



SAFEGUARDING and CHILD PROTECTION POLICY

Protecting Children & Young People in our care

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1.0 OVERVIEW

This is the safeguarding policy for THE MATRIX TRUST (hereafter Matrix), Allen House Pavilion, Eastgate Gardens, Guildford, Surrey GU1 4AZ

Matrix is committed to a child centred and coordinated approach to safeguarding, with equality, and promotion of the welfare of all children and young people at the core. All staff and volunteers are expected to share this commitment. We are committed to a culture of vigilance amongst our staff and volunteers. This means staff and volunteers need to be in the habit of thinking 'it could happen here', be constantly alert and sensitive to the presentation and needs of pupils, be willing to listen to children, and in any given situation be instinctively ready to put the interests of the child above all other considerations.

Matrix understands that they are a part of a much larger safeguarding network, and seeks to work with all other agencies to ensure that young people that we meet and work with to ensure that they are kept safe outside of our care.

1.1 Policy Details

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

This document (entitled Safeguarding Children and Young People in Our Care) details agreed guidelines for: A) The supervision of activities and practice issues (2.1) and B) Responding to allegations of abuse or neglect, including those made against leaders or members of Matrix (2.2)

The purpose of this policy is:

- To protect children who, by partaking in Matrix services, are in our care
- To ensure that the needs and interests of children that we work with are paramount
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding

Matrix believes that no child or young person should ever experience abuse of any kind. We have a responsibility to promote the welfare of all children and to keep them safe. We are committed to practice in a way that protects them.

Matrix recognises that occurrences of self-abuse (or self-harm) are increasing in children. If staff have any concerns about a young person causing themselves harm they should refer to the Self-Harm Pathway (appendix 6), however, this document primarily refers to harm that may come to a young person due to the actions, or neglect, of another person.

1.2 Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children

1.3 Our responsibility

Matrix works with children of all ages across a wide variety of settings and places their welfare as its paramount priority. We take seriously our responsibility to protect and safeguard all children entrusted to our care. All practitioners and volunteers should make sure that they consider, at all times, what is in the best interests of the child. We believe that all children must have the opportunity to achieve the best possible development, regardless of their gender, ability, race, ethnicity, circumstances or age and work to provide environments where this can occur.

All staff, volunteers and trustees will be made aware of and receive a copy of this policy as part of the induction process and will receive notification of safeguarding updates. All staff and volunteers will undertake the SSCP basic online safeguarding training as part of their induction, being trained to recognise signs and symptoms of abuse and neglect under the procedures set out by Surrey Safeguarding Children Partnership. In addition, all staff and volunteers will receive annual update training, with staff also visiting 'hot topics' which enable greater depth and understanding.

Matrix expects all staff and volunteers to be aware that safeguarding incidents and/or behaviours can be associated with factors in all contexts and to consider whether young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We recognise that:

- The welfare of the child is paramount, as described in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs, social isolation, special educational needs and disabilities or other issues
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action
- Working in partnership with children, their parents, carers and other agencies is essential in promoting children's welfare
- All people working or volunteering under the auspices of Matrix carry a responsibility for safeguarding and promoting the welfare of children
- Some children are the victims of abuse (physical, sexual, emotional, neglect or domestic violence)
- Due to the nature of abuse, those who are being abused may not always be aware that the treatment they're receiving is abusive and some children may believe it is normal if it is all they have experienced
- Some children cause harm to themselves usually due to underlying issues

1.4 Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;

- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Child (and derivatives of) in this document, refers to any person under the age of 18 (including young people)

1.5 Designated Safeguarding Lead

Matrix adheres to current recommendations which require the appointment of senior staff members to the role of Designated Safeguarding Lead (hereafter DSL) and Deputy DSL (hereafter DDSL) who will act on their behalf in referring all allegations or suspicions of neglect or abuse to the statutory authorities.

The expectations of this role are to:

- Ensure this policy is implemented, updated at least annually and approved by Trustees
- Providing advice, training and support to staff
- Liaise with the Local Authority and a range of other agencies for referring cases
- Manage disclosures and support staff when dealing with disclosures

The Trustees should ensure the DSL and DDSL undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years.

DSL - Misty Bower, CEO: 07512 491171 / mistybower@matrixtrust.com

DDSL - Dan Setterfield, Head of Youth Work: 07534 134129 / dansetterfield@matrixtrust.com

Trustee for Safeguarding - Matt Davis: 07891 023656 / mattdavis@matrixtrust.com

2.0 **GUIDELINES FOR SAFEGUARDING CHILDREN & YOUNG PEOPLE IN OUR CARE**

2.1 **Supervision of activities and practice issues**

Matrix will seek to keep children and young people safe by developing and adhering to good practice, including:

- Giving responsible consideration to each situation regarding: activity, the ratio of workers to children, age and experience of leaders, risk assessment, and emergency communication. (The risk of false accusation against a leader, or placing leaders in vulnerable situations should be considered when determining adequate supervision)
- Respecting children by listening to them, relating effectively and valuing their individuality, including recognising and respecting the diversity of families and communities
- Keeping children safe from harm within Matrix activities (refer to Health and Safety policy)
- Upholding children's rights, according to the United Nations Convention on the Rights of the Child (1989)
- Treating all children equally, regardless of gender, ethnicity, disability, sexuality or beliefs
- Developing safe, secure and supportive environments for working with children, which enable them to speak out and raise any concerns they may have
- Working with children in such a way that affords them the opportunity to experience relationships of respect and dignity and genuine care, recognising that children who have experienced abuse may accept abusive behaviour as the norm
- Creating a safe and nurturing environment in all our work
- Safe recruitment, selection and vetting of all staff and volunteers (refer to Safer Recruitment Policy)
- Effective management of staff and volunteers through supervision, support and training
- Protecting children from harm and abuse by ensuring appropriate child protection policies, practices and procedures are in place, and challenging poor or unsafe practice
- Adopting and adhering to a code of conduct for all staff and volunteers, and ensuring all staff and volunteers are trained and annually updated in current safeguarding policies and procedures
- Ensuring that all Matrix staff and volunteers have access to appropriate levels of information, instruction, and training to ensure that they are able to understand and implement policies, practices and procedures. Regularly updating policies and procedures in line with recommendations
- Developing and implementing an effective e-safety policy and related procedures where appropriate
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing concerns with agencies who need to know, and involving parents and children appropriately
- Supporting children who may have been abused & those working sensitively with them as they participate in our regular activities

- Where possible making our safeguards visible e.g. labelling toilets for staff / children where appropriate
- Ensuring that staff are trained to spot potential signs of abuse, including peer on peer abuse, such as sexting and cyberbullying
- Training children on pertinent safeguarding issues and how to take responsibility for themselves and each other

In schools:

When working in school settings, Matrix staff and volunteers should follow all child protection and safeguarding policies and procedures put in place by the relevant school.

2.2 Responding to allegations and concerns

- A) All allegations should be responded to in the manner detailed in this policy, including those made against Matrix staff or volunteers

If you have a concern about a child, but the child has not disclosed anything to you, this should be recorded on a Record of Concern and confidentially passed to the DSL.

All concerns and disclosures should only be shared with the lead or deputy DSL and not discussed with other staff or volunteers unless the child is believed to be at immediate risk of harm.

Matrix staff are not responsible for establishing if abuse is taking place, merely the reporting of possible concerns.

- B) *Dealing with "crushes"*

Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a child has a crush on you or on another team member you should bring it to the attention of the Lead Youth Worker at the earliest opportunity, they should pass this information on to the DSL. Suggestions that a child may have developed a crush should be recorded on a 'Record of Concern' form. Team members should avoid being alone with children who have developed a crush on them and if the child sends personal communications to the team member, this should be reported to the DSL and recorded.

2.3 What to do if a disclosure is made by a child or young person

In a safeguarding context it is essential that children are listened to and taken seriously. If a child (either as a victim or as a third party) discloses to a member of staff anything relevant to any of the issues outlined above, he or she must not be promised that the matter will definitely be kept confidential and go no further. Instead, the adult should explain to the child that, depending on what is said, information may need to be shared with the DSL and/or other relevant parties. The child should be reassured that the matter will be dealt with as confidentially as possible by caring, experienced people whose job it is to act in the child's best interests.

While it is not easy to give precise guidance, the following should act as a guide:

A) RECEIVE

- Accept what is said (it is not your responsibility to decide if it is true)
- Keep calm

- Look at the child directly
- Reassure the child they are right to tell; acknowledge their courage, but do not promise 'everything will be alright' - it may not be
- Be honest
- Let them know you will need to tell someone else - don't promise confidentiality
- Even when a child has broken a rule they are not to blame for the abuse
- Be aware that the child may have been threatened
- Never push for information or interrogate

B) RESPOND

DO:

- Tell the child that you are taking what they say very seriously
- Ask open ended questions. Eg: Not 'Did your father hit you?' but 'did anything else happen?'
- Where necessary, clarify what has been said to you by repeating their words back to them
- Explain what you will do next to help
- Where an injury is clearly visible, this should be noted on the report, but the young person should not be asked about it
- When concluding the conversation, reassure the child that they were right to tell you and remind them that you are taking what they say seriously
- Let the child know what you are going to do next, who you will need to tell, and that you will let them know what happens
- Immediately record what was said and inform the DSL

These practices should be avoided:

- Don't interrogate
- Do not jump to conclusions
- Don't ask leading questions
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"
- Never promise to "Keep a secret" or give the impression you will not tell anyone
- Don't say: 'Why didn't you tell anyone before?'; I can't believe it or Are you sure this is true?

C) RECORD

- *All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing and kept confidential to those who need to be informed*
- Make detailed notes as soon as possible (preferably within one hour and on the Matrix form of concern) which should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome
- Record the actual words / phrases used by the child / young person
- Record dates, times, location of events
- Include a description of what was happening (the activity) immediately before the disclosure
- Take care to distinguish between fact, opinion, observation and allegation
- Keep your original notes and attach if appropriate to the formal record
- Remember, this document could be used in court
- Do not discuss your suspicions with anyone other than the Matrix DSL or DDSL (or equivalent if within a school context)

D) REPORT

- First, consider what immediate short term support is needed by the child and what is in their best interests to keep them safe and ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Report concerns to the Matrix DSL (or equivalent if within a school context). In the absence of the DSL the matter should be immediately brought to the attention of the DDSL
- Ensure the formal record of your notes is handled appropriately and passed on to the DSL, who will store them in the designated password protected folder on google drive The record should then be deleted from your drive
- Discuss support you may need following this encounter and any associated ongoing work with your line manager
- Where contact is being made to discuss concerns, use the phone rather than email to ensure your message is received promptly. This should be followed up afterwards with an email, including details as noted above
- Where necessary for the safety of a child, relevant information about concerns should be shared with other agencies eg: schools, regardless of data protection, this especially refers to concerns around sexual exploitation

E) FOLLOW-UP AND SUPPORT

- If a child has disclosed to us, we must ensure appropriate support is placed around that person and that any changes to the environment or team takes place as necessary. In case of a disclosure, the DSL should discuss what support is required (if any) for that child in our settings
- In cases where a concern has been identified about a young person, the DSL should discuss with the Lead Youth Worker what (if any) follow-up is required, such as close observation, or 1:1 support in school or at the appropriate setting

- As appropriate, communicate your actions to the child once completed so they are empowered in the process

2.4 **What to do if you suspect abuse may have occurred in a Matrix setting or you have concerns over staff or volunteers**

- Record details of your concerns or the incident on a form of concern as soon as possible (these are available on the GDrive or as paper copies in setting files)
- Report concerns as soon as possible to the Matrix DSL (or equivalent if within a school context). In the absence of the DSL the matter should be brought to the attention of the DDSL
- If the suspicions in any way involve the DSL, then the report should be made to the Deputy DSL. If the suspicions in any way implicate both the DSL and the Deputy DSL, then the report should be made in the first instance to Simon Slater, Chair of Trustees, TEL: 07786 303931, sdslater@ntlworld.com or c/o The Matrix Trust, Allen House Pavilion, Eastgate Gardens, Guildford GU1 4AZ 01483 574900, who will inform the LADO at Surrey County Council. This is Surrey's Local Authority Designated Officer (who deals with allegations against staff working in schools) and can be reached on: 0300 123 1650 option 3 | LADO@surreycc.gov.uk
- You should not discuss your suspicions with anyone other than those nominated above
- It is, of course, the right of any individual as a citizen to make direct referrals to the C-SPA particularly if you consider inadequate action has been taken by the above. Tel: 0300 470 9100

3.0 **WHAT HAPPENS NEXT?**

3.1 **In schools:**

- Contact the school DSL to share your concern, recording concerns on a Matrix Record of Concern and forwarding it to both the school and Matrix DSL
- Once you have reported your concerns or disclosures arising from schools based youth work to the school DSL, contact the Matrix DSL to make them aware that you have been dealing with a safeguarding matter so that they can offer you support
- If you believe that the matter has not been sufficiently dealt with by the school, discuss this with Matrix DSL who will decide with you what to do
- Any concerns that staff and the Matrix DSL believe should be reported to the C-SPA should be monitored to ensure the school has dealt with it appropriately. If staff do not agree that the school has dealt with concerns in a satisfactory way, they should report this to the DSL who will initially follow it up with the school and then directly with the C-SPA if appropriate
- It is the right and responsibility of each individual to report safeguarding concerns directly to Children Services should they believe these concerns have not been properly addressed through school and /or Matrix.

3.2 **In community settings and on a residential trip:**

- Speak to your setting manager and explain that you have a safeguarding concern, but not the details
- If a child has disclosed to you, the setting manager will make any necessary provisions for safety for the child, in consultation with the DSL
- Contact the DSL to share your concern in detail as soon as possible

- The DSL will advise you on whether you need to refer this to the Children's Single Point of Access (C-SPA), the Early Help Coordination Hubs, or if no response is required at present. They will support you in doing this if it is necessary. (Sometimes it may be beneficial to call C-SPA for their advice on the situation without giving the names of any individuals involved and then make a referral to them if they ask you to)
- Bear in mind that when making a referral to the C-SPA it is necessary to have the young person's full name (forename and surname) and their address. Date of birth is helpful too. You will also need to consider whether you should gain consent from the parents first, sharing with them that you are seeking to find them help
- Where appropriate, the DSL will seek to share concerns with the parents of the young person and to help the family access any further support to address the situation. However, the protection of the child is paramount and so Matrix will only communicate with parents where we are confident this would not put the young person at risk. Advice from Children's Services (via the C-SPA) may be sought on this matter
- Information about the matter must only be shared with others on a strictly need to know basis
- Allegations or suspicions of sexual abuse should normally be reported to the DSL, but in the absence of the DSL or Deputy DSL or Chair of Trustees, you should refer directly to Surrey Children's Services or the Police without delay: In an emergency, call 999
- Anyone with a concern about a child can make a referral to Surrey County Council Children's Services via the C-SPA. Staff should note that you may be asked for parental consent when reporting a concern or disclosure to demonstrate that you have consulted with a parent. However, if the concern or disclosure demonstrates that the child is not living in a safe environment or involves the parents, the C-SPA should be contacted in the first instance
- C-SPA: 0300 470 9100 – Monday to Friday from 9am to 5pm , 01483 517898 (emergency duty team, out-of-hours), cspa@surreycc.gov.uk
- This hotline can also be used to confidentially discuss concerns without giving details

4.0 CONFIDENTIALITY

In Child Protection terms, confidentiality means:

- Letting other people know on a 'need to know' basis
- Letting children know you may have to tell someone if what they tell you gives you concern about their safety
- Not engaging in gossip – being accurate and precise about what you know
- The government has made it clear that Data Protection legislation must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm, and that fears about sharing information cannot be allowed to stand in the way of the need to promote children's welfare

Please note - Matrix Staff and Volunteers have a duty to:

- Report concerns to the DSL - if you don't, it could put the young person in danger or fail to give the authorities the vital piece of the jigsaw they need to ensure protection
- Only tell the named designated staff in this policy - if you discuss your concerns with other people, it could embarrass the child/family and harm the alleged abuser if the claim was untrue. It could also attract unwanted media interest which may prejudice any enquiry/police investigation and a person's right to a fair trial

- **Remember: you must never promise confidentiality to a young person – even if they refuse to tell you the problem**
- Store confidential child protection information appropriately. It must not be stored where others have access. All digital documents must be stored in secure file on the Matrix GDrive only; any paper documents must be stored in the designated locked filing cabinet

5.0 Whistleblowing procedure

Matrix are committed to safeguarding children in their care and therefore if anyone sees another worker using inappropriate behaviour or acting in a way which could be misinterpreted they should follow the attached procedure to ensure the children are protected (see appendix 5)

6.0 Appointment of staff and volunteers

Matrix considers the recruitment and employment of paid and voluntary staff to be an integral part of its safeguarding and child protection procedures.

- All paid and voluntary staff must complete the procedures for safer recruitment before beginning employment (see Safer Recruitment Policy)
- Volunteers may attend a trial session at a community youth work setting under proper supervision, however, they should not take any responsibility but should shadow another team member. They must not be left on their own.
- Lead youth workers are responsible for ensuring that visitors to community youth work settings are made aware of key safeguarding protocols before young people arrive, and must ensure their proper supervision. Every visitor should be given a copy of the safeguarding leaflet, wear a visitors badge and have a team member 'buddy' them for the duration of the session
- No lone-working may be undertaken in by visitors, or volunteers on a trial session
- Parent volunteers are subject to the same safer recruitment procedures as other volunteers

7.0 Supervision of children

Matrix places children's welfare as its paramount priority. We take seriously our responsibility to protect and safeguard all children entrusted to our care. As such we have clear guidelines on supervision of children in our care (see appendix 3)

8.0 Oversight of Charity Safeguarding and Policy review

The DSL and DDSL meet weekly to review any new records of concern and ongoing cases to ensure that all procedures have been followed correctly and that no further action is required. In addition, they routinely check team training is up to date and whether further is required; that safer recruitment procedures are being followed and that Matrix continues to be compliant with the latest recommendations and legal requirements as set out by the Government or the Surrey Safeguarding Children Partnership.

Alongside the Surrey Safeguarding Children Partnership audit requests, an annual internal audit is conducted by the DSL, DDSL and Safeguarding Trustee and any issues reported to the Board of Trustees.

This policy shall be reviewed by the DSL and DDSL, and approved by the Board of Trustees annually.

APPENDIX 1 INDICATORS OF ABUSE AND NEGLECT

The following behavioural signs may be indications of child abuse, but they should not be taken in isolation. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. In the unlikely event that the DSL, Deputy DSL or Chair of Trustees being unavailable, Matrix staff should contact the C-SPA directly.

ABUSE

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators may be:

- Any injuries not consistent with the explanation given for them
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention
- Instances where children are kept away from the group inappropriately
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cutting/slashing/drug abuse

SEXUAL ABUSE

This abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators may be:

- Any allegations made by a child concerning sexual abuse
- Child with excessive pre-occupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Child sexual exploitation (CSE) is a type of sexual abuse (see appendix 2 for signs)

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened

or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators may be;

- Changes or regression in mood and behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression
- Nervousness/frozen watchfulness
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators may be:

- Constant hunger or tiredness
- Poor hygiene or state of dress
- Emaciation
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- Running away Compulsive stealing / scavenging

Appendix 2 Specific Child Protection Concerns

All staff and volunteers should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse and sexting (also known as youth produced sexual imagery) deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can put children in danger or be signs that children are at risk. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Bullying / Cyberbullying

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

- Belongings getting "lost" or damaged
- Physical injuries such as unexplained bruises
- Afraid to go to school, mysteriously 'ill' each morning / skipping school
- Not doing as well at school
- Asking for, or stealing, money (to give to a bully)
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others.

Child Sexual Exploitation and Child Criminal Exploitation

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Children may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to children in gangs.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

There are many ways we can spot the signs that a young person may be being sexually exploited, but even when children present numerous indicators, it does not always mean they are being exploited.

THESE COULD INCLUDE:

- Frequently going missing from home or school
- Going out late at night and not returning until morning
- Being picked up in cars by unknown adults
- A significantly older boyfriend, girlfriend or friend
- Unexplained money, possessions, mobile phone credit or a new mobile phone
- Changes in behaviour, for example becoming secretive or aggressive
- Increased use of mobile phone and/or internet activity
- Involvement in criminal activity
- Regularly going out and drinking alcohol and/or taking drugs

However, we also need to take into account low, medium and high level indicators and the natural and additional vulnerabilities that a young person has, such as:

NATURAL VULNERABILITIES

- Taking risks
- Experimenting with alcohol, drugs and sexuality
- Rebelling against parents/carers
- Staying out later
- Meeting new people
- Ignoring good advice
- Rejecting authority
- Being vulnerable to flattery
- Being secretive
- Peer pressure

ADDITIONAL VULNERABILITIES

- Feeling isolated
- Looked after children
- Being bullied
- Unstable family/friend networks
- Previously experienced abuse
- Homelessness/sofa-surfing
- Existing dependency
- Learning disabilities
- Difficult life experiences including bereavement

Child criminal exploitation: County Lines and Serious Crime

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. Criminal exploitation of children is a geographically widespread form of harm and these threats can take a variety of different forms with children being vulnerable to multiple threats. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Exploitation by criminal gangs and organised crime groups may also include trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. County lines criminal activity involved drug networks or gangs exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

This type of exploitation or extremism:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

Staff should be aware that extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Domestic abuse

Defined as '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;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

So-called 'honour-based' violence

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

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

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

Prevent Duty

Children are vulnerable to extremist ideology and radicalisation. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. We should have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Peer-on-peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms; it can happen both inside and outside of school or college and online Staff should report any concerns regarding peer on peer abuse to their designated safeguarding lead (or deputy).

It is important to challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Serious violence

Young people may be at risk from, or involved with serious violent crime. This may be signalled by increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

The risk factors which increase the likelihood of involvement in serious violence, are: being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. When working with young people, staff should ensure that they:

- make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up;
- do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Legal age of consent is 16, and is not legal even if both parties are under 16. The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Up-skirting

Up-skirting is: "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a).

All staff should be made aware that 'upskirting' is now a criminal offence and should be treated as such if an incident occurs.

Victims of Abuse

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Further procedures for these and other specific circumstances, including inter-agency escalation procedures can be found on the Surrey Safeguarding Children Partnership website: www.surreyscb.procedures.org.uk

APPENDIX 3 Supervision of groups and activities

Guidance

Clear guidance to protect children from abuse and workers from false accusation needs to be followed:

Parental Consent

- Parental / carer consent should be gained for all community-based activities for young people
- If a young person arrives without a form of parental consent then call the parent to get verbal consent and give the young person a physical or digital consent form to complete and return for the next visit.

Supervision

- Ratio of adults to children: For over 8's there should be a ratio of 1:10. When physical activities are planned, or spaces are spread out, staffing levels should be increased accordingly (aiming for 2 leaders per space)
- Take care to consider when it may be more appropriate for: a male or female worker to be present, a worker of each sex, or more than one worker
- Adults should avoid being alone with children but if circumstances arrive when this is necessary or unavoidable, leave doors open and work in a public place where possible
- Where confidentiality is important (e.g. counselling a young person) ensure that others know that the interview is taking place and that someone else is around in the building
- All participants, staff, and volunteers are expected to show respect for each other and to take responsibility for their own protection
- Where possible staff and volunteers should avoid working alone with young people, however if the work necessitates it, the lone-working policy should be adhered to

Boundaries

- Take care to consider the level of personal care (e.g. toileting) required, appropriate and related to the age of the child, being particularly aware of those with special needs
- Workers should treat all children with dignity and respect including attitude, language and actions used
- Respect the privacy of children and avoid questionable activity (e.g. rough/sexually provocative games or comments)
- The practice of inviting a child to your home is not encouraged. If it is unavoidable, ensure it is with the permission of your line manager and that a parent is aware
- Ensure that arrangements for transporting children are with the knowledge of the team/leadership and have parental approval. In some circumstances it may be unwise to transport a particular child/young person on their own.
- It is considered inappropriate for adults to share sleeping accommodation with children on residential holidays. Leadership and parents must be fully aware and have approved of any sleeping arrangements before a trip occurs
- Matrix recommends that staff or volunteers only share relevant and appropriate personal information with the children they are working with. The e-safety policy should be followed regarding contact with children on social media or via the internet

Safety matters

- All buildings, outside spaces and equipment used must be risk-assessed and staff and children made aware of any potential hazards
- Safety requirements should be reinforced on posters and regularly brought to the attention of all staff concerned
- Staff planning sessions for children should ensure that appropriate risk-assessments have taken place
- Leaders should refer to the guidelines for individual projects or activities that have been previously run as these are reviewed and amended to reflect past experience.
- For all else refer to the Health and Safety Policy

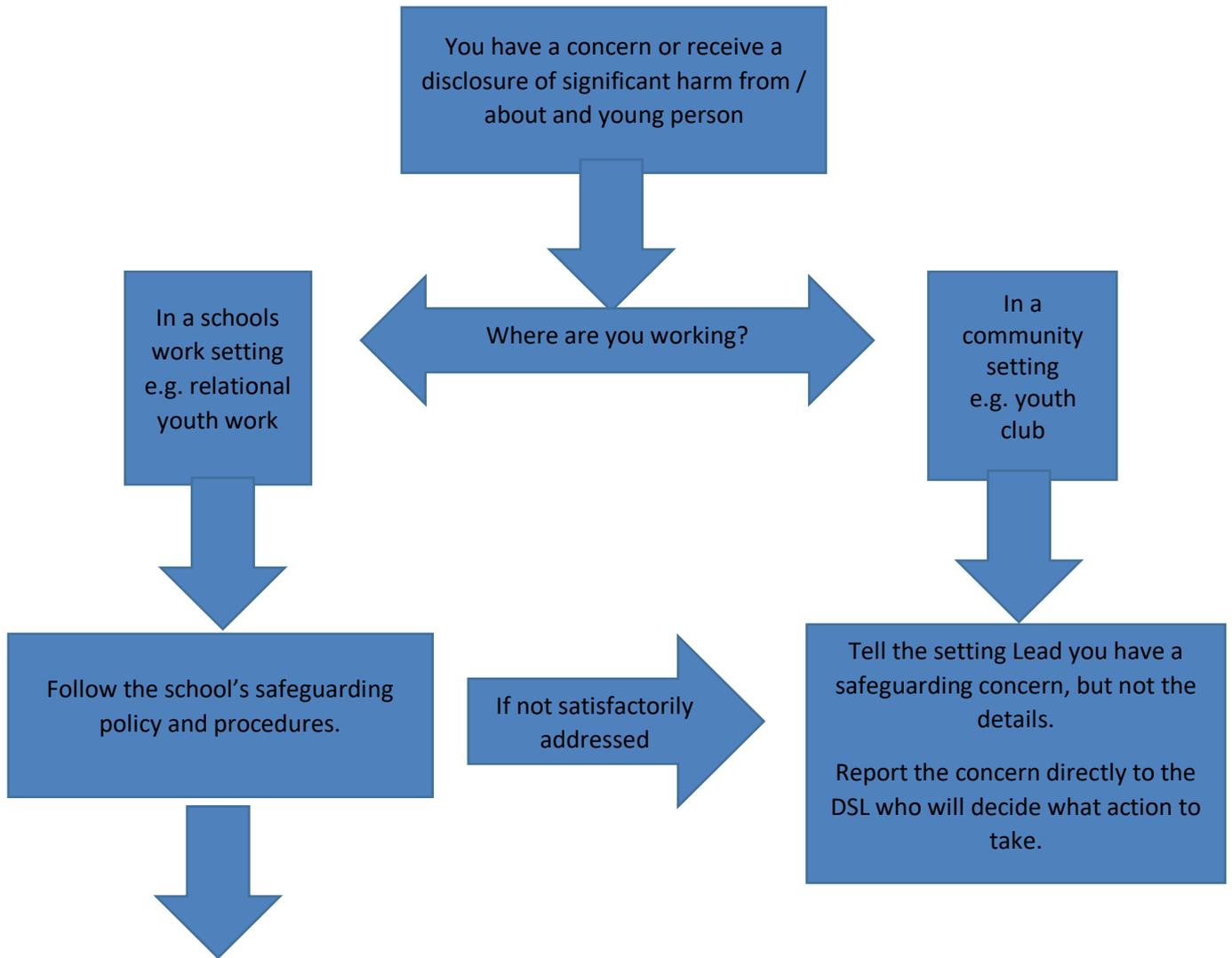
Staff training

- Regular staff meetings should be held to review procedures to ensure good practice, share concerns and identify other safeguarding matters which may need clarification and guidance
- Staff are encouraged to report back to such a meeting when departure from guidelines becomes necessary - this provides protection to the individual and draws the leadership's attention to shortcomings and problem areas. Team leaders should record any issues or concerns to the DSL as soon as possible in writing.
- A written record of issues/decisions discussed at meetings must be kept, and a log book or accident record where relevant for specific projects in accordance with the Matrix Health & Safety policy
- See Appendix for staff safeguarding training schedule

Child safety

- Where appropriate staff should make children aware of potential personal safety issues (such as walking home in the dark alone)
- Staff should help children develop common sense rules for keeping safe

Matrix Trust Safeguarding Flowchart



APPENDIX 5

Whistle-blowing Policy

This procedure applies to everyone who works for Matrix, whether or not they are a worker. When a worker passes on information about a disclosure or "blowing the whistle" (a disclosure you have witnessed at work).

Inform your Matrix line manager

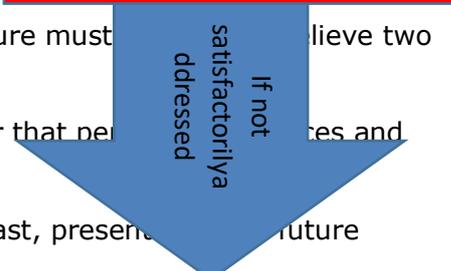
If you believe a child to be in immediate danger share the details with the setting Lead. They will discuss with the DSL what steps to take next.

To be a worker who makes a disclosure must believe two things:

1. That you are acting in the public interest. This means in particular that personal grievances and complaints are not usually covered by whistleblowing law
2. You must reasonably believe that the disclosure tends to show past, present or future wrongdoing falling into one or more of the following categories:

Key Contacts

Guildford		0300 470 9100
Children's Services		0300 200 1006
Out of hours	Emergency Team	01483 517898
Matrix office:		01483 574900
Matrix DSL:	Misty Bower	07512 491171
Matrix DDSL:	Dan Setterfield	07534 134129
Safeguarding Trustee:	Matt Davis	07891 023656



Call for advice and make a referral to them if required.

to raise genuine concerns about acts of wrongdoing or malpractice in the workplace. It also aims to ensure that any concerns are dealt with effectively and in a timely fashion.

This procedure provides managers with steps to deal with allegations, ensuring that staff and volunteers are not penalised for raising genuine concerns, even if those concerns prove to be unfounded. It also provides the means for taking disciplinary action against anyone who is found to have raised false concerns with malicious intent.

1. What to do if you wish to raise a concern about malpractice

- Speak to your supervisor, manager, or another colleague (preferably someone you work with closely). If your concern relates to your supervisor/manager, you should speak to that person's manager. If you choose to speak to a colleague, he/she may nominate another responsible manager to handle your concern.
- Your manager, or the responsible manager, will arrange to meet with you as soon as possible to discuss your concern. This meeting can take place away from the workplace if necessary.
- You will be told at the meeting, or as soon as possible afterwards, what action will be taken to address your concern. It may not be possible to tell you the full details of the outcome, as this could relate to confidential third party information. If no action is to be taken in relation to your concern, you will also be informed of this fact and given the reasons why. If you do not want the person you have concerns about to know your identity, you should make this clear to the responsible manager at the earliest opportunity. Every effort will be made to respect your wishes, but it cannot be guaranteed that your identity will not be disclosed. If this is the case, you will be informed and any issues you may have about this will be discussed with you.

- If you need support in raising your concern, you may bring a work colleague or trades union representative with you to the meeting with the responsible manager.

2. What to do if someone raises a concern with you about malpractice

- If someone tells you they are concerned about the actions of another staff member or volunteer, you should arrange to meet him/her as soon as possible. If you are not the person's supervisor/manager, you should establish why he/she has chosen to discuss the concern with you. You may suggest that the person speaks to another responsible manager if you wish, but should not refuse to hear what the person has to say.
- You should approach the situation sensitively, recognising the discomfort that the person may feel. Offer to meet him/her away from the office if he/she wishes, and allow him/her to bring a work colleague or trades union representative to the meeting. You should also remind the person with the concern about other sources of support available to him/her. Some are listed in Appendix 6.
- If the person reporting the concern wants his/her identity to be kept confidential, you should explain that this will be done if possible, but that it may not be achievable.
- Make notes of your discussions with the individual, and check the accuracy of your notes with him/her.

3. Deciding what action to take

- Once you have established the nature of the concern, it may be of a relatively minor nature and you may decide to resolve it informally. If the concern appears more serious, you must consider first whether any immediate action is needed to protect children or a vulnerable adult. If so, you should check the child protection procedures to consider what action to take.
- You should also consider whether there is a need to involve the police and/or other statutory services (eg health). If so, you should contact the CEO to discuss the matter further.
- If you are not the manager of the person who is the subject of the concern, you should refer the matter to the person's manager, who will decide what action to take.

Conducting an investigation

- Unless the matter is relatively minor and can be dealt with informally, the responsible manager should arrange for an investigation to be completed as swiftly as possible. The investigation should also be demonstrably thorough and impartial.
- The scope of the investigation will be determined by the nature of the concern. Witnesses may need to be interviewed and records may need to be scrutinised. It is also possible that advice may be needed from someone with specialist knowledge in human resources.
- Once the investigation is completed, a report should be produced summarising the nature of the concern, the investigation process and the outcome, including specific recommendations. Take measures to preserve the anonymity of the person who raised the concern, if this has been his/her wish. If the concerns are not upheld, this should also be made clear.
- If the concern is upheld and the person at the centre of it is found to have been culpable or remiss in some way, the report's recommendations should be carried out using a clear plan of action. The plan may include the use of disciplinary action, training, coaching, counselling, the implementation of new policies or procedures for the whole workforce, or a referral to the Independent Safeguarding Authority.

- If it becomes apparent during the course of the investigation that a criminal offence may have been committed, the police should be informed. Your own investigation may have to be suspended on police advice, if they decide that they need to become involved.
- The person who raised the concern should be informed of the outcome, but not the details of any disciplinary action. It may be appropriate for the person who raised the concern to be offered support or counselling.
- If the concern is unfounded and the person who raised it is found, through the process of investigation, to have acted maliciously or out of a desire for personal gain, it may be appropriate to consider disciplinary action against him/her.

Recording the concerns

- The responsible manager should make accurate notes of each stage of the process, including the discussions during meetings, regardless of whether the concern is dealt with formally or informally. Copies of these notes should be given to the person who is the subject of the concern. The person who raised the concern should also be given copies of notes from his/her discussion.
- Notes made during the investigation and the report of the investigation, together with any notes relating to the outcome, should be kept on the file of the person at the centre of the concern. If it was requested, these notes should not reveal the identity of the person who reported the concerns.

The following details may also be useful:

Charity Commission: 0845 300 0218

Public Concern at Work: 020 7404 6609

This procedure has been adapted from the NSPCC Speak Out policy and procedure.

If a young person seems at risk of self-harm the following assessment and course of action should be taken. Matrix has a responsibility to ensure that all staff and volunteers who may be approached with these issues should be trained in this process.

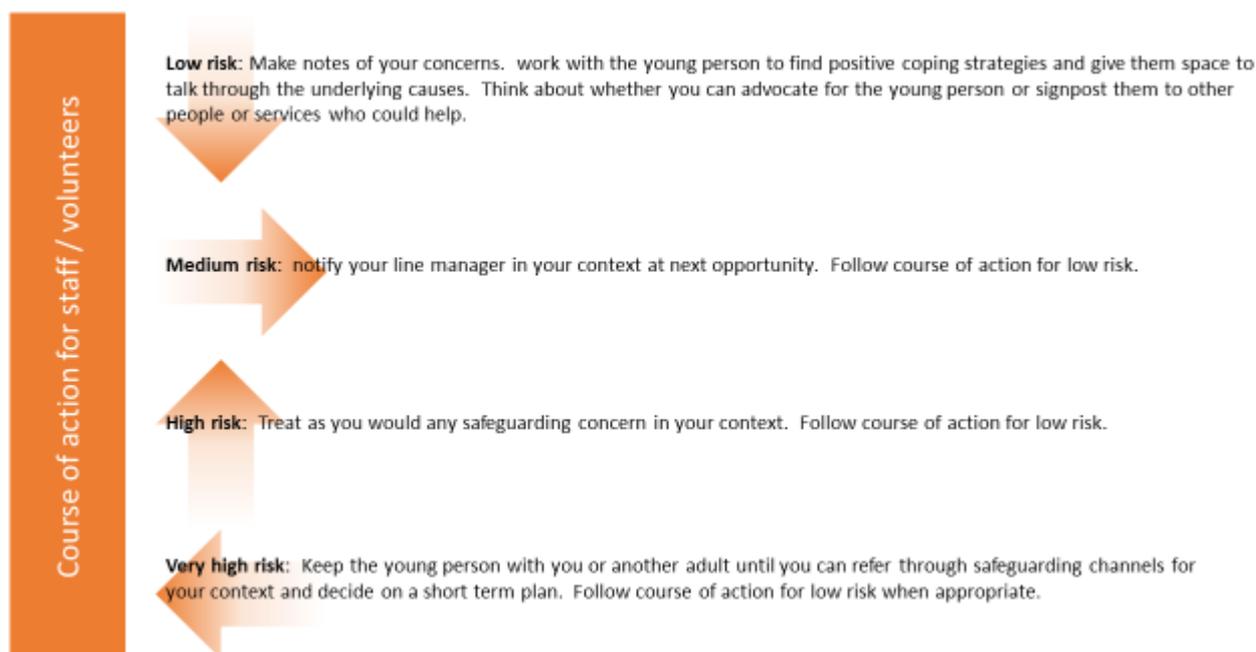
Self-harm risk assessment

0 = low 5 = high	Self injury	Risk taking	Relationships	Suicidality	Substance / alcohol	Food related	Other
Frequency							
Severity							
Escalation							
Totals							

In a single column: 0 – 4 = low risk 5 – 8 = medium risk 9 – 12 = high risk 13+ = very high risk

across the whole table: 0 – 20 = low risk 21 – 40 = medium risk 40 – 60 = high risk 61+ = very high risk

You should always use your judgement whether to seek urgent help, for example if someone has a bad cut which needs immediate treatment. This is a tool for helping you get an overview of a young person's situation and risk.



APPENDIX 7**Useful Contacts and telephone numbers**

The Matrix Trust, Allen House Pavilion, Eastgate Gardens, Guildford GU1 4AZ 01483 574900

Designated Safeguarding Lead	Misty Bower	07512 491171
Deputy Designated Safeguarding Lead	Dan Setterfield	07534 134129
Safeguarding Trustee	Matt Davis	07891 023656
Chair of Trustees	Simon Slater	07786 303931
DBS Administrator	Lucy Connor	01483 574900

C-SPA (Children's Single Point of Access) 0300 470 9100

Children's Services Helpline 0300 200 1006

Out of hours Emergency Duty Team 01483 517898

Child Line Free confidential helpline for children and young people 0800 11 11

NSPCC Helpline 0808 800 5000

Appendix 8**Training Schedule**

Area	Annual	Monthly	Other
Update on policy	#		
Equality and Diversity	#		
Reporting Concerns	#		
Types of safeguarding issues		In hot topics	
Incident Reporting	#		
Safe working practices	#		
Health and Safety	#	Updates / issues	
Request for Support	#		
Staff test			#
General SG			Induction / every 2 years