



*Organisations who work with children/vulnerable adults and their staff form part of the wider safeguarding system for children/vulnerable adults. Everyone who comes into contact with children/vulnerable adults and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child or vulnerable adult. (Keeping Children Safe in Education – DfE, 2016)*

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children/vulnerable adults from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children/vulnerable adults to have the best outcomes

This Safeguarding policy is based on guidelines and legislation outlined in the following documents:

- Hertfordshire Safeguarding Children Board guidelines (HSCB, 2019) AND any other relevant county guidelines.
- Keeping Children Safe in Education (DfE, 2016) – *draft version (DfE, 2018) effective September 2018*
- Working Together (HMG, 2015) – *updated version expected June 2018*
- Education Act (2002)
- Effective Support for Children and Families in Essex (ESCB, 2017)
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act (2018)
- What to do if you're worried a child is being abused (HMG, 2015)
- Searching, screening and confiscation (DfE, 2018)
- Children Act (1989)

- Children Act (2004)
- Preventing and Tackling Bullying (DfE, 2017),
- Female Genital Mutilation Act 2003 (S.74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)

Safeguarding or Child Protection -The term child protection has been changed to safeguarding as it reflects the wider responsibility for health & safety & prevention as well as just protection from abuse. The word safeguarding has been used with increasing frequency over the last few years in a wide range of settings and situations, going well beyond the world of children and child protection. It may be defined as:

*Doing everything possible to minimise the risk of harm to children and young people.*

Safeguarding is about being proactive and putting measures in place in advance of any contact with children to ensure that children are going to be kept safe. This could include:

- ensuring staff are properly checked when they are recruited
- guidelines for people who come into contact with children as part of their role to ensure they know what they need to do to keep children safe
- guidelines for planning an event or activity with children and putting measures in place to minimise the risk of safeguarding issues occurring.

### **Types of abuse / specific safeguarding issues**

Keeping Children Safe in Education (DfE, 2016) defines abuse as the maltreatment of a child.

*“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Ceri Westcott is aware of the signs of abuse and neglect so is able to identify children who may be in need of help or protection.

**Physical Abuse**

Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

**Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose children to emotional abuse.

**Sexual Abuse**

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

**Neglect**

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate foods, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

**Peer on peer abuse**

I recognise that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in sessions and will take swift action to intervene where this occurs. I understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

**Children with special educational needs and disabilities**

Ceri Westcott Therapeutic Services understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. CMT is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue and in line with existing local safeguarding procedures.

### **Forced marriage**

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### **Prevention of radicalisation**

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 requires any organisation working with children or VA to:

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

### **Designated Person**

Ceri Westcott is the designated Person of Ceri Westcott Therapeutic Services to deal with safeguarding & child protection issues.

### **Procedures**

Ceri Westcott Therapeutic Services has a duty to identify and respond to suspected / actual abuse or disclosures of abuse.

All action is taken in accordance with the following guidance;

- Hertfordshire Safeguarding Children Board guidelines (HSCB, 2019)
- Keeping Children Safe in Education (DfE, 2016)
- Working Together to Safeguard Children (DfE, 2015)
- ‘Effective Support for Children and Families in Essex’ (ESCB, 2017) and its equivalent in other counties
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub (search for your county’s MASH details online). Wherever possible, Ceri Westcott Therapeutic Services will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or the Police for advice on when to share information with parents / carers / referrers.

### **SUPPORT & SUPERVISION**

It is good practice to set up a system of support & supervision for therapists conducting clinical sessions with clients. Ceri Westcott has a regular system of clinical supervision in place.

PTUK & BACP recognise supervision as the following:

*Clinical supervision is an essential part of working therapeutically with clients be they adults or children. The purpose of clinical supervision, as compared to line management supervision, is for the supervisor to help the supervisee become more effective in helping other persons ie the children in the case of play therapy. The role of a Clinical Supervisor is to provide support and advice upon issues that arise during the therapist's clinical work. These may be matters of therapeutic techniques, therapeutic relationships, difficult problems, ethical decisions or issues that impact personally upon the therapist caused by the therapeutic process.*

#### POLICY STATEMENT

I, Ceri Westcott (counsellor and clinical supervisor, BACP) am committed to good practice which protects children from harm. I recognise my responsibility to provide an environment which promotes the safety of the child at all times. To achieve this I will:

- Develop an awareness of the issues which may lead to children being harmed.
- Create an open environment by identifying a 'Designated person' to whom the children can turn to if they need to talk.
- Adopt child centred and democratic coaching styles.
- Adopt Safeguarding guidelines through codes of conduct for members and all adults working at the club. Adult workers include coaches, parents and volunteers.
- Ensure careful recruitment, selection and management procedures. These procedures will include regular support & supervision is provided to staff/volunteers.
- Ensure complaints, grievance and disciplinary procedures are dealt with appropriately
- Share information about concerns with children and parents and others who need to know.
- Provide information as required to the management committee.
- Ensure good and safe working/playing practices
- Be involved in training made available through the various agencies and strengthen links with these agencies.
- Keep Safeguarding policies under regular review (every 3 years minimum).

- I agree to abide by the ethical frameworks for BACP and other professional organisations for Play Therapy & Counselling.

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Ceri Westcott (MBACP, Accred)

#### EQUALITY STATEMENT

- I Ceri Westcott (counsellor and clinical supervisor, BACP) am committed to ensuring that equality is incorporated across all aspects of my service development
- I respect the rights, dignity and worth of every person and will treat everyone equally within the context of their sport, regardless of age, ability, gender, race, ethnicity, religious belief, sexuality or social/economic status.
- I am committed to everyone having the right to enjoy their sport in an environment free from threat of intimidation, harassment and abuse.
- I have a responsibility to oppose discriminatory behaviour and promote equality of opportunity.
- I will deal with any incidence of discriminatory behaviour seriously

#### CONFIDENTIALITY STATEMENT

I Ceri Westcott (counsellor and clinical supervisor, BACP) will keep therapy sessions confidential to the child unless they disclose information which means they or others are in danger or being harmed.