This template covers the main areas you may need to consider in this area, but you will need to read it in the context of your own organisation, which may mean amendments to make it fully relevant are necessary. It does not constitute legal advice and further steps may be necessary to ensure you comply with current UK legislation.

It is essential that safeguarding policies are live, and organisations should look for regular safeguarding updates to ensure your policy remains up to date. You will also need to consider how to build a culture of safeguarding in your organisation and spend time on the procedures and training needed to ensure safeguarding is effectively managed at all levels within your organisation.

This policy only relates to children and young people. You may need a separate policy for safeguarding vulnerable adults, depending on the work of your organisation.

This policy refers to several other policies and procedures which you may wish to develop. These include:

* codes of conduct for staff and volunteers
* complaints and [whistleblowing](https://www.ncvo.org.uk/help-and-guidance/safeguarding/specialist-guides/specific-aspects/whistleblowing-speak-out/) measures
* health and safety measures
* [data protection policies](https://lambethhubs.com/resources/data-protection-policy-template/)
* [online safety policy and related procedures](https://learning.nspcc.org.uk/research-resources/templates/online-safety-policy-statement-and-agreement/)
* [safer recruitment policy and procedures](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment/)
* [adult to child supervision ratios](https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children/)
* [anti-bullying policy and procedures](https://learning.nspcc.org.uk/research-resources/templates/anti-bullying-policy-statement/)
* [photography and image sharing guidance](https://learning.nspcc.org.uk/online-safety/photographing-filming-children)

**Where reference is made to another policy within this policy, this has been highlighted. You will need to remove or edit based on what policies you have in place.**

Add org logo

**Safeguarding Policy for Children and Young People**

|  |  |
| --- | --- |
| Date policy agreed. |  |
| Next review date |  |

**1. The purpose and scope of this policy statement**

(Add name of organisation) works with children and young people as part of its activities. This policy statement applies to all activities involving children under 18 years and all individuals working with children and young people on behalf of (add name of organisation). This includes senior managers, the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

The purpose of this policy statement is:

* to protect children and young people who attend (add name of organisation) services and activities from maltreatment. This includes the children of adults who use our services.
* to provide clear direction to all staff and volunteers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children.

**Legal framework**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. This includes Working Together to Safeguarding Children [(Working Together 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)) and Section 11 of The Children Act (2004). A summary of the key legislation and guidance is available from [NSPCC](https://learning.nspcc.org.uk/child-protection-system/children-the-law).

**2. Our principles**

We believe that:

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

We recognise that:

* the welfare of the child is paramount.
* all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse.
* some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
* working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people’s welfare.

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

* valuing, listening to and respecting them.
* appointing a designated safeguarding lead, a deputy safeguarding lead, and a lead trustee/board member for safeguarding.
* developing child protection and safeguarding policies and procedures which reflect best practice.
* using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
* sharing information about child protection and safeguarding best practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
* recruiting staff and volunteers safely, ensuring all necessary checks are made.
* providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures.
* using our procedures to manage any allegations against staff and volunteers appropriately.
* ensuring that we provide a safe physical environment for our children, young people, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
* recording and storing information professionally and securely.
* creating and maintaining an anti-bullying environment and ensuring that we have procedures to help us deal effectively with any bullying that does arise.
* developing and implementing an effective online safety policy and related procedures.
* implementing a code of conduct for staff and volunteers.
* ensuring that we have effective complaints and whistleblowing measures in place.

**3. What constitutes safeguarding and child protection?**

Safeguarding concerns relate both to children at risk of abuse or neglect and to children who are at risk of not being able to thrive and meet positive outcomes in their lives. For the purposes of this policy, it is defined as action that is taken to promote the welfare of children and protect them from harm (NSPCC 2024).

Safeguarding means:

* protecting children from abuse and maltreatment.
* preventing harm to children’s health or development.
* ensuring children grow up with the provision of safe and effective care.
* taking action to enable all children and young people to have the best outcomes.

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child protection relates mainly to the four categories of abuse identified:

* Physical abuse
* Sexual abuse
* Emotional abuse
* Neglect

Definitions of abuse and neglect are given in Appendix 1.

**4. Roles and Responsibilities**

(Add name of organisation) policy and procedures are available to all staff, volunteers, and the public.

All (add name of organisation) staff and volunteers have a duty to safeguard and promote the welfare of children and adults.

(Add name of organisation) does not have statutory duties or powers under the Children’s Act to carry out investigations into suspicions or allegations of abuse – our role is to identify and report any concerns about the children and young people that we work with.

All staff and volunteers at (add name of organisation) have a duty to report concerns so that the agencies powered with investigative responsibility can do so.

**All staff and volunteers should:**

* be familiar with and follow the organisation’s policy and procedures for safeguarding the welfare of children.
* know who to contact to express concerns about a child’s or adult’s welfare.
* remember that an allegation of child abuse or neglect may lead to a criminal investigation and therefore staff and volunteers should not do anything that may jeopardise a police investigation, such as asking leading questions or attempting to investigate the allegations of abuse.
* attend training that raises awareness of safeguarding issues and equips them with the skills and knowledge needed.
* be vigilant to possible indicators of abuse and neglect in children at different stages of child development. Indicators of abuse are outlined in Appendix 1.

**4.1 Designated Safeguarding Lead (DSL)**

(Add name of staff member and position) is the Designated Safeguarding Lead with overall responsibility for safeguarding and child protection.

The role of the Designated Safeguarding Lead is to:

* make sure all staff are aware of how to raise safeguarding concerns.
* ensure all staff understand the symptoms of child abuse and neglect.
* oversee referrals of any concerns to the appropriate agency.
* oversee monitoring of children who are the subject of child protection plans.
* maintain accurate and secure child protection records.
* attend training and keep up to date with changes in policy and legislation.

**4.2 Deputy Safeguarding Lead**

(Add name of staff member and position) is the Deputy Designated Safeguarding Lead. The role of the Deputy Safeguarding Lead is to act as the Designated Safeguarding Lead when (add name of staff member and position) is absent.

**4.3 The role of the (add name of organisation) Board of Trustees** *(amend to reflect the governance model for your organisation***).**

(Add name of trustee) is the senior board level lead for safeguarding. The role of the board level lead for safeguarding is to provide challenge and support on safeguarding matters to the senior management team and/or safeguarding leads. The board of trustees is responsible for regularly reviewing and approving the Safeguarding Policy and procedures in response to changes in legislation, guidance, and best practice.

**5. Reporting Safeguarding Concerns**

**5.1 Reporting an immediate or urgent safeguarding concern**

If you think that a child is at risk of immediate harm, please contact the police immediately on 999.

If you have urgent concerns about the safety of a child and are unable to contact one of the Designated Safeguarding Leads, do not hesitate to contact the local authority response team or the police using the following numbers:

• Add local response team details (in Lambeth this is the [Lambeth Safeguarding Child Partnership](https://www.lambethsaferchildren.org.uk/))

These external agencies will be able to determine an appropriate course of action and to advise you on next steps.

In an emergency, where a child or young person makes a serious allegation, or if there has been an assault or a staff member or volunteer witnesses an incident which causes him/her to consider the child is in immediate risk of significant harm, then (add name of organisation) will need to take action immediately to ensure the protection of the child. If it is not possible to discuss the situation immediately with one of the Designated Safeguarding Leads, the staff member or volunteer will need to contact the police or local authority response team.

The Designated Safeguarding Lead is responsible for ensuring that incident reports, referrals and all information regarding safeguarding individual children is securely stored in a password protected electronic folder. In all situations, you may be asked to provide an outline of your concerns in writing. If the matter is referred to local authority or the police, you may be asked to provide a formal statement of your concerns for subsequent external investigations.

**5.2 Where there is a concern about the welfare of a child, but no immediate risk**

All safeguarding concerns should be discussed as soon as possible with the Designated Safeguarding Lead.

This person should support the staff member/ volunteer to write their concerns and complete a safeguarding incident report form (Appendix 3), discuss a course of action, and refer to the local authority response team as appropriate.

The Designated Safeguarding Lead will respond as quickly as possible and will assess the concerns to determine whether an external referral to the local authority or the police should take place or can be addressed via (add name of organisation) internal procedures, based on [official guidance](http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf).

(Add name of organisation) aims to make external referrals within a maximum of 24 hours of initial report. In the event that a staff member makes a referral, a copy must be provided immediately to the Designated Safeguarding Lead.

If possible and appropriate (add name of organisation) will inform the child’s parents of the need to make a referral and why it is being made - it is important that (add name of organisation) staff work in partnership with families as far as possible in the best interests of the child(ren). Any parent or child who has a concern about safeguarding should raise their concerns with the Designated Safeguarding Lead.

**5.3 What to do if a child discloses to you?**

If you are approached by a child or young person, with a disclosure that s/he is being, or has been harmed or abused, or you are informed of such a disclosure by a staff member or member of the public:

Do:

* stay calm.
* listen to what is said, allowing the child to proceed at their own pace.
* explain to the child that this information will probably need to be shared with others and never promise to “keep a secret”.
* ask questions for clarification only, and not to elicit a particular answer.
* at the earliest opportunity, and within a maximum of 24 hours of the incident taking place, write a report of exactly what was said, not an interpretation and ensure this report is signed and dated. Use the incident report form in Appendix 3.

Don’t:

* promise to keep the information secret. Make it clear that you have a duty to refer the matter on.
* stop the individual who is freely recalling significant events.
* make the individual tell anyone else. They may have to be formally interviewed later and it is important to minimise the number of times information is repeated.
* make any suggestions to the individual about how the incident may have happened.
* question the individual, except to clarify what they are saying.
* discuss the information with anyone other than your line manager/ role supervisor, a Safeguarding Lead, or an appropriate external agency. If child protection concerns have arisen over a period of time from observations of a child’s behaviour or through observation of someone behaviour towards the child, the staff member/volunteer should write a detailed report with dates, about what has caused them to suspect a child protection concern. As with a verbal disclosure this report must be objective, with descriptions of specific and observable incidences and should distinguish fact from opinion. Use the incident report form in Appendix 3.

**5.4 Allegations against members of staff**

If you share a concern that a person may have behaved inappropriately, or you are concerned that a member of staff or any other person is harming or abusing a child or vulnerable adult, or you have received information that may constitute an allegation you should:

* report it to the Designated Safeguarding Lead (DSL) as soon as possible, however trivial it may seem.
* make a signed and dated written record of your concerns, observations, or the information you have received to pass on to the DSL.
* maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols.

If the allegation concerns a member of staff or a volunteer the DSL must inform the Trustee Safeguarding Lead immediately and confirm this in writing.

If the allegation concerns the Designated Safeguarding Lead, the Trustee Safeguarding Lead should be informed directly. The Designated Safeguarding Lead should pass on all concerns relating to staff to the Local Authority Designated Officer (see Appendix 2 for contact details). In the first instance this can be verbal but should be followed up by a written referral form.

(Add name of organisation) will also follow its own disciplinary procedures, as appropriate (add additional detail here of the staff policies and procedures you have in your organisation).

**6. Related policies and procedures**

This policy statement should be read alongside the following organisational policies and procedures (add details of any other additional relevant policies your organisation holds).

We are committed to reviewing our policy and good practice annually.

**Appendix 1 - Definitions of abuse and neglect**

**Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children[[1]](#footnote-2).

**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[[2]](#footnote-3).

**Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone[[3]](#footnote-4).

**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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children[[4]](#footnote-5).

**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:

1. provide adequate food, clothing and shelter (including exclusion from home or abandonment).
2. protect a child from physical and emotional harm or danger.
3. ensure adequate supervision (including the use of inadequate caregivers).
4. ensure access to appropriate medical care or treatment.
5. provide suitable education.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs[[5]](#footnote-6).

**Other forms of abuse:**

**Domestic Abuse:** The statutory definition is clear that domestic abuse may be a single incident or a course of conduct which can encompass a wide range of abusive behaviours, including a) physical or sexual abuse; b) violent or threatening behaviour; c) controlling or coercive behaviour; d) economic abuse; and e) psychological, emotional, or other abuse. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towardsmust be aged 16 or over and theymust be “personally connected” (as defined in section 2 of the Domestic Abuse Act 2021). The definition ensures that different types of relationships are captured, including ex-partners and family members. All children can experience and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child. Experiencing domestic abuse can have a significant impact on children. Section 3 of the Domestic Abuse Act 2021 recognises the impact of domestic abuse on children (0 to 18), as victims in their own right, if they see, hear or experience the effects of abuse. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as teenage relationship abuse. Depending on the age of the young people, this may not be recognised in law under the statutory definition of domestic abuse (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support[[6]](#footnote-7).

**Child sexual exploitation:** 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 in exchange for something the victim needs or wants, and/or 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[[7]](#footnote-8).

**Female genital mutilation (FGM):** FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death[[8]](#footnote-9).

**Bullying and cyberbullying:** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences[[9]](#footnote-10).

**Child trafficking:** is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.

**Grooming:** Grooming is when a person builds a relationship with a child, young person or an adult who is at risk so they can abuse them and manipulate them into doing things. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional[[10]](#footnote-11).

**Harmful sexual behaviour:** Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB[[11]](#footnote-12)).

**Radicalisation:** refers to the process by which a person comes to support terrorism and forms of extremism.

**Criminal Exploitation:** As set out in the Serious Violence Strategy, published by the Home Office, 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 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. 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[[12]](#footnote-13).

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

* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
* physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
* sexual violence, such as rape, assault by penetration and sexual assault
* sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Further information about forms of abuse and neglect is available from the NSPCC website. <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse>.

**Recognising signs of abuse**

All staff and volunteers need to be vigilant to possible indicators of abuse and neglect in children at different stages of child development. If you're worried that a child is being abused, watch out for any unusual behaviour. Indicators of abuse include, but are not limited to, those listed below.

**Behavioural signs**

* extremely challenging behaviour (where the child replicates abusive or violent behaviour through their play, e.g. in role play, fantasy play or socio-dramatic play). This can be an indicator that the child has been on the receiving end of this behaviour themselves.
* difficulties interacting with other children/staff or responding to play cues, where the child persistently misreads or responds in a negative way to other children, e.g. persistently destroying or disrupting other children’s play. This can be indicative of low resilience linked with emotional abuse.
* excessive risk-taking behaviours in play, e.g. we would have concerns where the child is either unable to make reasonable judgements about risk for themselves or engages in extreme levels of risk taking that could be a cry for help or an attempt at self-harm.
* play behaviours that are inconsistent with the age range of the child, e.g. younger children exhibiting adolescent behaviours.
* attempting to bring drugs, alcohol, or weapons onsite (please remove these from the child and report immediately).
* aggressive, evasive, or inappropriate behaviour by parents when they are dropping off or collecting, either towards children or towards our staff, e.g. shouting, humiliating, violence, threats, being under the influence of drugs or alcohol, failing to respond or engage about concerns about the child’s welfare.
* disclosures from parents, e.g. that they are experiencing domestic violence, mental health problems, drug or alcohol problems, that they have concerns about their child or that our staff are unable to contact parents or get them to respond to concerns in a timely way.
* unexplained disappearance or absences. Please be aware that in some cases we may be the only professionals who are in regular contact with a child or family, e.g. particularly in the case where a child is being home schooled or is out of school due to moving home or exclusion. In these cases it is even more important to be alert and to report any concerns about the child’s safety and wellbeing.

**Physical Abuse – signs and symptoms**

* + unexplained recurrent injuries or burns.
  + improbable excuses or refusal to explain injuries.
  + wearing clothes to cover injuries, even in hot weather.
  + bald patches.
  + chronic running away.
  + fear of medical help or examination.
  + self-destructive tendencies.
  + aggression towards others.
  + fear of physical contact - shrinking back if touched.
  + admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study').
  + fear of suspected abuser being contacted.

**Emotional Abuse – signs and symptoms**

* physical, mental, and emotional development lags.
* sudden speech disorders.
* continual self-depreciation ('I'm stupid, ugly, worthless, etc.').
* overreaction to mistakes.
* extreme fear of any new situation.
* inappropriate response to pain ('I deserve this').
* neurotic behaviour (rocking, hair twisting, self-mutilation).
* extremes of passivity or aggression.

**Sexual Abuse – signs and symptoms**

* being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age.
* medical problems such as chronic itching, pain in the genitals, venereal diseases.
* other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
* personality changes such as becoming insecure or clinging.
* regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
* sudden loss of appetite or compulsive eating.
* being isolated or withdrawn.
* inability to concentrate.
* lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder.
* starting to bed wet again, day or night/nightmares.
* become worried about clothing being removed.
* suddenly drawing sexually explicit pictures.
* trying to be 'ultra-good' or perfect.
* overreacting to criticism.

**Neglect – signs and symptoms**

* constant hunger
* poor personal hygiene
* constant tiredness
* poor state of clothing
* emaciation
* untreated medical problems
* no social relationships
* compulsive scavenging
* destructive tendencies

Further information about signs and symptoms of abuse and neglect is available on the NSPCC website.

**Appendix 2 – Contact Details**

|  |  |
| --- | --- |
| **Designated Safeguarding Lead** |  |
| **Deputy Safeguarding lead** |  |
| **Lead Trustee for safeguarding and child protection.** |  |
| **Local Authority First Response Team** |  |
| **Local Authority Designated Officer** |  |
| **NSPCC Helpline** | You can contact the NSPCC Helpline by [calling 0808 800 5000](tel:0808%20800%205000), [emailing help@NSPCC.org.uk](mailto:help@nspcc.org.uk) or [completing our report abuse online form](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/report-abuse-online/).  Our voice Helpline is currently available **10am–8pm Monday to Friday**. You can still [email help@NSPCC.org.uk](mailto:help@nspcc.org.uk) or [complete our report abuse online form](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/report-abuse-online/) at any time for free. . |

**Appendix 3 - Safeguarding Incident Report Form**

This form will be used by members of staff or volunteers to record concerns, disclosures or suspicions of abuse. The competed form should be sent to the Designated Safeguarding Lead.

|  |  |
| --- | --- |
| Your name | Your position |
| Place of work | Contact phone number |
| The child’s details | |
| Full Name | |
| Address/phone number | |
| Date of birth | |
| Other relevant details about the child:  *E.g. family circumstances, physical and mental health, any communication difficulties.* | |
| Parent/guardian/carers details | |
| Details of the allegations/suspicions | |
| Are you recording:   * Disclosure made directly to you by the child? * Disclosure or suspicions from a third party? * Your suspicions or concerns? | |
| Date and time of disclosure | |
| Date and time of incident | |
| Details of the allegation/suspicions. *State exactly what you were told/observed and what was said. Use the persons own words as much as possible*      *(use additional sheet if necessary)* | |
| Action taken so far:    *(use additional sheet if necessary)* | |
| Signed | Date |

**Appendix 4 - Guide for dealing with concerns relating to child abuse.**

**Designated Safeguarding Person to decide:**

Is the concern relating to the safeguarding?

**Contact your Designated Safeguarding Person**

Pass on completed Incident Report Form

(See list)

Is the child in need of the emergency services?

NO

Inform the emergency services on 999.

Follow reporting procedure.

Complete Incident Reporting Form recording all details given.

YES

NO

Concern referred to local authority or police for action to be taken.

Where the child may benefit from additional support, fill in the First Response Request for Services On-Line Form.

If no further action required, store Incident Report Form in lockable file.

YES

Staff, member, volunteer, or parent/carer has concerns about a child.

or

A child has disclosed information relating to safeguarding to you.

* Stay calm.
* If child or young person is present reassure them.
* Don’t make promises of confidentiality or outcome.
* Keep questions to a minimum.

NO

YES

Concern referred to Lambeth Social Care / Police Services for action to be taken. Use First Response phone line for Safeguarding issues

Where the child may benefit from additional support, fill in the First Response, Request for Services On-Line Form.

If no further action required, store Incident Report Form in lockable file within Human Resources.

1. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-2)
2. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-3)
3. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-4)
4. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-5)
5. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-6)
6. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-7)
7. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-8)
8. [Multi Agency Statutory Guidance on Female Genital Mutilation (2020)](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) [↑](#footnote-ref-9)
9. [Preventing and Tackling Bullying (2017)](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) [↑](#footnote-ref-10)
10. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-11)
11. [Keeping Children Safe in Education 2023](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf) [↑](#footnote-ref-12)
12. [Working Together to Safeguard Children, 2023](https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf) [↑](#footnote-ref-13)