



Safeguarding and Child Protection Policy

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Introduction

Camp Glide was formed in April 2013

1. Safeguarding and Child Protection and Vulnerable Adult Policy Statement

Safeguarding is a more overarching principle than child protection and is defined as:

- ✓ protecting children from maltreatment
- ✓ preventing impairment of children's health or development
- ✓ ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Camp Glide aims to effectively and proactively safeguard to reduce the need for child protection.

Camp Glide recognises its responsibility for ensuring the welfare of all children and young people (those under 18 years) as well as vulnerable adults (a person aged 18+ who may need community care services due to mental or other disability, age or illness; and who may be unable to protect themselves against significant harm or exploitation) involved in sport and leisure, regardless of their culture, ethnic origin, religious belief, sexual identity, gender and disability. This responsibility under the terms of the Race Relations Act 1976, Sex Discrimination Act 1975, the Sexual Offences Act, the Children Act 1989 and the Disability Discrimination Act 1995 seeks to enable every person who participates in sport to be able to do so in a fun, safe and friendly environment, and be protected from harm.

All staff employed by Camp Glide, whether in paid or a voluntary capacity, recognise that they have a duty of care towards children, young people and vulnerable adults. Camp Glide will also provide guidance to partners and user groups to ensure the highest possible standard of care is maintained within its facilities and activities provided.

The Camp Glide Policy has based its guidelines on the following core values:

- Accepting a legal and moral responsibility to implement procedures that provide a duty of care for young people and vulnerable adults, safeguard their well-being and protect them from abuse.
- We all should respect the rights, wishes and feelings of young people and vulnerable adults.
- Ensure that recruitment, training and supervision of all staff are in line with best practice guidelines, in order to safeguard participants as well as protect themselves from allegations.
- All Camp Glide staff and volunteers are required to abide by Codes of Conduct as well as abiding by these child protection policies and procedures. **(Appendices B-E)**
- All allegations and suspicions of abuse will be responded to, and where appropriate, concerns will be referred to statutory agencies.
- All allegations of poor practice will be investigated using Camp Glide internal policies and procedures
- Camp Glide will promote the adoption and implementation of effective child protection policies and procedures by partner organisations and clubs.
- Camp Glide will ensure that confidentiality is upheld in line with the Data Protection Act 1998 and the Human Rights Act 1998 unless these conflict with rules of disclosure under the Children's Act 1989.

This Policy has been approved by: **Camp Glide Director Andy Setters.**

2. Recruitment, Employment and Deployment of Staff and Volunteers

Camp Glide takes all reasonable steps to prevent unsuitable people from working with children, young people and vulnerable adults. This applies to both paid staff and volunteers. To ensure that unsuitable people are prevented from working with children the following steps will be taken when recruiting.

A. Pre- recruitment checks

Advertising for all staff will state the:

- Responsibilities of the role
- If applicable, the requirement for experience of working with young people
- Qualifications required
- The fact that all posts are subject to enhanced DBS checks

B. Pre- application information

- A Job Description including roles, responsibilities and specification

C. Application for employment, Interview and Selection

Anyone seeking employment with Camp Glide, whether paid, voluntary, full time, part time or casual, will be required to complete a Curriculum Vitae (CV) which needs to include the following information:

- Name and address;
- Relevant experience, qualifications and training undertaken;
- Employment history (with confirmation of gaps in employment);
- The names of two people (preferably professional) willing to supply a written reference that comments upon the applicant's previous experience and suitability for the post applied for. Family members can not be accepted;

Although it may not be appropriate to carry out formal interviews for all coaches, volunteers and teachers, it is important that Camp Glide staff undertake screening and inductions. The screening process should:

- Ensure that the coaching / officiating qualifications are verified.
- Asking for motivations as to why an adult wants to work with children
- Ask for any criminal convictions to be disclosed.
- Ensure that the DBS Disclosure Form is completed and accepted forms of identification are checked
- Ensure that expectations and roles and responsibilities of the job are understood

- Training needs such as child protection, equity and first aid should be established along with agreed timescales for completion.

D. Monitoring of work undertaken with children, young people and vulnerable adults.

All staff employed by Camp Glide will be given the opportunity to give and receive feedback with the Camp Director on a regular basis. This will help to establish ongoing development needs as well as setting and reviewing objectives and goals.

E. Induction

Camp Glide undertakes a comprehensive induction process for all staff and volunteers. It includes familiarisation with the Child and Vulnerable Person Protection Policy and associated procedures, including duty of care guidelines. In addition the induction process includes familiarisation with other relevant documentation such as the Health and Safety Policy and the Staff Handbook.

Training needs such as Child Protection, Equity and First Aid should be established along with agreed timescales for completion.

There is a duty on all staff and volunteers to report concerns about young people and vulnerable adults where they may be at risk of significant harm. In all cases it is important to gather the facts about the concern and respond to all allegations made, whether it is related to an activity directly provided by CAMP GLIDE or through a partner/ club within a CAMP GLIDE run facility. Staff are trained in reporting procedures.

F. Confidentiality

Confidentiality is vital when dealing with sensitive issues such as child abuse. At an early stage is essential to protect the interests of the young person or vulnerable adult as well as the alleged perpetrator. Personal information will usually be confidential and should not be disclosed to a third party without explicit consent. However, the law allows for the disclosure of confidential information where this is necessary to safeguard a young person or vulnerable adult. All CAMP GLIDE staff and volunteers are actively encouraged to pass on any concerns about poor practice or possible abuse in line with reporting procedures highlighted in Section 4 of this Policy.

Disclosure of confidential information must be justifiable in each case, according to the particular facts. In all cases disclosure must be limited on a 'need to know basis' for further action to be taken and will only be done with the approval of the CAMP GLIDE Director

3. Promoting Good Practice When Working with Young People

To ensure that young people have the best possible experience and opportunities at Camp Glide, it is imperative that everyone operates with an acceptable, ethical framework and demonstrates exemplary behaviour. This not only ensures that CAMP GLIDE makes a positive contribution to the development of young people that safeguards their welfare, but also helps to protect our staff and volunteers from allegations of abuse or poor practice.

When working with children and vulnerable adults in any environment, effective communication is vital in ensuring that all participants respond in a positive manner. **Appendix A** summarises various methods of communication as well as examples of terminology that can be used to encourage children in the 'Camp environment'.

The following section will help to identify what constitutes good practice. All staff and volunteers will be expected to demonstrate exemplary behaviour in order to protect children, young people and vulnerable adults and will therefore be required to adhere to the following principles:

- Always work in an open environment, avoiding private or unobserved situations and encouraging an open environment.
- Respect the rights, dignity and worth of children, young people and vulnerable adults. Treat them equally within the context of their activity.
- Always place the well being and safety of the child, young person or vulnerable adult above the development of performance. Where practical, staff should follow guidelines set by their Governing or Professional Body (coaches).
- Develop an appropriate working relationship with participants, based on mutual trust and respect which empowers children, young people and vulnerable adults to share in the decision making process.
- Encourage and guide children, young people and vulnerable adults to accept responsibility for their behaviour and performance.
- Ensure coaches and staff have relevant, up to date, nationally recognised qualifications and sufficient experience in performing their job role.
- Ensure the activity is appropriate for the age, maturity, experience and ability of the individual.
- Be an excellent role model, this includes not drinking alcohol or smoking in the presence of young and vulnerable people.

- Always promote the positive aspects of leisure activity and never condone rule violations. Seek to give constructive feedback as opposed to negative criticism.
- Keep a written record of any injury that occurs on the appropriate Accident/ Incident Form, along with the details of any treatment given.
- Complete an additional incident report form for any suspected Child Protection related incident.

Codes of Conduct and Ethics

Camp Glide has developed a series of Codes of Conduct for coaches, volunteers, parents and guardians and participants.

Three separate policies provide guidance about expected standards of behaviour for adults towards children (**Appendix B, C, D**).

Guidance relating to expected / acceptable behaviour of children / young people towards other children / young people is provided (**Appendix E**).

There are clear processes for dealing with behaviour that is unacceptable through the complaints and disciplinary procedures. (**Appendix F**).

All CAMP GLIDE staff will promote a culture that ensures children young people and vulnerable adults are listened to and respected as individuals.

Photography Guidelines

Camp Glide recognises that publicity and pictures of young people are essential in promoting leisure and that families wish to have a record of children's development and experiences. However, the following guidelines will be followed:

- Ensure Parents / Guardians / Young Persons / Vulnerable Adults have given their consent for the taking of and publication of photographic images. Questions are incorporated into activity registration / booking forms.
- Photography or recordings should focus on the activity rather than a particular young person. Details that may make an individual vulnerable will never be revealed e.g. a young persons home address.
- Where possible, photographs / recordings will represent the diverse range of people participating in activities.
- Anyone taking photographs or recordings at CAMP GLIDE facilities or activities must have a valid reason for doing so and seek permission from

the Camp Director / persons in charge prior to taking photographs. The use of such equipment will be documented.

- All concerns regarding inappropriate or intrusive photography should be reported in confidence to the appropriate designated person.
- The use of underwater cameras is strictly prohibited unless for pre-arranged CAMP GLIDE marketing / publicity. Prior consultation with the CAMP GLIDE Designate Safeguarding Lead is essential.
- CAMP GLIDE staff will approach and challenge any person taking photographs or using unauthorised equipment who has not made themselves known and registered. This might then be referred to the local police should this person continue to record images unauthorised.
- Camp Glide staff are not allowed to have mobile phones on their person while Camp is in operation. Mobile phones must not be accessible to children. Adult visitors may have mobile phones on their person but these adults must be supervised at all times.

Mobile Phones, tablets and other mobile technology

Camp Glide recognises the rise in the use of mobile technology. While mobile technology has its benefits Camp Glide recognises that it has potential dangers such as: misuse of hardware and software, inappropriate content, e-safety issues and liability of damage.

The following steps have been introduced to minimise risk.

- Children who attend Camp Glide are not allowed to bring mobile devices to Camp Glide. Any child found with a mobile device will have this removed until they are collected. Parents and carers will be advised by staff about Camp Glide's policy
- Camp Glide staff will keep all mobile devices, including phones, in staff only areas at all times locked away.
- Only Camp Glide approved devices such as cameras and phones can be used at Camp Glide. These must be approved by the Camp Director.
- Visitors will be supervised by staff at all times and will be reminded by staff about Camp Glide's mobile devices policy. If a visitor requires to use a mobile device this must be done in a non-child area i.e. where children are not present.

Protecting Children and Vulnerable People Online

There have been concerns about the risks posed directly and indirectly to children and young people through the use of photographs on web sites and other publications. Photographs can be used as a means of identifying individuals when they are accompanied with personal information. This information can make an individual vulnerable to others who may wish to start to 'groom' a person for abuse. In addition, as technology is progressing, the content of a photo can be altered or

adapted for inappropriate use. CAMP GLIDE therefore prohibit the use of Web Cams and Camera Phones (for photographic use) and only CAMP GLIDE authorised computer equipment is allowed in the Camp Glide environment.

CAMP GLIDE will not publish photos with names of children and vulnerable adults.

Transporting Children, Young People and Vulnerable Adults

It is not advisable to take children alone on car journeys. If children are left at the end of a session, all possible efforts must be made to contact a parent or carer for them to be collected. Where transporting children is unavoidable, it should be with full consent (preferably in writing) of the parent or carer and two members of staff must be present. This should be done with the full knowledge and approval of the activity organiser or line manager and a full written record of all actions taken must be made on a CAMP GLIDE Incident Form. All staff transporting passengers must ensure that their insurance liability will permit them to do so.

Promoting a positive image

Camp Glide members of staff are to promote a positive image at all time while representing Camp Glide. This includes being off site and making a connection to Camp Glide e.g. wearing branded uniform or clothing, talking about Camp Glide, Social Media etc.

Staff must avoid any activity that would harm the image of Camp Glide, especially the message we portray to children.

Staff should smoke off site, while not in uniform. Staff should not return smelling of smoke. This includes vaping and e-cigarettes.

Staff should dress appropriately to provide a positive image for children.

Staff that do not meet requirements may have disciplinary procedure brought against them.

4. Recognition of Poor Practice, Abuse and Bullying

There is often a fine line between poor practice and what can be perceived as abuse. Poor practice can include behaviour that contravenes Governing Body codes of ethics and conduct, which are constituted around the following:

- The rights of the parent, participant, staff member.
- The responsibility for the welfare of the players and their own development.
- Respecting other participants decisions.

Poor practice will be addressed through retraining and / or disciplinary procedures as deemed appropriate.

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable they should only be undertaken with the full knowledge and consent of someone in charge or the parents / guardians.

- Avoid spending time with young people away from others.

In addition there are practices that should never be sanctioned:

- Engaging in or allowing rough, physical or sexually provocative games.
- Allow or engage in any form of inappropriate touching.
- Allow young people to use inappropriate language unchallenged.
- Make sexually suggestive comments to a young person, even in fun.
- Do things of a personal nature for a person that they can do for themselves.
- Inviting or allowing a young person into your home unsupervised.

If a child is accidentally hurt during a supervised session or they seem distressed in any way or misunderstands or misinterprets something you have done, a full 'LeisureWatch' Child Protection Incident report should be made out and sent to the relevant designated person. Parents or carers should be informed of the incident.

It should be noted that children and vulnerable adults attending sports / leisure sessions may be subject to abuse outside of that arena and therefore all employees have the responsibility to take appropriate action if they suspect such abuse.

Indicators of Abuse

Definitions of what constitutes abuse and how to recognise signs of child abuse are described and shown in **Appendix G**. Abuse can happen wherever there are young people and vulnerable adults. The effects of abuse can be extremely damaging if left untreated with effects often lingering into adulthood. The four recognised forms of abuse are:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect**

Indications that a child may be being abused include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems suspicious or inconsistent.
- The individual describes what appears to be an abusive act involving them.
- Unexplained changes of behaviour (e.g. becoming quiet, withdrawn or displaying sudden outbursts of temper).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected or an over familiar or inappropriate relationship with adults.
- Has difficulty in making friends.
- Is prevented from socialising with other children.
- Displays variations in eating patterns including overeating or loss of appetite.
- Loses weight for no apparent reason.
- Becomes increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is **not** proof of abuse actually taking place. Any of these signs and symptoms could be related to family issues such as divorce or bereavement. This highlights the importance of communication with parents and carers to help clarify initial concern.

Bullying

The competitive nature of many CAMP GLIDE activities makes it an ideal environment for a bully. The bully can be:

- A parent or guardian who pushes too hard.
- A coach who adopts a win at all costs philosophy.
- A participant who intimidates inappropriately
- An official who places unfair pressure on a person.

Bullying can be:

- **Physical** - pushing, kicking, hitting and any other forms of violence or threats of violence.
- **Verbal** - name-calling, sarcasm, spreading rumours and persistent teasing.
- **Emotional** - excluding, tormenting, ridicule, humiliation.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact abusive comments, homophobic behaviour.

There are a number of signs that may indicate that a young person or vulnerable adult is being bullied:

- Behavioural changes such as reduced concentration and or becoming withdrawn, depressed, emotional and a reluctance to go to school or a club.
- A drop in performance at school or standard of play.
- Physical signs such as stomach aches, headaches, damaged clothes and bingeing on food, alcohol or cigarettes.
- A shortage of money or loss of possessions.

As with other aspects of potential abuse, it is not the responsibility of those working for CAMP GLIDE to decide whether or not abuse has taken place or bullying is occurring, but it is your responsibility to report concerns in the same manner as other forms of abuse. This should be done when the nature of the bullying is severe or where it is persistent despite attempts to deal with it.

5. Responding to Complaints, Concerns, Allegations and Disclosure

Referral Procedure

It is imperative that a note be kept of all complaints, injuries or behaviours that cause concern. **Appendix H** is a diagrammatic representation of the actions to take if abuse is suspected.

Whilst as much information should be gleaned from the child, parent / guardian or other person concerned, with open questions such as 'How did you get that bruise?' Great care should be taken not to ask leading questions. The most important thing to do to gain information is to **listen carefully** to anything you are told. It is very important that the young person is not made to feel that they are being interrogated, or not believed.

Remember that at this stage you are only collating information accurately and not conducting the early stages of an investigation.

Making a record of the Complaint, Concern, Allegation or Disclosure

If your concern remains for whatever reason (maybe simply a 'gut feeling'), it is vital that an accurate written record of what you have heard or observed is recorded. This information should be recorded on a Child Protection specific Incident Report Form (**Appendix I**) immediately, signed and dated. You may also use an expression of concern form found at: http://new.surreycc.gov.uk/__data/assets/pdf_file/0007/10501/Child-Protection-Expression-of-Concern-Form.pdf

Passing on Concerns

Concerns should be reported at the earliest opportunity to the CAMP GLIDE Designated Safeguarding Lead (DSL) or Deputy in their absence. The DSL is available by contacting:

Andy Setters 07449532326

Josie Browne

Once contacted, a completed incident report form should be sent (no copies should be kept). The DSL is then responsible for deciding the next course of action to be taken. The DSL can also be contacted for advice by anyone who is unsure of the significance of their concerns.

If there are grounds for concern the DSL will refer the matter to Social Services for advice. Decisions are then made as to whether parents or guardians are informed, and if physical or sexual abuse is suspected, the police. The DSL may decide to pass on information to relevant agencies using the multi agency referral form.

If neither DSL is available immediately following an incident, contact should be made with the Multi Agency Safeguarding Hub (MASH) of the local authority or the children's services Duty Team in the Borough where the child, young person or vulnerable adult lives or the Emergency Duty Team (**Appendix J**). If this course of action occurs, it is vital that the Incident Report Form is forwarded to the DSL at the earliest opportunity in a sealed envelope marked **Private and Confidential**.

Although the DSL within Camp Glide has received nationally accredited Leading on child protection and safeguarding training, it is the responsibility of all adults leading activities to ensure the welfare of all young people.

Once referrals or allegations have been made, all documentation relating to the incident will be securely stored. Access will only be made available to relevant agencies.

Allegations against staff

All allegations made will be taken seriously and where necessary Camp Glide's Disciplinary Procedures will be followed. These procedures form part of the employment contract with Camp Glide.

Camp Glide's will seek advice from social services Local Authority Designated Officer (LADO) when an issue involving safeguarding or child protection has been made.

Any allegation will be dealt with appropriately. It may be necessary to suspend a member of staff to protect all parties involved.

All allegations regarding safeguarding or child protection will be reported to Ofsted and the LADO.

6. Monitoring and Implementation

Camp Glide will ensure the policy remains operational tool and is used as a working document and not just a strategic document.

To aid this process the DSL will ensure the policy and procedures are having the desired effect, as well as constantly updating the Implementation Plan. The policy will also be reviewed on an annual basis or in the light of any significant changes to working practices or legislation.

7. Medications and Staff medications.

Staff are not to work with children if they are impaired by any drug or substance. Staff will have disciplinary procedures brought against them if they fail to do this. This includes prescribed drugs that a doctor has said may impair a person's ability to work with children.

All medication on site will be kept secure and locked away so no children can access it.

Children may be given medication in certain circumstances. These medications must be prescribed by a health practitioner. At least one member of staff will have a 12 hour paediatric first aid qualification and a one member of staff will have emergency first aid at work. Medications must be stored locked away appropriately. Information about medicines will be collected through the medication agreement form and will include:

- Name and Date of birth of child
- Doctors name and address

- Name of medication
- Reason for medication
- Procedure for administering medication
- Location of second set of medication (emergency medication only)
- Signs and symptoms to look out for
- Emergency contact telephone numbers

Trained staff will carry out administrations in accordance with the procedure provided. A written record is kept of all medication administrations.

8. Manager and deputy

Camp Glide has a manager of each setting. They are suitably qualified and experienced as judged by Camp Glide's Leadership Team.

Each Manager will also act as a setting's DSL and have the relevant first aid and safeguarding training.

Managers will be supported by Camp Glide deputy manager's who are able to fulfil their role in the manager's absence.

9. Key Person

A key person will always be assigned to a child to promote continuity in delivering development requirements. This person will share with parents.

10. Staff to Child ratios

Camp Glide will always aim maintain a minimum ratio of 1 staff member to 8 children. The staff rota is based on this. Staff will be available to be called in if necessary.

11. Prevent

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 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.

What is **Radicalism**? Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Camp Glide wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is **Extremism**? Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Constant practice and Procedure at Camp Glide it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. All staff are instructed to challenge extremist and radical views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, in the older classes we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

In the School, Nursery and Kindergarten we can emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world.

All staff are DBS checked with a view to a s128 direction. Also the school will check any QTS employees via the government secure access portal.

Risk assessment. All the school staff, particularly the staff who work directly with the children 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. As with managing other safeguarding risks, staff should be alert to

changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (see appendix one for further information on Channel) Procedure for reporting concerns If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, who will, where deemed necessary, with children's social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

Also, they can advise if this would be a case for Channel. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Appendix One:

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. 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 necessary consent is obtained, arrange for support to be provided to those individuals. Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

12. Whistle Blowing

Whistleblowing is defined as '*raising concerns about misconduct within an organisation*'. In the legislation it is called a protected disclosure. The Public Interest Disclosure Act 1998 protects employees from suffering a detriment in their employment or being dismissed by their employer if they make disclosures in accordance with the legislation.

An employee has certain common law confidentiality obligations to their employer. However, in a limited set of circumstances whistleblowing may override these

obligations if an employee reveals information about their employment or the work of the nursery. This guidance sets out the circumstances under which these disclosures may lawfully be made.

A concern must relate to something which:

1. is a breach of the nursery's policies; or
2. falls below established standards or practice; or
3. amounts to improper conduct, including something that may be:
 - a breach of the law
 - a failure to comply with a legal obligation
 - a possible miscarriage of justice
 - a Health & Safety risk
 - damaging the environment
 - misuse of public money
 - corruption or unethical conduct
 - abuse of children, students or other users
 - deliberate concealment of any of these matters
 - any other substantial and relevant concern

These issues could have arisen in the past, be currently happening or likely to happen in the future. The law does not protect an employee who would be breaking the law in making the disclosure.

How to Raise a Concern

All concerns will be treated sensitively and with due regard to confidentiality and where possible every effort will be made to protect your identity if you so wish. Nevertheless, this information will need to be passed on to those with a legitimate need to have this information and it may be necessary for you to provide a written

statement or act as a witness in any subsequent disciplinary proceedings or enquiry. This will always be discussed with you first.

Step 1

If you wish to raise a concern you should normally raise it with your line manager. This can be done in person or in writing.

Camp Glide recognises that sometimes it may be inappropriate for you to approach your line manager with your concern. In these circumstances, a number of alternatives are available depending on the nature of your concern. You can contact any of the following:

- the Deputy Manager
- Ofsted

Although you are not expected to prove beyond doubt the truth of your concerns, you will need to demonstrate that you have sufficient evidence or other reasonable ground to raise them.

Step 2

The person with whom you have raised your concern will acknowledge its receipt as soon as possible and will write to you within 10 days to let you know how your concern will be dealt with. The information you can then expect to receive is:

- an indication of how the concern will be dealt with
- an estimate of how long it will take to provide a final response
- whether any initial enquiries have been made
- whether further investigations will take place, and if not why not
- information about support available for you

Step 3

Initial enquiries will be made to decide whether an investigation is appropriate. Where an investigation is necessary, it may take the form of one or more of the following:

- an internal investigation by the manager, which may, for example, take the form of a disciplinary investigation
- a referral to Ofsted or the Police

Step 4

You will be informed of the outcome of any investigation, in writing, and/or of any action taken, subject to the constraints of confidentiality and the law. If you do not feel your concern has been addressed adequately you may raise it with an independent body such as one of the following as appropriate:

- Ofsted
- a relevant voluntary organisation
- the Police

You must make a disclosure “in the public interest”; and in the circumstances it must be reasonable for you to make the disclosure. If there is an issue of an exceptionally serious nature which you believe to be substantially true, then you may disclose the issue to someone other than those listed above. In determining whether it is reasonable for you to have made a disclosure the identity of the person to whom the disclosure is made will be taken into account. Disclosures to anyone outside of the recognised bodies specified may not be protected disclosures under the Act.

You have a duty to the Camp Glide not to disclose confidential information. This does not prevent you from seeking independent advice at any stage you can contact **Surrey’s Children’s Services** on **0300 123 1620**

13. Infections

Other infections	Recommended period to be kept away from school, nursery or childminders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local HPU
Diphtheria *	Exclusion is essential. Always consult with your local HPU	Family contacts must be excluded until cleared to return by your local HPU. Preventable by vaccination. Your local HPU will organise any contact tracing necessary
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local HPU will advise on control measures
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. For cleaning of body fluid spills. <i>SEE: Good Hygiene Practice</i>
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU will give advice on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local HPU
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

Rashes and skin infections	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athletes foot is not a serious condition. Treatment is recommended
Chickenpox	Five days from the onset of rash	SEE: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting
German measles (rubella)*	Six days from onset of rash	Preventable by immunisation (MMR x 2 doses). SEE: <i>Female Staff – Pregnancy</i>
Hand, foot and mouth	None	Contact your local HPU if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). SEE: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever*	Child can return 24 hours after commencing appropriate antibiotic treatment	Antibiotic treatment recommended for the affected child
Slapped cheek/fifth disease. Parvovirus B19	None	SEE: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local HPU. SEE: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms

Diarrhoea and vomiting illness	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
<i>E. coli</i> O157 VTEC	Should be excluded for 48 hours from the last episode of diarrhoea	Further exclusion may be required for young children under five and those who have difficulty in adhering to hygiene practices
Typhoid* [and paratyphoid*] (enteric fever)	Further exclusion may be required for some children until they are no longer excreting	This guidance may also apply to some contacts who may require microbiological clearance
Shigella (dysentery)		Please consult your local HPU for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

Respiratory infections	Recommended period to be kept away from school, nursery or childminders	Comments
'Flu (influenza)	Until recovered	SEE: <i>Vulnerable Children</i>
Tuberculosis*	Always consult your local HPU	Requires prolonged close contact for spread
Whooping cough* (pertussis)	Five days from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPU will organise any contact tracing necessary

To control infection children are reminded to stay hygienic and will wash hands regularly while at camp. Children and parents will be informed on the importance of hygiene to stop the spread of infection. If a child does become ill they may be excluded for care for a period of time in accordance with the above guidance. If a child becomes ill when in our care they may be removed from contact with other children and will be looked after until a parent is able to pick them up. In an emergency first aid procedures will be followed. Parents will be informed if

Reviewed November 2019

necessary about infections at Camp Glide in accordance with the confidentiality procedure.

Appendices

Appendix A ~ Protection of Children and Vulnerable People Policy

Communicating with Children

Extracts taken from 'Redirecting Children's Behaviour'- Kathryn J. Kvals

Encouragement v Praise- How the results differ

Praise

- Stimulates rivalry and competition
- Focuses on quality of performance
- Evaluative and judgemental; person feels 'judged'
- Fosters selfishness at the expense of others
- Emphasis is on global evaluation of the person 'you are better than others'.
- Creates quitters.
- Fosters fear of failure
- Fosters dependence
- Motivates from without

Encouragement

- Stimulates cooperation and contribution for the good of all.
- Focuses on the amount of effort, persistence, determination, and joy shown.
- Little or no evaluation of person or act; person feels 'accepted'.
- Fosters self-interest, which does not hurt others.
- Emphasis is on specific person 'you have helped in this way'
- Enhances persistence/determination
- Fosters acceptance of being imperfect
- Fosters self-sufficiency and interdependence
- Motivates from within

Praising Statements

- You are a good boy
- I'll bet you are the smartest in your class
- I am so proud of your good grades
- You are the best helper I ever had

Encouraging Statements

- Thank you for help setting the table
- Your commitment to learning is clear
- You seem to really enjoy learning

Examples :

What happened	Praise	Encouragement
Carmen helped set the table for snack	'What a good helper you are'	'Thank you for helping us set the table. You put a spoon by every bowl'
Tommy helped pick up the blocks in the block centre	'You are the best helper in the room'	' When you help pick up the blocks, we all get finished much sooner'
Jack listened intently during story time	'I like the way Jack listened quietly'	'I could tell by your face that you really enjoyed listening to the story today'
Denise played with Jimmy at the sand table. They experimented with funnels for 20 minutes	'You play so nicely together'	'You and Jimmy played together with the funnels for a long time today'
Mark needed help pulling a wagon, and Ben helped him	'Ben, you are such a good boy'	'Ben, thank you for helping Mark'
Sue seldom talks in the group, but today she told about a rabbit she saw in a pet shop	'Wow Sue, that's terrific'	'When you talked I could almost feel the rabbit's furry coat'
Michelle finished putting together a puzzle all by herself	'You are so smart'	'You look happy that you were able to do that one all by yourself'
Matthew says 'look how fast I can run'	'Wow, that's great'	'You are running much faster than you did yesterday'
Malcolm and Mrs Rose are loading the dishwasher after lunch	' I wish the other children were as polite and as helpful as you Malcolm'	'I really appreciate your help with the dishwashing'
Cindy spent 40 minutes at the easel	'You always paint such beautiful pictures Cindy. You are the greatest'	' You really worked hard on that painting and had to make careful choices in paint colours to mix that shade of green'
Twelve children are getting ready to go outside on a cold day	' I like it how Marty and Pete are waiting quietly'	'If we help each other we'll be ready lickety-split'
An after school club has been asked to check in at 4.30	'I am glad some people can get here on time. Where are Jose, Steven and Billy'	'Jake and Jenny, you have been prompt and punctual. Thank you'
Daniel has just finished a collage. He comes to you and says ' Look at what I have done, isn't it pretty'	'Oh yes, it's just beautiful'	'You look pleased with your collage'

Ways to say 'Good For You'

Everyone knows that a little encouragement goes a long way. But a 'little encouragement' needs to be more than the same few phrases repeated over and over again. We all need to have more than the traditional 'good', 'very good' and 'fine' and this is especially true for children. Sincerity, creativity and variety are powerful tools in building your child's self esteem. Here are some possibilities:

- How did you do that?
- That's really nice
- Keep up the good work
- That's quite an improvement
- Thank you very much
- That's clever
- That's an interesting point
- Congratulations
- Now you've got the hang of it
- Terrific effort
- Super
- Beautiful
- You've got it now
- Nice going
- I appreciate what you've done
- I think the others would like to see
- That's coming along nicely
- That's going to be great
- I can tell you really care
- You're a good leader
- It looks like you put a lot of work into this
- I enjoy people working together
- I like the way you are working
- How does that make you feel?
- You really paid attention
- What neat work
- You really outdid yourself
- Very creative
- Good thinking
- You're right on track
- That's very good observation
- That's a good point
- Excellent
- Oh, I see your point
- You make it look easy
- You're so helpful
- That's encouraging
- Thanks for sharing
- I like the way you worked that out
- The others have obviously had fun playing on your team
- Teach me how you did that
- That's an interesting way of looking at it
- Thanks for your cooperation

There are many creative ways to empower children. Think of some words of encouragement that have helped you and pass these onto children.

Handling Feelings

1. Create a relaxed and accepting atmosphere appropriate for talking.
2. Respond to a child as you would to a friend – *but be aware that physical contact could be misinterpreted*
3. LISTEN- use silence without interrupting or defending; identify the feeling behind the words.
4. Give a child a message that he is understood; DON'T judge feelings, feelings are neither right nor wrong- they just are
5. Avoid using feeling- stoppers:
 - Denial of feelings will repress emotions that will show up later and potentially, in a more explosive manner; e.g. *'You don't really hate your brother' could be rephrased: 'I understand that you are really angry with your brother right now'*
 - Reassuring or fixing will not create confidence in your child that she can handle problems; e.g. *'There is nothing to be afraid of! Now go to sleep!'* rephrased *'What could you do to make your room less scary?'*

Feeling- Stoppers

- | | |
|----------------------------|-----------------------|
| • Denial | • Ignoring |
| • Scolding or reprimanding | • Punishing |
| • Making her feel guilty | • Moralising |
| • Lecturing | • Humiliating |
| • Calling names | • Pitying |
| • Solving the problem | • Sarcasm |
| • Assuming | • Comparing to others |
| | • Minimising |
| | • Interrupting |
| | • Rescuing |

Communication Skills

The Ability to Listen Responsively

Involves:

- Being silent- listening intently to an entire explanation
- Using words which convey acceptance of the individual and respect for his thoughts
- Creating a warm atmosphere for talk. Choosing a good time to share
- Relaxing- responding to your child as an intimate friend
- Trying to identify the feeling behind the words. Talking about feelings/ emotions
- Influencing- showing a range of possibilities
- Making as many positive comments as possible
- Being satisfied with increased understanding and awareness
- Being curious and accepting
- Drawing out solutions from a child
- Allowing for complete expression of feelings

Does not involve:

- Interrupting or formulating your response while the other person is talking (i.e. not truly listening)
- Using time worn phrases of reply. Example 'You ought to...' 'You shouldn't feel...'
- Insisting on a talk when the time is inappropriate either for you or the child
- Displaying tension, disapproval, or hostility in facial or body expressions
- Assuming you know how the child feels because you had similar experiences as a child
- Being judgemental with more concern about being right than being close
- Moralising, fixing, converting, advising and lecturing
- Denial, not permitting certain feelings to be expressed
- Criticising
- Insisting on seeking an immediate solution

Appendix B

Protection of Children and Vulnerable People Policy

CODE OF CONDUCT FOR STAFF

- ◆ Set a good example which others can follow
- ◆ Arrive in plenty of time to set up your activities and ensure safety
- ◆ Ensure children participate for pleasure and winning is only part of the fun
- ◆ Keep yourself informed about good practices and the principles of children's growth and development
- ◆ Be reasonable in your demands on children's time, energy and enthusiasm - they need other interests too
- ◆ The successful staff member invests in the well-being and interests of their participants
- ◆ Teach children about British values and that behaviour, participation and choices revolve around our values.
- ◆ Never ridicule or shout at a child for making a mistake or losing
- ◆ Teach participants to be fair and to follow the rules
- ◆ Divide your time equally between all participants
- ◆ Ensure you and your participants have respect for their opponents, the officials and opposing coaches and supporters
- ◆ Follow advice from a professional when determining if an injured player is ready to play or train
- ◆ Take responsibility for the young people in your care until they have safely left the activity

Appendix C



CODE OF CONDUCT FOR PARENTS/VISITORS TO OUR SETTINGS

- Parents/carers are invited into the setting if they wish for a few minutes – any longer must be agreed with the management before hand.
- Remember that children play for their fun, not yours
- Parents/carers not to enter site past initial point where club is taking place and only with Camp Glide members of staff.
- Use of mobile phones/cameras within our settings is prohibited. Please use mobile phones outside of the setting.
- Parents/carers to approach a member of staff with any concerns.
- Please follow staff instructions or any official signage from Camp Glide.
- Encourage children to play, do not force them.
- Never ridicule a child for losing or making a mistake.
- Children learn best by following a good example.
- If your child's name does not appear on our list please approach a member of staff.

Camp Glide condemns and will not tolerate any inappropriate or negative behaviour in our settings towards adults or children.

This can include (but is not limited to):

- Violence
- Profane language
- Any form of abuse
- Any inappropriate or negative interactions.

Action to be taken if code of conduct is not followed:

- A staff member will ask you to stop and will potentially ask you to leave the premises.
- The police may be called.
- Adults may be excluded from the setting. This will include collecting or dropping off of children at our settings.

Please note that each case will be dealt with on a case by case basis.

Appendix D

Protection of Children and Vulnerable People Policy

CODE OF CONDUCT FOR VISITORS

- ◆ Remember that children play and participate for their own enjoyment. They are not there to entertain you
- ◆ Be on your best behaviour. Do not use profane language or harass, physically or verbally, players, managers, coaches, referees or assistant referees
- ◆ Applaud all good play by your own team and the other team
- ◆ Show respect for your team's opponents. Without them, there would be no game
- ◆ Never ridicule or scold a child for making a mistake during a game
- ◆ Condemn the use of violence and verbal abuse
- ◆ Respect the match officials' decisions. Remember he/she is only human with the same feelings as you and, like you, sometimes makes an honest error
- ◆ Encourage players always to play according to the Laws of the Game
- ◆ Read the Laws of the Game to better understand what you are looking at and commenting on

Appendix E

Protection of Children and Vulnerable People Policy

CODE OF CONDUCT FOR PARTICIPANTS

- ◆ Respect other people - treat them as you would wish to be treated
- ◆ Arrive for training and matches in good time to prepare thoroughly
- ◆ Turn up with appropriate kit for the activity
- ◆ Always warm up and cool down properly
- ◆ Play for fun and enjoyment - not just to please your parents and/or coach
- ◆ Learn and play by the rules
- ◆ Do not argue with match officials and/or the coach - use your energies for playing better
- ◆ Recognise and applaud all good play
- ◆ Be a good sport - win with modesty, lose with dignity
- ◆ Co-operate with coach, team-mates and opponents
- ◆ Think about improving your skills after training and competition
- ◆ Inform the coach of any injury as soon as possible
- ◆ Inform the coach if you need to leave the site early
- ◆ Thank officials and opponents after competition

If you wish to speak to someone in confidence:

- **speak to your Supervisor, or Designated Safeguarding Lead**
- **call Childline on 0800 1111**

Appendix F

Protection of Children and Vulnerable People Policy

Tell us your views

Customer Comment Form Procedure: We want to do everything possible to make your visit to a Camp Glide activity or facility the best it can be. Please take a moment to tell us what we are doing well and if there is anything we can do better. You can complete this form, make a verbal comment to a member of staff or email us at andy@campglide.co.uk

Your ideas and feedback are important to us.

The customer comment process: Please let us know how you feel about the services and facilities we offer. If we do not meet, or we have exceeded your expectations, please complete this form and place it in one of the customer comment boxes throughout each centre. We will ensure that your views are read, replied to if required and acted upon where possible.

- We will acknowledge customer comment forms requesting a response via the contact telephone number within ten working days
- We will acknowledge customer comment forms requesting a response by post or email within ten working days
- A monthly customer comment report including our responses will be displayed in the Customer Information File in the relevant centre's reception.

If you have a complaint:

- If you wish to bring a complaint to the attention of a Camp Director or one of our Managers.
- If you are unhappy with the response you receive, please write to

**Andy Setters
Camp Glide
Wray Common School
Kendal Close
Reigate
Surrey
RH2 0LR**

If you are unhappy with the response of the director you may contact OFSTED regarding the care and provision or HSE for health and safety issues.

After looking into your complaint, if it is found that Camp Glide is at fault, we will do our best to put matters right. If we cannot do anything, we will tell you why.

Appendix G

Protection of Children and Vulnerable People Policy

Definitions of Abuse

What are the types of child abuse?

The four major types of child abuse are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Another type of abuse is child exploitation (distinct from sexual exploitation). This is the use of a child in work or other activities for the benefit of others. Child labour is an example of child exploitation for commercial reasons. Using a child in this way detracts from their own physical, mental, and social development.

What is physical abuse?

Physical abuse is any non-accidental physical injury to a child. Even if the parent, guardian or carer who inflicts the injury might not have intended to hurt the child, the injury is not considered an accident if the guardian's actions were intentional. This injury may be the result of any assault on a child's body, such as:

- beating, whipping, paddling, punching, slapping, or hitting
- pushing, shoving, shaking, kicking or throwing
- pinching, biting, choking, or hair-pulling
- burning with cigarettes, scalding water, or other hot objects.
- severe physical punishment that is inappropriate to child's age.

Physical punishment is distinguished from physical abuse in that physical punishment is the use of physical force with the intent of inflicting bodily pain, but not injury, for the purpose of correction or control. Physical abuse is an injury that results from physical aggression. However, physical punishment easily gets out of

control and can become physical abuse. Corporal punishment is against the law in the United Kingdom. In many families, physical punishment is the norm.

Hundreds of thousands of children are physically abused each year by someone close to them, and thousands of children die from the injuries. For those who survive, the emotional scars are deeper than the physical scars.

What is sexual abuse?

Sexual abuse of a child is any sexual act between an adult and a child. This includes:

- fondling, touching, or kissing a child's genitals
- making the child fondle the adult's genitals
- penetration, intercourse, incest, rape, oral sex or sodomy
- exposing the child to adult sexuality in other forms (showing sex organs to a child, forced observation of sexual acts, showing pornographic material, telling "dirty" stories, group sex including a child)
- other privacy violations (forcing the child to undress, spying on a child in the bathroom or bedroom)
- sexual exploitation
- enticing children to pornographic sites or material on the Internet
- luring children through the Internet to meet for sexual liaisons
- exposing children to pornographic movies or magazines
- child prostitution
- using a child in the production of pornography, such as a film or magazine

The above acts are considered child abuse when they are committed by a relative or by a carer, such as a parent, babysitter, or childcare provider, whether inside the home or away from the home. (If a stranger commits the act, it is called sexual assault.)

The legal age of consent for two people to have sexual relations is 16. Having sex with a person younger than the legal age of consent is against the law. Even if the two parties agree to the sexual relationship, it is still against the law.

Sexual abuse is especially complicated because of the power differential between the adult and child, because of the negotiations that must occur between adult and child, and because the child has no way to assimilate the experience into a mature understanding of intimacy. Regardless of the child's behaviour or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Sexual abuse is never the child's fault.

Sexual abusers can be:

- parents, siblings, or other relatives

- childcare professionals
- clergy, teachers, or athletic coaches
- neighbours or friends
- strangers

What is emotional abuse?

Emotional abuse is any attitude, behaviour, or failure to act on the part of the carer that interferes with a child's mental health or social development.

Other names for emotional abuse are:

- verbal abuse
- mental abuse
- psychological maltreatment or abuse

Emotional abuse can range from a simple verbal insult to an extreme form of punishment. The following are examples of emotional abuse:

- ignoring, withdrawal of attention, or rejection
- lack of praise, positive reinforcement, or saying "I love you"
- yelling or screaming
- threatening or frightening
- negative comparisons to others
- belittling; telling the child he or she is "no good," "worthless," "bad," or "a mistake"
- using derogatory terms to describe the child, name-calling
- shaming or humiliating
- habitually making a scapegoat or blaming
- using extreme or bizarre forms of punishment, such as confinement to a cupboard or dark room, tying to a chair for long periods of time, or terrorising a child

Emotional abuse is almost always present when another form of abuse is found.

Emotional abuse of children can come from adults or from other children:

- parents or carers
- teachers or coaches
- siblings
- bullies at school
- social cliques at school

What is Neglect?

Neglect is a failure to provide for the child's basic needs. The types of neglect are:

- physical
- emotional

Physical neglect

Physical neglect is not providing for a child's physical needs, including:

- inadequate provision of food, housing, or clothing appropriate for season or weather
- lack of supervision
- expulsion from the home or refusal to allow a runaway to return home
- abandonment
- denial or delay of medical care
- inadequate hygiene

Educational neglect

Educational neglect is the failure to enrol a child of mandatory school age in school or to provide necessary special education. This includes allowing excessive truancies from school.

Emotional (psychological) neglect

Emotional neglect is a lack of emotional support and love, such as:

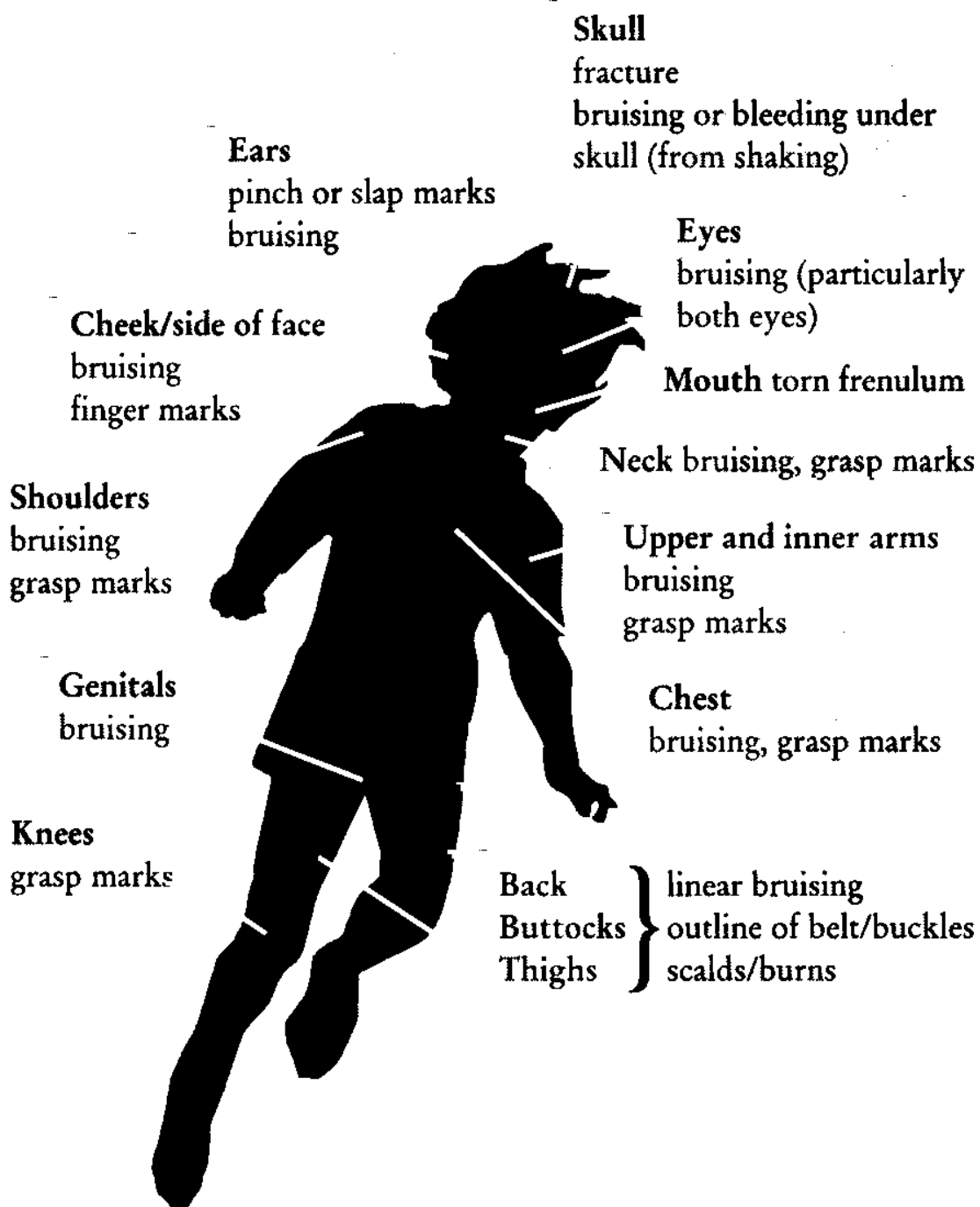
- not attending to the child's needs
- failure to provide necessary psychological care
- domestic violence in the child's presence, such as spousal or partner abuse
- drug and alcohol abuse in the presence of the child, or allowing the child to participate in drug and alcohol use

When authorities examine emotional neglect, they take into consideration cultural values and standards of care, as well as the level of family income, which may interfere with proper care.

Some overlap exists between the definitions of emotional abuse and emotional neglect; regardless, they are both child abuse.

How to recognise forms of child abuse

Common Sites for Non-Accidental Injury



Bruises likely to be: Frequent, patterned (e.g. finger and thumb mark), old and new in the same place (note colour), in unusual position (see diagram).

Consider: Development level of the child and their activities, may be more difficult to see on darker skins.

Burns and scalds likely to have: Clear outline, splash marks around burn area, unusual position (e.g. back of hand), indicative shapes (e.g. cigarette burns, bar of electric fire).

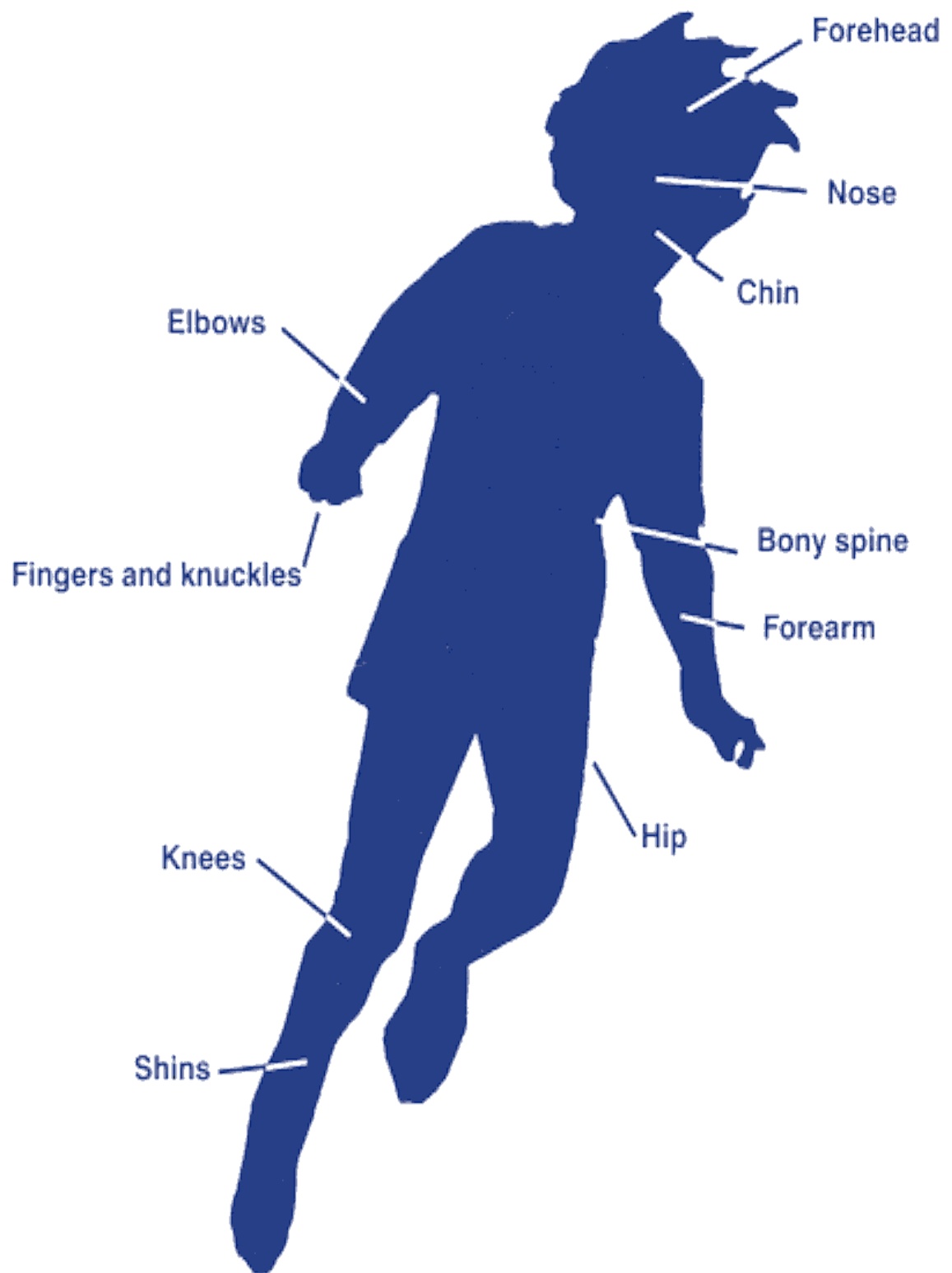
Injuries are suspicious if: Bite marks, fingernail marks, large and deep scratches, incisions (e.g. razor blades).

Fractures likely to be: Numerous, healed at different times.

Consider: Age of child, always suspicious in babies under 2 years old, delay in seeking treatment.

Sexual abuse may result in: Unexplained soreness, bleeding or injury in genital or anal area, sexually transmitted diseases (e.g. warts, gonorrhoea).

Common Sites for Accidental Injury



Bruises likely to be: Few but scattered, no pattern, same colour and age.

Consider: Age and activity of child (e.g. learning to walk), may be confused with birthmarks or other skin conditions.

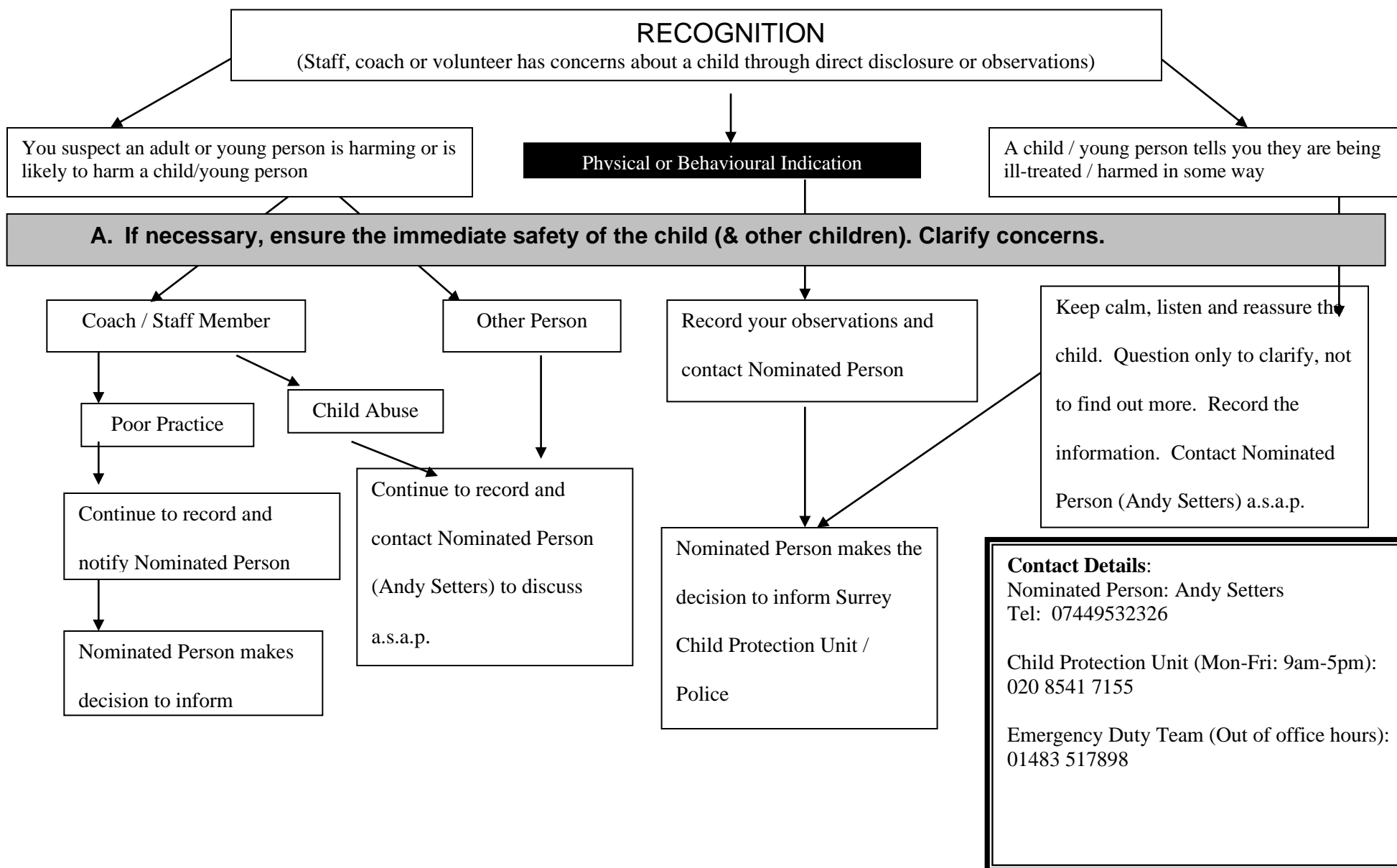
Bruises and Scalds likely to be: Treated, easily explained, may be confused with other conditions (e.g. impetigo, nappy rash)

Injuries likely to be: Minor or superficial, treated, easily explained.

Fractures likely to be: Of arms and legs, seldom on ribs except for road traffic accidents, rare in very young children, may rarely be due to brittle bone syndrome.

Genital Area: Injury may be accidental (seek expert opinion), soreness may be nappy rash or irritation (e.g. from bubble bath), and soreness may be due to constipation or threadworm infestation.

Appendix H ~ Protection of Children and Vulnerable People Policy
CAMP GLIDE- REPORTING OF INCIDENTS
ACTION TO TAKE IF YOU SUSPECT A CHILD IS BEING HARMED



Appendix I

Protection of Children and Vulnerable People Policy

INCIDENT REPORT FORM

Venue:

.....

Date of Incident:

.....

Time of Incident:

.....

Specific Location:

.....

Description of Incident/Suspicious Behaviour:

.....
.....
.....
.....

Description of Suspicious Person(s):

.....
.....
.....
.....

Name of person(s) if known:

.....

Children approached/involved:

Yes ☐ No ☐

Age(s):

.....

Details:

.....
.....

Description of Children approached/involved:

.....
.....
.....
.....

Vehicle involved:

Yes ☐ No ☐

Details (Reg. No., Make, Colour, any distinguishing features etc.):

.....
.....

CCTV:

Yes ☐ No ☐

Tapes retained: Yes ☐ No ☐

Admission Record: Yes ☐ No ☐

Any other information:

.....
.....
.....
.....

Person(s) witnessing incident (including staff at facility):

.....
.....

Form completed by (print name):

.....

Signed:

.....

Time:

.....

Date:

.....

N.B. Please send to MASH

Appendix J

Protection of Children and Vulnerable People Policy

CHILD PROTECTION - USEFUL CONTACTS

Local:

- **Surrey County Council:**

(www.surreycc.gov.uk⇒People & Community⇒Children & Families⇒Child Protection)

For Child Protection Referrals:

Surrey County Council Child Protection Unit, Mon – Fri 9 am – 5 pm:

Tel: 0300 123 1620 to refer for SOUTH EAST SURREY

**Local Designated Officer 0300 200 1006 option 4 then option 3 OR
0300 123 1650 option 3**

Multi Agency Safeguarding Hub MASH): 01483 518505

Emergency Duty Team:

For urgent situations which arise outside of normal office hours.

Tel: 01483 517898

Mincom: 01483 517844

- **Surrey Police:**

There are four area child protection and vulnerable adult teams based in the Public Protection Investigation Units of Surrey Police.

East Surrey Public Protection Investigation Unit (Tandridge, Reigate and Banstead, Mole Valley)

Caterham Police Station

Timberhill Road

Caterham

Surrey

CR3 6LD

Tel: 01883 316264

Fax: 01883 316283

Surrey Police Switchboard

Tel: 0845 125 2222

In an Emergency Tel: 999

- **Stop It Now:**

Website: www.stopitnow.org.uk
Freephone Helpline: **0808 1000 900**
Email: help@stopitnow.org.uk

Surrey Project Co-ordinator: Teresa Hughes, Tel: **01372 847162**

National contacts:

- **NSPCC**

Weston House, 42 Curtain Road, London, EC2A 3NH
Website: www.nspcc.org
Tel: **0207 825 2500**

Child Protection Helpline: **0808 800 5000**

- **Child Protection in Sport Unit (CPSU)**

NSPCC National Training Centre
3 Gilmour Close, Beaumont Leys
Leicester, LE4 1EZ

Website: www.sportprotects.org.uk
Tel: **0116 234 7278/7280**
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- **Child Line**

ChildLine, Freepost 1111, London, N1 0BR
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