

## Go Kids Go Safeguarding Policy

Go Kids Go is committed to creating and maintaining a safe, enjoyable and inclusive environment for everyone who participates in our activities. Go Kids Go has a moral and legal obligation to ensure that the highest possible standard of care is provided for all involved in our activities and to that end we have developed the Go Kids Go, Children and Adults Safeguarding Policy. Through the communication and implementation of the policy we aim to embed best safeguarding practice into all aspects of our activities.

All of us who work directly with Children and Adults are in a position of trust and we must ensure that we act at all times in the interests of those whose care and safety is entrusted to us. We all have to be mindful that some people use their position to gain access to those who may be additionally vulnerable to win their trust before abusing it for inappropriate or illegal purposes. We are all responsible for promoting a safe environment within our activities and for ensuring that anyone holding a position of trust who seeks to behave in a harmful or inappropriate way is deterred, identified and appropriately managed.

The policy and guidance sets out how organisations and individuals should work together to ensure a safe and sound environment where we promote the welfare of all participants in accordance with the statutory guidance supporting implementation of the Children Acts, 1989 and 2004, and the Care Act 2014. It is important that we all fully understand our responsibilities and that we feel properly supported.

It attempts to achieve a balance between establishing sufficient control to minimise risk of abuse to children and adults, while not overburdening our staff and volunteers. It includes the mandatory legal requirements, and also highlights signs which should raise concerns about inappropriate behaviour and potential abuse as well as practices which should be avoided, in the best interests of children and adult participants and those responsible for their care. We are committed to reviewing our policy and good practice annually

This Policy applies to all staff including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff, students and anyone working on behalf of Go Kids Go.

Roy Wild  
Lead Safeguarding Officer

.....*Roy Wild*.....

Jackie Hardman  
Lead Safeguarding Trustee

.....*J Hardman*.....

10<sup>th</sup> May 2022

Reg Charity No 1057894

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## **A. Safeguarding Statement**

GO KIDS GO is committed to safeguarding the welfare of children and adults at risk (2) and to creating and maintaining a safe and positive environment. We accept our responsibility to safeguard and promote the welfare of all children and adults involved in our activities and services.

The policy statement is based on the following key principles:

- The welfare of children, young people and adults at risk is paramount
- GO KIDS GO is committed to ensuring that safeguarding of children and adults is central to the participation in our activities.
- All allegations, safeguarding concerns and suspicions of harm will be taken seriously and responded to quickly, fairly and appropriately and support provided for anyone who in good faith reports concerns
- It is everybody's responsibility to work in partnership to promote the welfare, health and development of children, young people and vulnerable adults
- The interest of those who work or volunteer with participants within our organization will be protected and support through appropriate guidance and training will be provided
- Personal information will be treated in strict confidence in accordance with UK legislation, which requires that the Police, Adult/Children's Social Care and or other statutory agencies be informed where there are concerns that a child or adult is at risk of harm or it is believed that a crime has been committed.
- All participants, regardless of age, ability or disability, gender, race, religion, ethnic origin, sexual orientation, marital or gender status have the right to be protected from abuse and poor practice and to participate in an enjoyable and safe environment
- GO KIDS GO will seek to ensure that our activities are inclusive and make reasonable adjustments for any ability, disability or impairment, we will also commit to continuous development, monitoring and review.
- The rights, dignity and worth of all participants will always be respected.
- We recognise that ability and disability can change over time, such that some participants may be additionally vulnerable to abuse, for example those who have a dependency on others or have different communication needs.
- We recognise that a disabled adult may or may not identify themselves or be identified as an adult 'at risk'.
- We all have a shared responsibility to ensure the safety and well-being of all participants and will act appropriately and report concerns whether these concerns arise within our activities, for example inappropriate behaviour of a member of staff, volunteer or in the wider community.
- All allegations will be taken seriously and responded to quickly in line with this Safeguarding Policy and Procedures.

<sup>2</sup> Current terminology is 'Adults at Risk' under the Care Act 2014 and statutory guidance but this term will be used interchangeably with the terms 'vulnerable adults' and 'adults who are additionally vulnerable' throughout this document to reflect the language commonly used by Go Kids GO. We recognise that many disabled adults would not self-identify as 'at risk' or as being vulnerable – labelling individuals can be both stigmatising and unhelpful.

- GO KIDS GO recognises the role and responsibilities of the statutory agencies in safeguarding both children and adults and is committed to complying with the procedures of the relevant Local Safeguarding Children Partnership (LSCP) and Safeguarding Adults Board (SAB).

In addition, GO KIDS GO will be guided by the following principles set out in the Care and Support Statutory Guidance (2018) which should underpin the safeguarding of adults:

- Empowerment - People being supported and encouraged to make their own decisions and informed consent.

"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."

- Prevention – It is better to take action before harm occurs.

"I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."

- Proportionality – The least intrusive response appropriate to the risk presented.

"I am sure that the professionals will work in my interests, as I see them, and they will only get involved as much as needed."

- Protection – Support and representation for those in greatest need.

"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."

- Partnership – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse

• Helpful and necessary- "I am confident that professionals will work together and with me to get the best result for me."

- Accountability – Accountability and transparency in delivering safeguarding.

"I understand the role of everyone involved in my life and so do they."

## **B. Purpose of Safeguarding Policy**

### **Legislation and Statutory Guidance**

The practices and procedures within this policy are based on the principles contained within the UK and legislation and Government Guidance and Go Kids Go have taken the following into consideration:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- UN Convention on the Rights of the Child
- Care Act 2014
- Criminal Justice Act 1988
- Protection of Freedoms Act 2012
- Domestic Violence, Crime and Victims (Amendment) Act 2012
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005
- Sexual Offences Act 2003
- Human Rights Act 1998
- Data Protection Act 1994 and 1998 (updated 2018)
- Serious Crime Act 2015
- Working Together to Safeguard Children (Statutory Guidance - updated Jan 2020)
- Care and Support Statutory Guidance 2015 (updated Feb 2018)
- Counter Terrorism and Security Act 2015

Children and Adults at Risk

“Safeguarding is everyone’s responsibility

Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early year’s professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe.”

## **Working Together to Safeguard Children – March 2015**

### 1. Who is a child?

Children are defined in the Children Act 2004 as people under the age of 18 years. For the purpose of this policy this definition applies. It should be noted that the Children and Families Act 2014 extends support and protection up until the age of 25 years for those with recognised disabilities and additional support needs and seeks to safeguard and support young people more effectively through the transition into adulthood.

### 2. Who is an Adult at Risk?

2.1 The Care Act 2014 defines an adult at risk as anybody over the age of 18 who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing, or at risk of, abuse or neglect; and/or
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

This may include people with learning disabilities, sensory impairments, mental health needs, older people and people with a physical disability or impairment. It may also include people who are affected by the circumstances that they are living in, for example experiencing domestic violence. This list is not exhaustive. An individual’s level of vulnerability to harm may vary over time depending on the circumstances they are in and their needs at that time.

3.2. Abuse is a violation of an individual’s human and civil rights by another person or persons.

3.3 It is clear from these definitions that the majority, if not all of those adults take part in our activities potentially fall within the definition of an adult at risk and it is important that all are mindful of that. Equally, any adult may experience life events which increase their vulnerability (relationship breakdown, bereavement, isolation or illness for example). GO KIDS GO recognises that a disabled adult may or may not identify themselves or be identified as an adult ‘at risk’. Good practice protects everyone involved in our activities and assumptions should not be made about individual support needs.

3.4 Whilst this policy refers to both children and adults throughout, there are instances in which concerns and incidents involving adults may vary slightly from those involving children. In particular, and in contrast to the situation when dealing with children, it is essential to obtain an adult’s consent before referring the matter to any of the statutory agencies, where their safety and welfare is not at immediate risk as outlined in the principles set out in our policy statement. For further advice and guidance please contact the LSO.

## **How to put this Policy into Practice:**

### Roles and Responsibilities – how we will work together

In order to operate within the legal and regulatory framework, Go KIDS GO will operate to create and maintain a safe and sound environment where both children and adults are protected. Below we have set out the key responsibilities of the GO KIDS GO:

#### GO KIDS GO

- Will appoint a Lead Safeguarding Officer to manage its safeguarding programme
- Is committed to working in partnership with the statutory agencies.
- Will manage the Criminal Records Checking process through the Disclosure and Barring Scheme
- Will co-ordinate the implementation of the safeguarding framework and will provide or signpost all individuals with safeguarding responsibilities to appropriate training and support
- Will respond to and manage concerns and incident referrals in accordance with GO KIDS GO regulations, policies and procedures
- Will establish a Case Management Group to support appropriate management safeguarding referrals
- Will instigate appropriate disciplinary action in relation to those who breach GO KIDS GO regulations

#### The Volunteer

- It is essential that all volunteers and staff work together to create a safe, friendly, open and welcoming environment.
- Must always treat children, vulnerable adults and all members with respect and in accordance with the organisations' core values
- Must ensure that, if necessary, they have completed an appropriate DBS check.
- Must make themselves familiar with and ensure that they understand and comply with GBWR and their club's safeguarding policy and procedure
- Must undertake any training required for their role

## **Best Practice Guidance**

This guidance is offered to provide information on a number of matters which staff and volunteers may find useful in helping to create safe and welcoming environments for children and vulnerable adults.

### **1. Safe Environments**

1.1 A safe environment is one where the possibility of abuse is openly acknowledged; volunteers are DBS checked, carefully selected and appropriately trained; and those who raise and report safeguarding concerns are confident that these will be treated seriously and in confidence and responded to appropriately.

### **2. Communication**

2.1 Open and clear communication is key to ensuring a safe environment. This includes information given to parents, carers and guardians; the use of appropriate materials and resources to provide information to children and vulnerable adults; being clear about how to communicate in the event of any safeguarding incident.

### **3. Safe Recruitment**

3.1 GO KIDS GO relies upon staff, volunteers and trustees to both manage and deliver our activities.

3.2 Nevertheless, the recruitment and selection of employees and volunteers is the most critical time when child and vulnerable adult safeguarding issues must be addressed. It is important that appropriate checks become routine 'procedure' - an accepted and welcomed practice - rather than be seen as an invasive, bureaucratic process that questions the integrity or motive of even the most willing of volunteers. We must all invest in ensuring that only appropriate adults with the right values and motivation are working to support young people and all of those involved in our activities.

3.3 GO KIDS GO will ensure that all employees and volunteers who are recruited to positions can expect a detailed Job Description to ensure that there is very real clarity about roles and responsibilities. The responsibility for supplying this information rests with the individual with responsibility for making the appointment.

3.4 The Job Description will carry a statement detailing the degree of contact with children and/or vulnerable adults, and any need for references or safeguarding checks to be undertaken prior to commencing the role.

3.5 Certain roles which require employees and volunteers to work with children and/or vulnerable adults will be subject to a Disclosure and Barring Service (DBS) check and this will be detailed in the Job Description for the role. The LSO will regularly assess which staff need to be DBS checked. The DBS process must be undertaken in accordance with Government regulations.

3.5.1 The LSO will manage DBS applications. Any disclosures from DSB certificates will be referred to the GO KIDS GO Case Management Group. Applicants will be updated at regular intervals through this process.

3.6.1 All DBS information will be held centrally. The information held will include the storage of 5 essential pieces of information:



<b>Name</b>	<b>Date of Birth</b>	<b>Date of issue</b>	<b>Date of update required</b>	<b>Any disclosures</b>
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3.6.2 DBS updates are required every 3 years unless the individuals have subscribed to the updates service. GO KIDS GO CAN NOT accept DBS certificates from any organisation where the individual has not subscribed to the update service.

3.6.3 It is the responsibility of the LSO to ensure volunteers are DBS checked where appropriate. For more information on who requires a DBS check please contact the LSO.

#### **4. Safeguarding Training**

4.1 GO KIDS GO will ensure staff, trustees and volunteers will complete, within 6 months of being appointed, a recognised and certificated basic awareness in child protection training (e.g. an LSCB or Local Authority workshop or professional safeguarding training).

4.2 The LSO will manage training requirements for GO KIDS GO staff, trustees and volunteers and additional learning opportunities/training

#### **5. Supporting Children and Adults**

5.1 GO KIDS GO's core business is to provide positive and enjoyable opportunities for disabled children and adults. It is important that staff and volunteers recognise the different levels of support that individuals require. This means being aware and alert and ensuring that the right level and type of information, help and assistance is available to each individual. Those with disabilities may be additionally vulnerable because they may:

- have additional support needs
- be subject to greater negative experiences
- not be believed
- not want to raise issues due to the fear of being excluded
- have medical needs that are used to explain abuse
- have an increased possibility of isolation
- may have communication differences/difficulties
- have reduced networks of support or increased isolation

5.2 It is therefore important for those working with disabled children and volunteers to seek the individual's and, where appropriate, the parent, carer or guardian's views and informed consent about the support needs for the individual. Always talk to the individual and be sure they know and understand what you are going to do and why you are doing it.

#### **6. Supervision**

6.1 When working with children or adult participants, volunteers and employees should avoid situations where they are working in isolation and out of sight of other adults. Where an individual requires DBS clearance for their role and it is yet to be received, they must not work alone or unsupervised.

## 7. Staff – Child Ratios

7.1 There should always be a minimum of one DBS cleared coach when working with children or adults.

This policy should be read alongside our policies and procedures

- Recording and information sharing
- Code of conduct for staff and volunteers
- Safer recruitment
- E-safety
- Anti- bullying
- Complaints
- Whistleblowing
- Health and safety
- Training, supervision and support
- Lone working policy and procedure
- Quality assurance
- Equality Statement

## C Lead Safeguarding Officers

### Senior Staff Member with Lead Responsibility

The designated senior member of staff with lead responsibility for safeguarding issues is **Roy Wild, CEO**. He has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children, young people and adults, and the promotion of a safe environment for the children, young people and adults who attend the wheelchair training courses.

### Designated Trustee

The designated Trustee is **Jackie Hardman** and is responsible for liaising with the Principal Staff Member with Lead Responsibility over matters regarding child protection.

The designated Trustee is responsible for overseeing the liaison between agencies such as the police and social services in connection with allegations against the Principal Staff Member with Lead Responsibility. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

### Designated Safeguarding Officer (DSO)

Roy Wild

Phone/ email 07961 257987 [roy@gokidsgo.org.uk](mailto:roy@gokidsgo.org.uk)

### Deputy DSO

Name Steve Conway

Phone/ email 01482 887163 [training@gokidsgo.org.uk](mailto:training@gokidsgo.org.uk)

### Safeguarding Trustee

Name Jackie Hardman

Phone/ email 07813211015 [jackiebrew@hotmail.com](mailto:jackiebrew@hotmail.com)

## **D Identifying concerns about the welfare and safety of children and adults at risk**

### **1. Everyone's responsibility**

We all have a responsibility to ensure that we provide a safe environment for those who want to take part in our activities. This means that we must reduce the potential for vulnerability and be alert and respond quickly and appropriately to any concerns we may have about a child or adult.

### **2. Reducing the potential for vulnerability and harm**

2.1 We all want safe environments where everyone can enjoy our activities. Creating a safe environment means:

- Acting in accordance with the Go Kids Go core values: *enjoyment; respect; excellence; teamwork; trust; inclusiveness*
- Being open to the reality that some children and adults can and do suffer abuse
- Acknowledging the increased vulnerability of specific individuals
- Acknowledging the impact of our own experiences, values and prejudices (positive and negative) which can block acknowledging concerns and taking action
- Encouraging all partners to take a proactive role in creating safe environments in order to create high quality communication, advice and support frameworks
- Ensure that coaching and care ratios are appropriate for the number of individuals and that the needs mix of attendees has properly been assessed
- Promoting a safe workforce through ensuring that all those working with/supporting participants are registered and are subject to appropriate safe recruitment checks irrespective of their role is paid or volunteering
- Promoting, respecting and valuing diversity and difference
- Creating an open culture which encourages feedback where issues can be discussed without fear

Ensuring that safeguarding is core business and is considered and addressed in all relevant procedures.

### **3. How do we know when to be concerned?**

3.1 Harm in the context of this policy is an action or behaviour which has a negative impact upon a child or adult's physical, or emotional health or wellbeing. This might be referred to as abuse, bullying or neglect. Harm might just start as poor practice such as shouting, ridiculing, excessive training, ignoring health and safety guidelines, failing to adhere to Safeguarding and other related policies or poor management of training or competition. There is sometimes a fine line between what is acceptable and unacceptable behaviour and it is important that everyone know where the boundaries lie. It is important that we promote a culture of check and challenge where concerns are openly discussed and addressed at the earliest stages. It is important to recognise signs of harm and indications that behaviours are having a negative impact upon participants as often victims feel isolated and unable to speak out.

## 4. Categories of Child Abuse

4.1 The Children Act (1989) and Working Together to Safeguard Children (2015, updated Dec 2020) state that there are four main types of abuse - Physical, Sexual, Emotional and Neglect. In general terms, abuse may be the action or inaction by, for example, a member of staff, volunteer or paid helper, family member or another young person.

- Physical Abuse is just what the term implies - hurting or injuring a person, for example, by hitting them. .
- Sexual Abuse occurs when a person knowingly or unknowingly takes part in something that meets the sexual needs of the other person or persons involved - it could include sexually suggestive comments, on-line grooming and direct sexual contact. This could involve inappropriate photography or videoing, for the gratification of the viewer.
- Emotional Abuse occurs when a person is not given help and encouragement and/or is constantly derided or ridiculed or ignored. Conversely, it can also occur if a person is over-protected. For example, the unrealistic expectations of parents and members of staff over what a participant can achieve, or the undermining through ridicule or failing to support their progression. Bullying is likely to come into this category. Any alleged abuse or bullying which is linked to a protected characteristic under the Equality Act 2010 (e.g race, gender identity/reassignment, sexuality, religion/belief, disability) will be taken very seriously and responded to as such. This is unlawful and there will be zero tolerance within our activities. In the case of learning disability, emotional abuse can occur through failing to communicate important information accurately or appropriately, providing misleading statements or failing to ensure a person understands the information given. Psychological Abuse often includes emotional abuse and can include: threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidating, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
- Neglect usually means failing to meet a person's basic needs such as food, warmth, adequate clothing, medical attention etc. It could also mean failing to ensure they are safe or exposing them to harm. Within Go Kids Gos' activities this includes participants personal or intimate requirements being ignored, particularly if they are disabled, or where an person is not cared for in a way appropriate or according to their needs.

## 5. Categories of Adult Abuse

5.1. The Care Act 2014 and the Care and Support Statutory Guidance (updated 12 Feb 2018) recognise a broad range of categories of abuse relating to adults who are at risk or additionally vulnerable. Section 14 of the government guidance considers the different types and patterns of abuse and neglect and the different circumstances in which they may take place. This is not intended to be an exhaustive list but an illustrative guide as to the sort of behaviour which could give rise to a safeguarding concern arising either inside the activity or in external circumstances.

Patterns of abuse vary and include:

- serial abuse, in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse
- long-term abuse, in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse
- opportunistic abuse, such as theft occurring because money or jewellery has been left lying around

Organisations should not limit their view of what constitutes abuse or neglect, as they can take many forms and the circumstances of the individual case should always be considered. Exploitation, in particular, is a common theme in the following list of the types of abuse and neglect.

Physical abuse including:

- assault
- hitting
- slapping
- pushing
- misuse of medication
- restraint
- inappropriate physical sanctions

Domestic violence including:

- psychological
- physical
- sexual
- financial
- emotional abuse
- so called 'honour' based violence

Sexual abuse including:

- rape
- indecent exposure
- sexual harassment
- inappropriate looking or touching
- sexual teasing or innuendo
- sexual photography
- subjection to pornography or witnessing sexual acts
- indecent exposure
- sexual assault
- sexual acts to which the adult has not consented or was pressured into consenting

Psychological abuse including:

- emotional abuse
- threats of harm or abandonment
- deprivation of contact
- humiliation
- blaming
- controlling
- intimidation
- coercion
- harassment
- verbal abuse
- cyber bullying
- isolation
- unreasonable and unjustified withdrawal of services or supportive networks

Financial or material abuse including:

- theft
- fraud
- internet scamming
- coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- the misuse or misappropriation of property, possessions or benefits

Modern slavery encompasses:

- slavery
- human trafficking
- forced labour and domestic servitude.
- traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Discriminatory abuse including forms of:

- harassment

- slurs or similar treatment:
- because of race
- gender and gender identity
- age
- disability
- sexual orientation
- religion

### Organisational abuse

Including neglect and poor care practice within an organisation, where poor practice is condoned, or risks are identified and not appropriately addressed leading to foreseeable harm. It has most commonly arisen in institutions or specific care settings such as a hospital or care home or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Neglect and acts of omission including:

- ignoring medical, emotional or physical care needs
- failure to provide access to appropriate health, care and support or educational services
- the withholding of the necessities of life, such as medication, adequate nutrition and heating

### Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support.

Incidents of abuse may be one-off or multiple, and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm. Repeated instances of poor care may be an indication of more serious problems and of what we now describe as organisational abuse. In order to see these patterns, it is important that information is recorded and appropriately shared.

### Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16



or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- sexual
- financial
- emotional

A new offence of coercive and controlling behaviour in intimate and familial relationships was introduced into the Serious Crime Act 2015. The offence will impose a maximum 5 years' imprisonment, a fine or both.

The offence closes a gap in the law around patterns of coercive and controlling behaviour during a relationship between intimate partners, former partners who still live together, or family members, sending a clear message that it is wrong to violate the trust of those closest to you, providing better protection to victims experiencing continuous abuse and allowing for earlier identification, intervention and prevention. Coercive control is a pattern of behaviour which seeks to take away the victim's liberty or freedom, to strip away their sense of self. It is not just an individual's bodily integrity which is violated but also their human rights. Domestic abuse is perpetrated by both genders and in same sex relationships. It is also prevalent in relationships between young people which they may not recognise as harmful or abusive.

The offence criminalising coercive or controlling behaviour was commenced on 29 December 2015.

### Financial abuse

Financial abuse is the main form of abuse investigated by the Office of the Public Guardian both amongst adults and children at risk. Financial recorded abuse can occur in isolation, but as research has shown, where there are other forms of abuse, there is likely to be financial abuse occurring. Although this is not always the case, everyone should also be aware of this possibility. Potential indicators of financial abuse include:

- change in living conditions
- lack of heating, clothing or food
- inability to pay bills/unexplained shortage of money
- unexplained withdrawals from an account
- unexplained loss/misplacement of financial documents
- the recent addition of authorised signers on a client or donor's signature card
- sudden or unexpected changes in a will or other financial documents

*Note: This is not an exhaustive list, nor do these examples prove that there is actual abuse occurring. However, they do indicate that a closer look and possible investigation may be needed.*

## **6. Bullying and Harassment**

### 6.1 What are bullying and harassment?

- Bullying: offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.
- Harassment: unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. (ACAS 2013)

6.2. Bullying is not a category of abuse under statutory guidance but can have a profound impact upon the welfare of children, young people and others who are additionally vulnerable. There is no legal definition of bullying, however, it's usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation. It takes many forms and can include physical assault, threats, teasing, name calling (including 'nicknames' imposed by a group) and name calling.

6.3. Behaviour that is considered bullying by one person may be considered firm management by another. Most people will agree on extreme cases of bullying and harassment, but it is sometimes the 'grey' areas that cause most problems. The abuser may well be another young person or vulnerable adult. Bullying can occur where there is inadequate supervision. Increasingly bullying and harassment takes the form of cyberbullying through the use of social media such as the internet and mobile phones.

## 7. Signs of Indicators of Harm

7.1 Although sometimes recognising signs of harm, abuse, bullying and neglect, is not always easy, it is important to remain alert and not to ignore concerns. Go Kids Go understands that our staff and volunteers are not experts at such recognition and as we know not even professionals working in this complex area always recognise a situation where harm may occur or has occurred. Please use the examples below as some indicators that should be taken seriously and followed up with the LSO:

- A marked change in an individual's usual routine or behaviour
- Being disruptive during sessions
- Being quiet, withdrawn, anxious or lacking in confidence
- Avoiding eye contact
- Becoming aggressive or unreasonable
- Having unexplained cuts, bruises or bites, particularly on a part of the body not normally prone to such injuries
- Starting to bully others
- A child who displays sexual behaviour or uses sexual language inappropriate for their age
- Being frequently dirty, hungry or inadequately/inappropriately dressed
- Seemingly afraid of or intimidated by parents or carers
- Being frightened to communicate or say what is wrong

- The individual says that he or she is being abused, or another person says they believe (or actually know) that abuse is occurring

7.2 Children and adults with learning disability or communication difficulties/differences (e.g. autism, Asperger's, deafness) are particularly vulnerable to abuse and may have additional difficulties in communicating what is happening to them or interacting socially. Dependency on others for primary needs such as feeding, clothing and intimate care may also make any individual feel powerless to report abusive treatment. A fear of retribution for 'telling' can be a powerful 'silencer'. Difficulty in identifying abusive situations or behaviour may allow it to continue. Please don't wait until you are certain. Report concerns or seek advice as soon as possible.

7.3. There may be a number of reasons why a child or adult participant displays concerning behaviour or their behaviour changes. In the first instance it is advisable to discuss with the LSO who will decide whether in the first instance it is appropriate to discuss the concerns with the parent or carer or seek further support through the LSCP..

## **E. Responding to suspicions or concerns**

What to do if you are concerned?

1. If a child or adult discloses information to you:

- Stay calm
- Reassure them that they are not to blame and that they were right to tell you
- Keep questions to a minimum
- Tell the individual that you will have to inform others to help stop the abuse/harmful behaviour
- Ensure the safety of the individual
- Make brief accurate notes at the earliest opportunity
- Seek advice and support immediately from the LSO or Safeguarding Trustee.

If you are concerned that any of these individuals are implicated or involved, then contact the Chair of Trustees immediately

- If you feel that a child or vulnerable adult is in immediate risk of harm then a statutory agency (children's or adult social care services or police) should be contacted immediately. If the concern is about an adult then their consent should be obtained if possible before doing so (see Appendix 2 – if you believe there is an immediate risk seek help without delay).
- Don't express your own thoughts or emotions
- Do not promise confidentiality or make promises you may not be able to guarantee.

## **1. Report it**

1.1 The wellbeing of the child or adult at risk will be paramount to Go kids Go response to suspicions or concerns about their welfare. Go kids Go encourages and supports everyone to

report any suspicions or concerns they may have about the wellbeing of a child or adult participant and will take appropriate action to respond to and manage such concerns. This may mean notifying the statutory agencies of any allegation and seeking professional support and advice where appropriate (this can be on a 'no name basis' if necessary). Please see 'Incident Record form' available on the Appendix C.

## **2. Referral Process (Sharing safeguarding concerns)**

2.1. As soon as the GO KIDS GO LSO receives verbal or written notification of an incident, allegation, concern or disclosure, the LSO will assume management of the case (providing it is not already being responded to by the statutory authorities).

2.2 All safeguarding investigations will be overseen by the GO Kids GO Case Management Group (CMG). The CMG will comprise the LSO, safeguarding Trustee and another panel member with professional safeguarding experience.

2.3 If appropriate, based on safeguarding thresholds, the CMG will make a referral to the Local Area Designated Officer (LADO) where concerns arise around a position of trust, to the Police or to Adult/Children's Social Care who will advise and/or manage any subsequent investigation.

2.4 Where the referral does not meet a threshold for statutory agency referral, the CMG will advise and instigate further investigation before deciding upon the appropriate course of action.

### **3. Those under investigation**

3.1 Go Kids Go is committed first and foremost to protecting the interests of children and vulnerable adults. In the case of a referral being made to Go Kids Go or the statutory agencies, individuals who are the subject of concerns will be notified by Go Kids Go and made aware of the Safeguarding procedures for dealing with referrals. They may at any time request an update on the progress of the referral. Investigations will be completed as quickly as possible.

### **4. Suspension**

4.1 In the case of an employee being the subject of safeguarding concerns it is likely that he or she would be suspended, and thereby temporarily barred from all Go Kids Go activities, pending the outcome of any investigation. Suspension is a neutral act intended to protect all parties. It must be emphasised that suspension is not in any way an indication of presumed guilt.

4.2 If a referral is passed back to Go Kids Go from statutory agencies, Go Kids Go then have the right to conduct their own investigation, regardless of the outcome of any investigation carried out or action instigated by statutory agencies.

## **F Reporting Flow-Chart**

A child or adult* has disclosed concerning information to you OR you have witnessed or had reported to you an incident or complaint involving the behaviour of an adult in relation to a child or vulnerable adult*, which may be considered poor practice.
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\*It is essential when considering an incident or concerns involving a vulnerable adult to, where possible, obtain the consent of the vulnerable adult before referring the matter to a statutory agency unless it is felt that they are at

## **APPENDIX 1**

### **Consent issues where concerns relate to an adult (someone aged 18 and over):**

The Care and Support statutory guidance (HM Government, 2014) advises that the first priority in safeguarding adults should always be to ensure the safety and well-being of the individual.

*Making Safeguarding Personal* is a person centred approach which means that adults are encouraged to make their own decisions and are provided with support and information to empower them to do so. This approach recognises that adults have a general right to independence, choice and self-determination including control over information about themselves.

Those working with adults felt to be at risk should strive to deliver effective safeguarding consistently with both of the above principles. They should ensure that the adult has accessible information so that they can make informed choices about safeguarding: what it means, risks and benefits and possible consequences. Go Kids Go does not expect staff or volunteers to support an adult who is felt to be vulnerable or at risk through this decision making process, but expects them to inform the LSO without delay so that they can clearly define the various options to help support the adult at risk to make a decision about their safety.

Adults may not give their consent to the sharing of safeguarding information for a number of reasons. For example, they may be unduly influenced, coerced or intimidated by another person, they may be frightened of reprisals, they may fear losing control, they may not trust social services or other partners or they may fear that their relationship with the abuser will be damaged. Reassurance and appropriate support may help to change their view on whether it is best to share information.

The LSO or those from Go Kids Go seeking to support the adult should consider the following and:

- Explore the reasons for the adult's objections – what are they worried about?
- Explain the concern and why you think it is important to share the information
- Tell the adult with whom you may be sharing the information with and why
- Explain the benefits, to them or others, of sharing information – could they access better help and support?
- Discuss the consequences of not sharing the information – could someone come to harm?
- Reassure them that the information will not be shared with anyone who does not need to know
- Reassure them that they are not alone and that support is available to them.

If, after this, the adult refuses intervention to support them with a safeguarding concern, or requests that information about them is not shared with other safeguarding partners, in general, their wishes should be respected. However, there are a number of circumstances where those seeking to support the adult can reasonably override such a decision, including:

- It appears that the adult lacks the mental capacity to make that decision (this must be properly explored and assessed by professionals not by our staff. If we believe this to be the case, GO Kids GO has a duty to refer to the statutory agencies to seek assessment of mental capacity and this should be recorded in line with the Mental Capacity Act 2005)
- Emergency or life-threatening situations may warrant the sharing of relevant information with the emergency services without consent
- Other people are, or may be, at risk, including children
- Sharing the information could prevent a serious crime
- A serious crime has been committed
- The risk is unreasonably high and meets the criteria for a multi-agency risk assessment conference referral
- Staff or adults in a Position of Trust are implicated
- There is a court order or other legal authority for taking action without consent

In such circumstances, it is important to keep a careful record of the decision making process. Staff and volunteers should seek advice from the LSO in line with this policy

before overriding the adult's decision, except in emergency situations. Decisions will be made based upon whether there is an overriding reason which makes it necessary to take action without consent and whether doing so is proportionate because there is no less intrusive way of ensuring safety. Legal advice will be sought where appropriate. If the decision is to take action without the adult's consent, then unless it is unsafe to do so, the adult should be informed that this is being done and of the reasons why.

If none of the above apply and the decision is not to share safeguarding information with other safeguarding partners, or not to intervene to safeguard the adult:

- Support the adult to weigh up the risks and benefits of different options
- Ensure they are aware of the level of risk and possible outcomes
- Offer to arrange for them to have an advocate or peer supporter
- Offer support for them to build confidence and self-esteem, if necessary
- Agree on and record the level of risk the adult is taking
- Record the reasons for not intervening or sharing information
- Regularly review the situation
- Try to build trust to enable the adult to better protect themselves.

It is important that the risk of sharing information is also considered. In some cases, such as domestic violence or hate crime, it is possible that sharing information could increase the risk to the adult. Go Kids Go will always seek to work with safeguarding partners to work jointly to provide advice, support and protection to the adult in order to minimise the possibility of worsening the relationship or triggering retribution from the abuser.

## **Appendix 2 Useful Contacts:**

**CEOP**

**[www.ceop.police.uk](http://www.ceop.police.uk)**

**NSPCC Helpline**

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Child Protection in Sport Unit

0116 234 7278

[www.thecpsu.org.uk](http://www.thecpsu.org.uk)

ChildLine

0800 1111

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

National Whistleblowing Helpline

0800 028 0285

### Appendix 3 Incident reporting form

Your information	
Name	
Address	
Contact number(s)	
Email	



Name of organisation		Your role	
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Personal information – child / young person					
Name				Date of birth	
Gender <sup>i</sup>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Non-binary <input type="checkbox"/>	Another description (please state) <input type="checkbox"/>	
Is there any information about the child that would be useful to consider?					

Contact information – parent / carer		
Name(s)		
Address		
Contact number(s)		
Email		
Have they been notified of this incident?	No <input type="checkbox"/>	Please explain why this decision has been taken
	Yes <input type="checkbox"/>	Please give details of what was said / actions agreed

Incident details*			
Date and time of incident			
Please tick one:	<input type="checkbox"/> I am reporting my own concerns.	<input type="checkbox"/> I am responding to concerns raised by someone else – please fill in their details:	
Name of person raising concern		Role or relationship to the child	
Contact number(s)			
Email			
Details of the incident or concerns (include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay)			

\* Attach a separate sheet if more space is required (e.g. multiple witnesses)

Incident details (continued)
Child's account of the incident
Please provide any witness accounts of the incident

Name of witness (and date of birth, if a child)		Role or relationship to the child	
Address			
Contact number(s)			
Email			
Details of any person involved in this incident or alleged to have caused the incident / injury			
Name (and date of birth, if a child)		Role or relationship to the child	
Address			
Contact number(s)			
Email			
Please provide details of action taken to date			
Has the incident been reported to any external agencies?	<input type="checkbox"/> No	<input type="checkbox"/> Yes – please provide further details:	
Name of organisation / agency			
Contact person			
Contact number(s)			
Email			
Agreed action or advice given			

<b>Declaration</b>	
Your signature	✕
Print name	
Today's date	

<b>Contact your organisation's Lead Safeguarding Officer in line with <b>Go Kids Go's</b> reporting procedures</b>	
Safeguarding Officer's name	
Date reported	

It is good practice for the question on gender to be optional rather than mandatory. Sometimes, software can restrict options, which will require compromising on this best practice until systems are updated. Any system or software limitations should be openly acknowledged by the organisation so that transgender people know the organisation is aware of the restrictions and is working to resolve it.