such as a hand on a shoulder.

The following areas of activity have been identified as situations in which staff and children could be vulnerable:

- Being alone with a child in their bedroom;
- Examining a young person in case of injury or illness;
- Physical contact arising out of social interactions with SEN children;
- Touching with the intent of providing comfort, and Physical contact initiated by a child .

In order to minimise the risks in this sensitive area, the following procedures should be adopted:

All reasonable measures should be taken to avoid being alone with a child in their bedroom. There are many circumstances where this will not be possible. In such circumstances, ensure that a colleague knows your whereabouts and the proposed duration of your 1:1 work. If alone with a child, the door should never be closed and a room with a window should be used;

- All physical examinations of a child should take place with another member of staff present. Intimate examinations should, under no circumstances, be carried out by members of staff and should be done only by medical practitioners;
- In the case of a distressed child seeking physical contact this should be kept to the minimum necessary to fulfil the purpose of the child regaining composure.
- When inappropriate physical contact is initiated by a child staff should seek to disengage from the situation as soon as is possible. In seeking to disengage, staff may need to signal their disapproval of the inappropriate contact. It is possible to disengage from the physical contact without signalling rejection of the young person or their affectionate intentions.

There may be some children for whom touching is particularly unwelcome. For example, some young people may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that all staff have an awareness of these children and their individual circumstances. Physical contact with children becomes increasingly open to question as children approach adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can be misconstrued.

If the staff believe their intentions have been misconstrued, they should record their concerns on an Incident Report Form and bring the matter to the immediate attention of the senior member of staff on duty.

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. The details regarding any safeguarding concerns raised and discussions are considered to be highly confidential and will be treated as such. The Safeguarding lead will ensure that all such records are kept in a safe.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

All child protection concerns will be recorded in a specific Child Protection log and this is kept at the Organisations head office for no less than 75 years.

All Safeguarding policies and procedures will be reviewed regularly and revised where appropriate.

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10. WHISTLEBLOWING

J & R Care Ltd understands that it can be very difficult for staff to challenge the bad practice of colleagues or senior workers. Some staff, especially junior staff, sometimes feel they are not in a position to suspect or report bad practice.

J & R Care Ltd has a Whistle Blowing Policy, which encourages ALL staff to report any concerns they may have with regard to bad practice and abuse. J & R Care Ltd ensures that all concerns will be fully investigated and acted upon.

J&R Care Ltd agree with the principles outlined in Sir Robert Frances, 'Freedom to Speak Up Review (2015)

It is J&R Care's aim to create a culture of safety throughout the organisation. We ensure that all staff understand that this is the most important principle in working within either the home or the school. All staff are actively encouraged to report concerns. J&R Care recognise that difficulties arise throughout staff teams and at times it is difficult to speak about concerns regarding a colleague. The Child Protection procedures of the organisation advices all staff of what to do if they have a concern and this policy protects any member of staff from negative repercussions should they do so. The home and school should be free from bullying and it values all staff. Leaders are visible and there is an open door policy for management and Directors.

Part of the ethos of the home and school is reflecting on practice. To this end every two weeks at the homes staff meeting there is a reflective practice space of two hours where staff discuss particular issues that may be present with each other, concerns are discussed in an open forum with management present. In individual supervision sessions, staff are encouraged to discuss concerns they have. With regards to the school, the Head Teacher meets with the school staff regularly to reflect on practice and discuss any concerns.

'Freedom to speak up about concerns depends on staff being able to work in a culture which is free from bullying and other oppressive behaviours' – J&R Care will ensure that any bullying within the organisation is dealt with swiftly and this would include disciplinary procedures and dismissal of any employee who is intentionally bullying another colleague.

Safeguarding procedures, including Child Protection and how to report concerns are part of any staff member's induction and ongoing training and enshrined throughout training is the underlying principle of the staff's responsibility to report concerns they have with regards to children within the organisation.

Advice to staff

Concerns must be raised without malice and in good faith, and the individual must reasonably believe that the information disclosed, and any allegations contained in it, are substantially true. The disclosure must not be made for purposes of personal gain, and in all the circumstances it must be reasonable to make the disclosure. J & R Care Ltd will ensure that any member of staff who makes a disclosure in such circumstances will not be penalised or suffer any adverse treatment for doing so. However, a member of staff who does not act in good faith or makes an allegation without having reasonable grounds for believing it to be substantially true, or makes it for purposes of personal gain, or makes it maliciously may be subject to disciplinary proceedings.

IF ANY MEMBER OF STAFF WHO HAS RAISED A CONCERN FEEL THAT FOLLOWING THIS THEY HAVE BEEN TREATED IN A NEGATIVE WAY, HOWEVER SUBTLE, THEY MUST REPORT THIS TO THE SAFEGUARDING DIRECTOR, JANE PARISH AS SOON AS POSSIBLE AND THIS INCLUDES OUT OF HOURS ON HER MOBILE: 07736774491.

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11. Self-harm / Suicide

Threats of self-harm and actual self-harm involved a range of actions, along a continuum, from statements to self-harm to a display of self-harming behaviours, to suicide. In definition self-harm requires not only the threat of self-infliction of injury (to varying degrees of intent), but also importantly, an awareness of motive. The issue of awareness of motive is significant because it is what distinguishes self-harming behaviours from other types of behaviours often associated with and grouped as adolescent risk taking and experimental behaviours.

Children in the care can present with significant behavioural and emotional difficulties and a lack of self-care. Experimental and risk-taking behaviours can frequently become extreme and result in significant levels of harm. This though does not equate to every child who engages in extreme risk-taking behaviour intentionally wanting to self-harm. Some displays of behaviours such as self-cutting, self-strangulation or deliberately placing oneself in harm's way, can be relatively easy to define as an act of self-harm. Other types of high-risk activities, which result in harm, may be more difficult to define as either intended acts of self-harm or experimental risk-taking behaviour, for example, substance use or reckless behaviour through, for example, absenting from care or self-injury through aggression.

Although acts of self-harm and attempted suicide do not necessarily involve an intention to die, there is a strong association between self-harm, attempted suicide and subsequent death by suicide. Self-harm is always a sign of something being seriously wrong. Every child or young person who self-harms must be taken seriously and offered help.

Risk Factors and Developing Management Plans

The reasons why children and young people in the 'looked after' system present with self-harming behaviours are often complex and varied but generally related to a combination of factors which include:

- Past experience of and on-going trauma;
- Significant and continuing stressors in their lives;
- Inadequate or poorly developed emotional or behavioural capabilities;
- Absence of self-care;
- Emerging or diagnosed psychiatric or psychological disorder;
- Lack of appropriate support networks;
- Lack of other coping mechanisms to moderate or address the behaviours.

For staff, identifying the potential likelihood or probability of self-harm requires an assessment of a range of factors to formulate a risk management plan requires the coordinated and collaborative input of a number of professionals who may be involved or have expertise to offer. Our Child Psychotherapist would be consulted in every instance.

Involving other agencies

The involvement of all agencies working with the child is essential to attaining the best outcomes for the child or young person involved. It is essential that other agencies and professionals acknowledge that they have a significant role in assisting to formulate intervention strategies and implementing agreed management plans as part of joint working.

Procedures

Person first receiving information that a young person may be at risk of self-harm or suicide

- Take immediate action to ensure the safety of the young person, including seeking medical attention as appropriate and with reference to agreed behaviour support plans if applicable;
- Inform shift leader on duty of any concerns as soon as practicable;
- Record incident in line with recording and reporting policies.

Shift Leader/Teacher

- Manage immediate response to include level of supervision is sufficient and that medical attention has been sought where necessary;
- Inform all staff on duty;
- Notify registered manager of risks presented and regular updates as appropriate, particularly where there is significant increase in risks being displayed or identified;
- Ensure support plan is implemented throughout the shift and sufficient actions have been taken to ensure the safety of the young person;
- Ensure relevant incident reports, and daily records are completed appropriately;
- Ensure a comprehensive handover occurs as appropriate including details of support plan and measures in place;
- Work in collaboration with the management team to address any ongoing issues and shortfalls, including the implementation of a self-harm management plan and recommendations for policy and procedure changes to be considered;

DSL / On Call Manager

- Oversee shift leader's response to plans for young people at risk of suicide and self-harm to ensure correct actions are taken to safeguard young people and manage process and address any shortfall;
- Contact registered manager / responsible individual
- Ensure all reactive strategies and protocols have been adhered to and recorded appropriately;
- Oversee and agree updating of relevant documents, (risk assessments, self-harm management plan.

- Ensure that appropriate mechanisms to support staff and other young people potentially affected by the incident are implemented, including any further training required by staff;

Key Worker

- Ensure Individual Behaviour Support Plans, self-harm management plan and risk assessments are updated to reflect the incident and any changes to strategies for the young person;
- Identify individual work in consultation with management team to reduce risks of self-harm and suicide;
- Inform other professionals including Social Workers, Therapy service, education provision, CAMHS and, where appropriate, family members.

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12. CHILDREN MISSING FROM CARE

Definitions of a Missing Child

Looked After Child - An individual who is or claims to be under the age of 18 years and who is Looked After by the Local Authority under S20 or S31 of The Children Act 1989.

Missing - For the purposes of this procedure a child under the age of 18 years is to be considered missing if absent from their place of residence without authority to an extent or in circumstances where the absence causes concern for their safety or there is potential danger to themselves and/or the public.

Absences that cause concern are those where the carers have no indication that the child is likely to return within a short space of time or where there is immediate concern for their safety. They will be considered missing until they are located and their well-being or otherwise is established. In terms of the steps which need to be taken to locate these children and safeguard their welfare, this procedure includes them as missing children.

Unauthorised Absence - This category is important when clarifying the roles of the Police and family. Some Looked After children may leave their placement for a short period and then return. Often their whereabouts are known or may easily be established through contact with family or friends, or are unknown but for specific, recorded reasons they are not considered to be at risk. Sometimes children stay out longer than agreed, which may be regarded as behaviour that is within the range of normal teenage behaviour. These children's absence may be regarded as an unauthorised absence and would not usually come within the definition of missing for this Procedure. Unauthorised absences must be carefully monitored however as the child may subsequently be regarded as missing.

The Risk Assessment must be completed for every young person so that staff are clear of the risks of the particular child absconding and being missing. Also, a risk assessment should be updated after every time a young person absents themselves from the home and this will help to decide if a young person is missing or taking unauthorised absence.

Planning before the event

When a child or young person becomes Looked After, the placement planning process should consider the likelihood that they may go missing or take unauthorised absence and a Provisional Risk Assessment, pre-placement, should be completed by the placing social worker in consultation with the home.

This assessment should address the following:

- The likelihood of the child absconding
- The level of supervision/support offered to the child in this regard
- The parents' / social workers advice on what action they feel should be taken if the child goes missing
- The level of risk presented if the child absconds
- Any known addresses that the child may frequent or
- Any known adults known to the child who may place him/her at risk.
- Any CSE risks that are known.

The discussion should be recorded in the Placement Plan and be subject to regular review – at a minimum at every Looked After Child Review.

Action when a child goes missing

When a child goes absent without permission the response of the relevant adults, especially those who are caring for the child, should be directed towards securing their safe return as quickly as possible and to this end should demonstrate that the child will not be punished or treated negatively upon their return.

If a child was to go missing the immediate concerns in relation to where the home is located should be communicated.

Residential staff

Whoever discovers that a child is absent without permission should inform the duty (or on-call) manager. The manager on duty will need to decide whether the young person is having an unauthorised absence or is missing.

If a decision is made that the young person is missing, the person making the report should inform:

- The Police, who will subject the report to an assessment of vulnerability.
- The parents or any persons having Parental Responsibility unless there are serious reasons why this should not be done. If a Looked After Child becomes missing late at night it might not be appropriate to wake parents to inform them, although the Police may decide to do so in order to conduct a search of their premises. However, the parents should be notified the next day or immediately if there are serious concerns about the child's safety.
- The social worker or duty social worker. When this occurs out of hours the Out of Hours Service (OOH) should be informed. Where the absence occurs out of hours it remains the responsibility of the residential worker to inform the social worker of events, at the first opportunity.
- The social worker or duty social worker or OOH social worker will decide with the staff whether to notify members of the child's extended family, and any other parties that need to be informed.

Where, initially, assessment has been made that the young person is not missing but having an unauthorised absence, this decision should be reviewed frequently if the child does not return.

This should be at least, at 2 hourly intervals or more frequently if further information regarding the child's whereabouts/circumstances becomes known.

Within office hours the social worker will also be consulted.

Any unauthorised absence lasting for 8 hours must be reported to the police. This will generally be regarded as the maximum period for which a young person will be considered to be having an unauthorised absence from their placement.

Beyond 8 hours, any child or young person still absent will have their status changed to Missing.

Any case of an absent child that causes particular concern should be brought to the attention of the Police who will then decide on further action

In all cases, the social worker of the child should be kept informed of the child's absence from the home.

STAFF SHOULD BE PROACTIVE TO ENSURE THAT THEY HAVE ATTEMPTED TO FIND THE CHILD INCLUDING SEARCHING THE LOCAL AREA, SPEAKING TO FAMILY AND ANY FRIENDS THAT ARE KNOWN.

Information that should be made available to the police

The Police, as the lead agency investigating missing children, should be notified as soon as possible when it has been decided that a child is missing.

The person making the missing report should supply the Police with the following information:

- The full name of the child, date of birth, sex and ethnic identity
- A description of the child, including height, colour of eyes, clothing, etc.
- A recent photograph
- Family addresses and information from family members if they have already been contacted
- Known acquaintances
- Any previous history of absconding
- Name and phone number of social worker
- Details of any court order
- The basis of the risk assessment and classification of High Risk
- When the child was last seen, in what circumstances, and by whom
- The name and address of the child's GP and dentist
- Any circumstances which might increase the risk to the child (allergies, medication, medical condition, injury, etc).

Recording

- All risk assessment forms must be completed
- A timeline/chronology of events must be listed in the daily log book from the moment the child has not returned to the home and what action has been taken and this should be transferred onto an Absconding form.

Planning for return

If a child is missing, the registered manager (with the social worker in office hours), If possible in consultation with the parents and Police, should commence contingency planning for when the child is located. Such plans should include:

- Whether the child will return to the placement
- Arrangements for securing their return
- Whether the Police wish to interview the child before return
- Who would be an appropriate "independent person" to talk to the child on return, this would be done in liaison with the police and the child's social worker.

Children who have repeated 'unauthorised' absences should also be offered to talk to an 'independent person'.

The Police will co-operate in the plans developed by Children's Social Care to return a child to placement. Children's Social Care will make arrangements for the transportation of the child.

Occasionally, however, especially if the child is over 16 and is being Looked After, the Police may have limited power to enforce a return if the child resists this and is not apparently at any risk. Where a missing child is over 16 and is being Looked After by Children's Services, prior discussions should take place between the Police and Children's Services regarding Police/Children's Services' powers to enforce a return.

The Return

Police interview - The Police will interview all children when they return from being missing by means of a series of simple questions about where the child was, who they were with, etc.

Independent interview – An independent interview should take place. This is the responsibility of the social worker to arrange. Staff should challenge the social worker if this is not arranged. It is not permissible for anyone connected to the home to conduct the interview.

This interview should provide a safe opportunity for the child to discuss any concerns regarding his or her care, understand and address the reasons the child ran away, try to avoid it happening again and deal with any harm the child has suffered whilst they were missing. The interview must take place without parents, or residential staff being present or in close proximity, unless the young person expresses a wish to the contrary.

The child's medical condition should be discussed immediately, and an offer made to arrange medical attention. Where there is a Safeguarding issue, the homes and local Safeguarding procedures are to be initiated and followed.

Missing during external activity of the home/school

If a child goes missing during an external activity arranged by the home (or in an analogous situation), the person in charge of the activity will:

- Notify the local Police in that area
- Notify a Duty Senior at the home
- Institute a local search if possible
- Notify the Social Worker or Out of Hours service.

The Duty Senior at the residential home will be responsible for ensuring that the general procedures in relation to a missing child are followed and what further immediate action may be taken.

The Registered Manager must be informed. The residential home will need to maintain communication with the local Police where the absence occurred.

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13. E-SAFETY

The use of information and communication technologies in the home bring great benefits, and J&R Care Ltd recognise the e-safety issues and plan accordingly to ensure the appropriate, effective and safe use of electronic communications.

An essential element for children and adults in the 21st Century life for education, business and social interaction, J&R Care Ltd have a duty to provide residents and its staff with the best available internet access as part of their learning and development.

Children will use the internet widely when outside of the home and at school and will need to learn how to evaluate internet information and to take care of their own safety and security.

J&R Care Ltd recognise the risks in allowing children and staff to use the internet in the home: Communicating online can be a fantastic experience for children but also carries some risks, including children being exploited using the internet – see Safeguarding policy.

Although 'chatting' online can be great fun, children can sometimes find themselves in situations where they can feel out of their depth. This is why we block this method of communication, not least because dangerous risks can arise if children give out their personal details to strangers. This can include giving out personal information such as mobile numbers and pictures of themselves. If they are talking to another child there is a risk that they will misuse this information - for example, by texting abusive messages to the child, or by posting their image on a website; but there is obviously a greater risk if the person that they are chatting to is an adult.

Tragically, paedophiles –adults who want to meet children for sex– use the internet, often with the intention of talking with and meeting a child. Children can be naive to this risk, and often feel that they are invincible, or that 'they would know if someone was lying'. (Please refer to the safeguarding policy as well as Child Sexual Exploitation and grooming policy).

Child sex abusers find the internet an easier place to participate in a range of child sexual abuse activity including contact with children due to the anonymity of the medium. They will often lie and pretend to be younger than they are or people other than themselves and find a sense of security by operating from the safety of their own homes. They have been known to set up bogus email accounts and chat personas to mask their identity online.

Radicalisation groups also use the internet to recruit vulnerable young people. Social media is a huge problem in this area and children and young people are often attracted to the lure of their recruiting in this way.

There are a number of actions which these adults will engage in online. These include:

- Swapping child abuse images in chat areas or through instant messenger with other adults or children and forming networks with other child abusers to share tips on how to groom more effectively and how to avoid being caught.
- Swapping personal information of children that they have collected with other abusers
- Participating in online communities such as blogs, forums and chat rooms with the intention to groom children collect sexually explicit images and meet them to have sex.

- Online Grooming is: "A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes."

Often, adults who want to engage children in sexual acts, or talk to them for sexual gratification will seek out children who desire friendship. They will often use a number of grooming techniques including building trust with the child through lying, creating different personas and then attempting to engage the child in more intimate forms of communication including compromising a child with the use of images and webcams. Child sex abusers will often use blackmail and guilt as methods of securing a meeting with the child.

Gaming

Gaming can be great fun and be a place where children play and chat - mostly about the game - to each other. Gaming sites can be fantastic fun for children, however as with any online technology, there are risks.

This is why we set restrictions on games consoles, secured by a username and secure password. The same restrictions are also set on mobile devices, although we do not leave this connected to Pembroke House or Butterfly House WiFi.

Online gaming can occasionally be addictive for children. We often discuss this with them in house meetings and is why we set time limits on games consoles, which are connected to a WiFi network which is isolated from the main network. Children can become so involved in the gaming communities that they lose touch with their offline friends, in favour of spending time with online users playing games. Some children who use online games can be abusive to other gamers. This can range from saying nasty things if there is a chat facility within the gaming site, to always winning and not sharing cheats or knowledge on how to progress to the next level. Children should be encouraged that when they play online games, they treat others how they would like to be treated. Nevertheless, we disable voice communication on games consoles in use at Pembroke House or Butterfly House. It is because of the above risks that it is necessary to put into place a statement and policy guidelines on the use of the internet for children in our homes.

J&R Care Ltd are committed to ensuring children's safety online and have developed a policy on its use in the home.

Our internet safety policy has been written by the directors of the company, building on the Kent County Council's e safety policy and guidance.

The internet safety policy will be reviewed annually, or sooner if potential new threats arise.

J&R Care Ltd has an Internet Safety Officer who will ensure that:

- The homes internet access is designed expressly for residents use and will include filtering appropriate to the children's age and understanding.
- Residents will be taught what internet use is acceptable and what is not and given clear objectives for its use.
- The computers in the home have been positioned in all areas to allow easy supervision of the work/content being displayed and hence discourages breaches of acceptable use.

- Staff will guide the child in online activities that will support the learning and development planned for the child's age and maturity.
- No child will have access to the internet without consultation with a member of staff and the access will be supervised and monitored. The exception to this involves smart phones.
- The mobile phone policy for the home stated that no one under the age of 14 years old will be allowed a smart phone. This is because the access to the internet and the child's safety cannot be as safely monitored. When a child reaches 14 years of age a risk assessment will be completed and consultation will take place between the child, their parents and social worker. If it is agreed that a smart phone will be allowed for this child, a mobile phone Acceptable Use Policy will be drawn up. Within this contract, acceptable behaviour with the phone's usage will be discussed and agreed on. The key worker will have responsibility to check that the child is adhering to these rules and will have their phones checked regularly.
- The company and its staff will ensure that the copying and subsequent use of the internet complies with copyright law.
- The security of the home's computer will be inspected and updated every six months.
- Virus protection will be updated regularly.
- Portable media may not be used without specific permission by the Registered Manager of the home who will instigate a security check on the system.
- Files, web sites and emails on the homes network will be regularly checked and monitored.
- Children and Staff may only use approved email accounts.
- A central email address for staff and one for each child will be set up and the only email addresses used.
- Access in the home to personal email accounts is prohibited by both staff and children. Email sent to external organizations should be written carefully and authorized by a senior member of staff before sending.
- The forwarding of chain letters is not permitted.
- No resident or staff member will be authorized to place photos on any social network space.
- The use of web cams in the home is strictly prohibited.
- Emerging technologies will be examined for educational/social development benefit and a risk assessment will be carried out before use in the home.
- The home will maintain a current record of all staff and residents' activity online and will be signed by the manager of the home and stored in the main office.
- Social workers/parents will be asked to sign a consent form for resident's access in the home.
- An e-safety training programme will be introduced to raise awareness of the importance of safe and responsible internet use.
- Staff and children will be asked to sign an internet code of conduct before being allowed to use the internet.
- The use of the computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990
- Complaints of internet misuse will be dealt with by the Internet Safety Officer and the Directors and discussions will be held with the local police to establish procedures for handling potential illegal issues.
- Consequences within the home for misuse of the computers/internet will include: Investigation by the ISO/directors; informing social workers/parents; removal of the internet or computer access for a period of time.

- Staff who misuse the computer/internet will be dealt with through the companies disciplinary procedure
- Any staff member found to be interfering or deleting any monitoring system will be dealt with through the companies' disciplinary procedure.

All staff will familiarize themselves with legal documentation relevant to internet safety, use and abuse, which include:

- The Sexual Offences Act 2003, which introduces new offences of grooming and in relation to making/distributing indecent images of children, raised the age of the child to 18 years old.
- The Racial and Religious Hatred Act 2006 which creates new offences involving stirring up hatred against persons on religious grounds.
- The Police and Justice Act which extended the reach of the computer misuse Act 1990 making denial of service attacks a criminal offence.
- Communications Act 2003 (Section 127)
- Data Protection Act 1998 (Sections 1-3)
- Malicious Communications Act 1988 (Section 1)
- Copyright, Design and Patients Act 1988
- Public Order Act 1986 (Sections 17-29)
- Protection of Children Act 1978 (Section 1)
- Obscene Publications Act 1959 and 1964
- Protection from Harassment Act 1997
- Regulation of Investigatory Powers Act 2000
- The Telecommunications (lawful business practice) (Interception of Communications) Regulations 2000

Telephone misuse

J&R Care Ltd's telephone lines are for the exclusive use by employees in connection with J&R Care Ltd's business. Whilst J&R Care Ltd will tolerate essential personal telephone calls concerning an employee's domestic arrangements, excessive use of the telephone for personal calls is prohibited. This includes lengthy, casual chats and calls at premium rates. Not only does excessive time engaged on personal telephone calls lead to loss of productivity, it also constitutes an unauthorised use of J&R Care Ltd's time. If J&R Care Ltd discovers that the telephone has been used excessively for personal calls, this will be dealt with under J&R Care Ltd's disciplinary procedure and the employee will be required to pay J&R Care Ltd the cost of the personal calls made.
Employees should be aware that telephone calls made and received on J&R Care Ltd's telephone network will routinely be monitored and recorded to assess employee performance, and to check that the use of the telephone system is not being abused. If employees wish to make or take a particularly sensitive, private or confidential personal telephone call, they are advised that they can use the nearest public telephone which will not be subject to any form of monitoring or recording by J&R Care Ltd.

Mobile phones

Whilst J&R Care Ltd will tolerate staff use of mobile phones for essential calls during working hours i.e. if in on an outing and a work mobile is not available, excessive use for personal calls is prohibited. Also prohibited are lengthy calls, casual chats, text messaging, e-mailing web, browsing and the taking of video and/or still images (if the phone is so enabled). Mobile phones should be set to a silent ring during working hours. If staff wish to use their mobile phone, they are requested to do so by first seeking permission from a Manager. To this end, staff are encouraged to leave their phones in the office during the time spent with the children, whom should be their sole focus.

Staff Training and Pupil Instruction

As per Ofsted's Online Safety Guidance in 2015, the following will be included:

- **Curriculum Inclusion:** Digital literacy and citizenship [online behaviour should be as acceptable as real-world behavior] will be included in a clear to ensure that pupils understand how to conduct themselves online. Children growing up in the 21st century age are often way ahead of adults, so the ISO will help provide a bridge between different levels of understanding.

- **Staff Training:** The ISO is aware of the dangers and risks associated with the use of technology. Training therefore takes place in a focused manner (usually individually) suitable to the staff member's level of understanding and include how cyber bullying can take place, social media, radicalization and other risky online behaviour. The ISO keeps up to date on digital threats and if needed can bolster cyber defenses, and automatically updates inappropriate material.

- **Reporting:** Action must be taken immediately if there are any concerns about potential online bullying or inappropriate behaviour. A clear strategy for reporting and intelligence gathering is be in place to allow staff to ensure that any necessary interventions are carried out to protect the safety of children in their care.

Residents / pupils, staff and parents should all work collaboratively to prevent online bullying and to develop a safe and positive attitude towards technology and online engagement.

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14. RISK ASSESSMENTS

Some controlled forms of risk taking are intrinsic in residential work with children and in educating children and properly managed may aid development and maturity, ensuring a level of choice and participation.

In some cases, the risks will be greater than the ability to devise a plan for risk management that mitigates the risk. Therefore, this policy sets a framework for undertaking risk assessment and devising risk management plans, taking action to avoid unacceptable risks.

The principles of risk assessment are:

- Risk assessment will take account of past events, patterns of behaviour.
- Children should participate in the process unless this will increase the risks.
- Records of the risk assessment will be kept, risk management plans will be made and these will be agreed by management and placing social workers. These will be available to all staff involved in the care of the resident.
- Regular reviews of risk assessment will take place at staff meetings and during management/ head teacher supervision.
- Assessments of any type must take into account and respond to race, religion, culture, age, gender, disability and maturity.
- Residents assessed as posing a level of harm should not be discriminated against as a result of that assessment.
- A holistic approach to risk assessment should take account of the views of all parties concerned with the welfare of the child.

Safety of staff:

Staff have a responsibility to ensure their own safety and not place themselves in situations of risk unnecessarily. If a resident is known to have certain triggers, or to be potentially violent staff should assess whether it is safe to be alone with that child. In addition if a situation is escalating staff should withdraw and call the police. Under no circumstances should staff place themselves in danger of significant harm.

Risks will be heightened by the presence of the following factors; any or any combination may be a precipitate factor.

1. Mental health issues
2. Influence of substance abuse
3. Personality disorder/paranoia
4. Anxiety/fear
5. Tension/irritability
6. Frustration/confusion
7. Stressful/traumatic incident
8. Relationship breakdown
9. Perceptions of staff attitudes
10. Previous patterns of behaviour
11. Cultural issues

12. Isolation
13. Low self esteem/sense of worth
14. Poor support networks
15. Self neglect
16. High levels of anger/hostility
17. Multiple placement moves
18. Bereavement

Certain patterns need to be taken into account, for example:

- Recency of incidents -more recent = higher risk
- Severity - more severe = higher risk
- Frequency - more frequent = higher risk
- Child protection matters-
- The welfare of the child is paramount at all times and overrides any concerns over confidentiality.
- Where a staff member or child becomes pregnant there will need to be a risk assessment undertaken in respect of the unborn baby.

The quality of the risk assessment will be increased with the quality and quantity of information made available to the assessor. Accurate recording is essential.

Analysis of risk must include:

- Context
- Risk to self
- Risk to others
- Risk to property

Specific factors for consideration will be:

- Precipitating factors
- Past history
- Current emotional state
- Mental state
- Identified triggers
- Specific plan/threats
- Access to means to carry out plans

A conclusion should be reached identifying the following:

- Is it serious?
- Specific or general?
- Immediate?
- Stable or volatile?
- Reduction/increase factors?
- Are statutory interventions necessary?

- Appropriate support required?

Risk assessments should be signed and dated by the assessor and co-signed by a manager/ head teacher. Care plans and placement plans should then be amended accordingly if necessary.

A comprehensive assessment of risk will include the following:

- Past history of the resident
- Self-reporting by child, empathy, self-awareness, insight and attitude.
- What are the rein forcers for the child?
- What coping strategies and skills do they possess?
- Observations of behaviour and emotional state
- Discrepancies between reports and observations
- Trigger events
- Is there a motivation to change?
- What supports or stresses exist?
- Predictive indicators from research/experience (evidenced)
- Contributor information, which may include family members, police, probation, independent visitors etc.
- Duty to warn?

Key stages in risk assessment

1. Compile and analyse all available information.
2. Consult with all parties
3. Consider category of risk; self-harm; abuse; aggression, absconding etc.
4. Consider the risk, to whom? When?
5. Possible outcomes of risks, likelihood and importance
6. Agree to risk management plan to increase benefits and minimise harm
7. Specify key roles
8. Agree monitoring arrangements.
9. Record decision process in care plan and case file
10. Communicate decisions to all involved in the residents ' care.

Senior residential workers, teachers and managers should monitor and assess the capability of staff to undertake risk assessments. Complex assessments will only be undertaken by senior residential workers, Qualified teachers and managers.
All risk assessments must be supervised and monitored by the supervisor. Upon completion they must be read and signed off by the Registered Manager/ Head Teacher.

Risk-Taking

The children we work with all fall into a 'high risk' category. We cannot and should not protect them from the reality of life. On the other hand we should not expose them to unnecessary risk. Social work in general but perhaps more significantly in residential work, involves a degree of informed risk-taking. Once staff have looked at a situation and given consideration to the exact nature of the risks involved they should examine the following factors:

(a) Is it in the child's best interest?

(b) Is there a serious risk of harm/damage to either the child or any other person involved?

(c) Is it part of the child's Care Plan?

(d) Is there any way of reducing or avoiding taking the risk?

(e) Is there anyone else that you could discuss the nature of the risk with, e.g. a colleague, senior member of staff , the on call manager or the child's field social worker?

Keep risk-taking to the minimum but on the other hand if, having considered all the above points you feel the risks are necessary and in the child's best interest, take them.

The School and Risk Taking in Education

It is important to note that one of the school's key learning skills encourages pupils to 'Enjoy and Achieve' (taken from 'Every Child Matters') and this by its very nature denotes an active and dynamic approach to education. Lessons often seek to enthuse the learner and in the case of S.E.M.H. pupils who often lack motivation and struggle with orthodox academic success this can often entail a very hands-on practical approach to learning. Lessons may often encompass varied engagement processes based around a broad and creative curriculum. Risk assessments therefore need to be pooled from various sources seeking to address many settings and situations. Furthermore due to the small nature of the school and the individual difficulties presented by the pupils concerned many lessons may be personalised (often involving 1:1 support) so that individual risk assessments may be necessary on-top of group/class planning.

Regarding subject activities these involve a multitude of concerns. In Science a vocational BTEC general Science course is pursued involving a lot of practical experiments and lessons utilise the CLEASPS chemical safety programme.

In Art & Design a G.C.S.E Fine Art approach is pursued with an inclination towards construction of large public artworks involving Sculpture and Street Art and this can entail a very wide breath of materials and processes.

In Sport pupils are encouraged to engage in adventurous sports such as Rock Climbing, water Sports, Horse Riding, Mountain Biking and Boxing and appropriate in-house risk assessments are cleaned from the outside agencies concerned.

The Asdan Award course also involves a very active approach and encompasses many life skill challenges; fixing vehicles, coppicing woodland, building igloos and generally using a large amount of equipment which needs to be carefully supervised.

Cooking too encourages pupils to actively participate in vibrant learning and this is differentiated very much in terms of safety and evaluated individual responsibility.

The school also keenly engages in providing many trips and excursions off-site such as building sea-side sand-sculptures, visits to historical re-enactments, trips on river boats and time spend helping at animal refuge centres so trips need to be carefully supported in the right way (see Trips policy).

Various Work Experiences too have concerned active assignments involving Horse Riding, Ice Skating and Building maintenance. In light of these approaches It is interesting to note that many of our older pupils have gone on to study lively occupations at college and beyond; Sports & Leisure, Multi-trade Construction and even go on to join the Army.

School staff are therefore very mindful to the wider implications of risk, inherently present within the SEND children themselves; the challenge being to try and harness this risk taking energy and channel it into more positive / fruitful outcomes and so shape these into more formerly recognisable successful achievements to meet our specific children's needs.

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15. BULLYING

Regulation 34 (3) of the Children's Home Regulations 2015 states that The registered person must prepare and implement a policy for the prevention of bullying in the home, which must in particular set out the procedure for dealing with an allegation of bullying.

J&R Care aims to create an environment which is safe and free from all types of bullying. In all of its homes and schools. Bullying is a form of anti-social behaviour that encompasses any sort of deliberate physical, emotional, social or verbal intimidation by an individual or a group.

In any children's home there will, at some stage, be bullying. All members of staff and children should feel able to tell. Anyone who knows that bullying is happening should feel safe enough to report it and have confidence that it will be dealt with appropriately.

J&R Care's bullying policy is an integral part of both the home's behaviour management policy and safeguarding procedures.

Training of Staff

- Staff receive training on preventing bullying as part of their induction into the home.
- Brave the Rage attend the home each year and young people at both Pembroke House and Butterfly house.
- Bullying is spoken about in management meetings, team meetings, house meetings with the young people and supervision with staff

Procedures

The Safeguarding Director will have responsibility for writing and reviewing this policy. The Registered Manager will have overall responsibility for implementing this policy within the House.

The Safeguarding Director and Registered Manager will raise awareness of the issues around bullying to everyone working and living in the home. This will be done in key meetings with individual young people, daily house meetings and staff meetings.

Training will be organised related to bullying and conflict resolution at regular intervals for all current staff joining the team, drawing on expertise from within the home and other organisations.

It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the home and to support young people and staff in reporting an incident.

Specific procedures include:

1. Disclosure is made by a young person or a member of staff on behalf of a young person
2. The accused is interviewed by a senior member of staff
3. Friends/ Colluders are interviewed by a member of staff
4. Findings are discussed with the victim

(unless it falls under section 47 enquiry and in this case the child will NOT be interviewed until discussion with the LSCB/ Child Protection team has taken place and advice is sought)

5. The 'Bully' and the 'Victim' and any colluders will be brought together in a conflict resolution meeting to discuss and try and resolve the issue. Where appropriate this will take place in the daily house meeting.

   We recognise that there are different forms of bullying and at various times, young people living together will have their issues with each other. All young people who live at Butterfly House or Pembroke House have their own specific needs and we will always look at these needs when evaluating the situation. The Registered Manager in discussion with the Safeguarding Director and the social workers of the young people will look at the safeguarding around the issue and when the resolution meeting would and would not be appropriate.

6. If bullying continues and resolution has not eradicated the problem, the following procedure will apply:

   - A final warning letter will be issues to the perpetrator of the bullying.

   - VICTIM: a strategy meeting will be called which will include: The Registered Manager, The Safeguarding Director, the young person's social worker to discuss the implications of the young person being bullied and their safeguarding and how this is going to be addressed and at this meeting there will be a discussion as to whether the young person is safe to continue to live at Butterfly House or Pembroke House and if so the risk assessments/ strategies that will be put in place to protect the young person.

   - BULLY: a disruption meeting will be called which will include: The Registered Manager, The Safeguarding Director, the social worker of the young person who is bullying. In some cases, it will be appropriate for the young person to attend or this may be in a separate meeting.

At any point in the above procedure a referral can be made to the community police officer to facilitate a restorative justice meeting.

At any point, and if considered a section 47 matter, the bullying will be treated as a Child Protection incident and reported to the county duty child protection team.

Recording

All incidents of bullying will be logged and acted upon.

The homes electronic administrative system Clearcare is used to record incidents and complaints of bullying and action taken.

Monitoring

All incidents are recorded by staff and monitored by the Registered Manager and Safeguarding Director

Bullying Incidents are analysed monthly by the Registered Manager

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17. VETTING VISITORS AT THE HOME/ SCHOOL

Visitors will be welcomed to the home and school but are expected to adhere to the policies and practices of that home/school and to respect the privacy of the children.

Social workers/Local authority representatives will be expected to bring ID on their visit. Builders and electricians and other professional parties etc will also be expected to have ID and will not be left alone with a child in any circumstance.

Family will have first been approved by the placing authority and will also bring ID. These visits can be supervised or not depending on the placing authorities' criteria

Friends will only be allowed in the home with approval of the manager and at the awareness of their parents/guardians and will not be allowed unsupervised.

All visitors must report to staff and sign the visitor's book on arrival and departure stating time, name and reason for visit. ID cards will be checked and noted in the appropriate space in the visitor's book. Staff are at liberty to make any relevant checks as they feel to be necessary.

Wherever possible arrangements for contact will be set out in the placement/care plan and will include supervision requirements for contact.

Visiting parents and relatives will not be given unsupervised access to other residents at the home.

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16. CHILDREN AT RISK OF SEXUAL EXPLOITATION

Most children at J&R Care will have special educational needs, poorly developed social skills, emotional vulnerability and impulsivity which can lead to poor decision making and place these children at particular risk. It is a delicate balance between protecting children and promoting independence and self-help skills. Staff need to consider carefully the risks involved and the level of supervision and support required in activities where children engage with members of the public both in person and also electronically via the internet or telephone. Staff must always be vigilant for those who may seek to take advantage of or exploit the children in our care.

Children that are placed at J&R Care lack self- esteem and their self - worth is at times dependent on the attention and material things that they receive from others to determine their self - worth, which places them at a very high risk to become victims.

That is why it is so important for the staff team to work with each individual child in recognising their strength and building on them, this will help with their self - esteem and the recognition that they as an individual are important and their self - worth will be internalised and not depend on others to feel important. This will reduce the seeking of recognition and acceptance behaviour and minimise/prevent the possibility of the children becoming victims of child sexual exploitation.

Staff working in our homes and school may become aware that children are being picked up regularly by unauthorised older persons in cars, or that there are individuals loitering outside the home or school to meet children. These people and events should always be reported to a senior manager and to the police.

The reports should always be taken seriously and investigated. Reporting procedures should be well known within the home.

In many cases, appropriate responses by the police and other professionals may disrupt this abusive pattern and provide protection for the child. However, police and social services staff should be aware that once concerns have been reported, the child may continue to be at risk from his/her coercers and urgent action may be required to safeguard the child.

Children involved in CSE may also come to the attention of the police in the course of their duties, such as during the investigation of drug offences, or in the execution of search warrants.

J&R Care has a requirement to report to the police any evidence of children becoming involved in CSE, or of unauthorised persons picking children up, contacting children in school or at home, or observed trying to make contact with children in public. Staff must report any such incident immediately to a senior member of staff.

Children and young people involved in CSE are primarily to be treated as the victims of abuse and in many cases will be in need of welfare services or protection under the Children Act 1989. Staff should be aware of the signs and symptoms of possible involvement in CSE.

Possible Signs and Symptoms of sexual exploitation.

We know that checklist approaches to the identification of possible abuse are far from failsafe. The early recognition of a child's involvement in CSE is critical in generating a positive outcome.

In respect of possible involvement in CSE, research does suggest some specific potential indicators although these cannot be viewed, singly or in combination, as conclusive proof.

(Remember, within J&R Care staff have no investigative role; our task is to share information which indicates that a child is in need, is suffering or is likely to suffer significant harm):

- Physical symptoms of sexually transmitted infections or bruising which may be indicative of restraint or sexual abuse/assault;
- Reports from reliable sources;
- Consorting with unknown adult men outside the usual range of social contact(s) (including via telephone, texts, emails, letters etc);
- Consorting with adults or children known or suspected of being involved in CSE
- Accounts of social activities with no plausible account of how they were paid for;
- Acquisition of expensive clothes or possessions;
- Low self-esteem;
- History of child sexual abuse;
- History of absconding from home or Local Authority care;
- Returning from missing from care episodes appearing well cared for despite having no known base

Any concerns of this nature must be reported immediately to the senior member of staff on duty. As important as it is for the staff members to recognise the signs of abuse it is just as important for the staff to teach each child how to keep themselves safe, to be able to identify what grooming processes are, understand what is private and what can be shared with others and the importance of being open and honest and not keep secrets for the adults in their life.

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17. PREVENTION OF RADICALISATION AND EXTREMISM

J&R Care is committed to providing a secure environment for all of its staff and children. The current threat from terrorism extremism in the UK can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There are group of people who seek to radicalise vulnerable children and young people to hold extreme views including political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

J&R Care values freedom of speech and expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both staff and children have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm to others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege. It is subject to laws and policies governing equality, human rights, community safety and community cohesion.

J&R Care are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment; working in partnership; staff training; and IT policies.

J&R Care staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies and in our Countering Radicalisation and extremism policy.

In line with guidance all J&R Care staff undertaken prevent training as part of their induction.

Our E Safety ensures that children are safe from terrorist and extremist material when accessing the internet in schools and our E Safety consultant performs regular checks

Risk Assessment

The statutory guidance, 'The Prevent Duty' Departmental advice for schools and childcare providers, June 2015, makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Working in Partnership

J&R Care will work in partnership with the LSCB when identifying any concerns with regards to risk of radicalisation for our children and young people. This will include reporting procedures, attending awareness workshops with the LSCB.

Training

Each member of staff will undertake the Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

IT policies

J&R Care is committed to ensuring that their children are safe from terrorist and extremist material when accessing the internet. Safety filtering is in place and we have a dedicated Internet officer who frequently checks all of the systems within the organisation.

We have a commitment to equipping children and young people to stay safe online, both in school and the home. Internet safety will be integral to the school's ICT curriculum and also embedded in PSHE

Building children's resilience to radicalisation

J&R Care staff in both Butterfly House, Pembroke House and The Annex School are in the perfect position to help build children and young people's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making.

The Annex School promotes the spiritual, moral, social and cultural development of children and, within this, fundamental British values. Personal, Social and Health Education(PSHE)is an effective way of providing children with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

We will encourage children to develop positive character traits through key work sessions, house meetings and education topics: PSHEE, for example, covers topics such as resilience, determination, self-esteem, and confidence. Citizenship helps to provide children with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips children to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, children learn about democracy, government and how laws are made and upheld. Children are also taught about the diverse national, regional,

religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

What to do if you have a concern

If any staff member has a concern about a particular child they should follow J&R Care's normal safeguarding procedures, including discussing with the companies designated safeguarding lead, and where deemed necessary, with children's social care. In Kent there is a Prevent lead who can also provide support. Butterfly House borders Kent and this is applicable for both homes.

Contacts within Kent

NickWilkinson, FCMI Head of Youth Justice and Safer Young Kent Direct line:
03000 417201
Nick.wilkinson@kent.gov.uk

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance. An e- learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Warning Signs and Risk Factors

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and sections of society. Research shows that the following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

- Peer, social , family or faith group rejection
- International events in areas of conflict and civil unrest having a personal impact on the young person resulting in a noticeable change in behaviour

- Verbal or written support of terrorist attacks or extremist views
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status
- Being in contact with extremist recruiters

It is our duty to be vigilant and share concerns appropriately.

Concerns should initially be reported to a DSL.

Concerns about suspicious activity or behaviour can be reported to the Confidential Anti-Terrorist Hotline on 0800 789 321. In the case of an immediate threat, always dial 999

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18. CHILDREN BEING VULNERABLE TO BEING RECRUITED UNDER COUNTY LINES

What is county lines exploitation?

County lines is a major, cross-cutting issue involving:

- Drugs
- Violence
- Gangs
- Safeguarding
- criminal and sexual exploitation
- modern slavery
- missing persons

And the response to tackle it involves:

- the police
- the National Crime Agency
- a wide range of government departments
- local government agencies
- VCS (voluntary and community sector) organisations

The UK government defines county lines as:

"County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

What is child criminal exploitation?

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

"Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

How does it affect children and young people ?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (for example, carrying drugs in return for something).

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Who is vulnerable to county lines exploitation?

The national picture on county lines continues to develop but there are recorded cases of:

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
- both males and females being exploited
- white British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can takeover their homes (known as 'cuckooing')

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

IF YOU HAVE ANY CONCERNS OR SUSPICIONS IT IS IMPERATIVE THAT YOU SPEAK TO A DSL IMMEDIATELY OR SPEAK TO THE POLICE.

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