

# Child Protection Policy

Version June 2021



The Department for Education's Working Together to Safeguard Children defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

**Emancipator is fully committed to safeguarding the welfare of all children and young people, by taking all reasonable steps to protect them from physical, sexual, or emotional abuse or neglect.**

This policy outlines our commitment to the protection of children and aims to:

- Raise awareness of the need to protect children and young people and reduce risks to them;
- Ensure that when abuse is suspected or disclosed, it is clear what action must be taken.

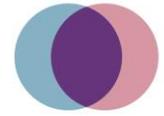
*N.B. The term 'children' will be used throughout the policy to apply to children and young people below the age of eighteen.*

## Application of this policy

As an organisation working in schools, we acknowledge our responsibility to work with others to safeguard and promote children's welfare. It is essential that Emancipator staff and volunteers in contact with children, young people and their families have the requisite knowledge and skills to carry out their jobs safely and effectively. All staff have a responsibility to ensure the safety of children with whom they work.

The following individuals will be required to read and commit to this policy prior to undertaking any work with Emancipator:

- Any member of staff employed by Emancipator;



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- Any agent acting on behalf of Emancipator in a capacity that may bring them into contact with children and young people;
- All volunteers aged 16 and over

We ensure that all staff, including freelance, contracted staff and/or associates and volunteers are aware of the requirements of this policy. It is the responsibility of these groups to ensure that the personnel they are responsible for are aware of and understand the procedures and have levels of knowledge and skills commensurate to the level and nature of their direct involvement with children and young people.

## **Our values**

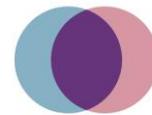
Our values and commitments to child protection are drawn from the UN Convention on the Rights of the Child. We believe that:

- All children have the right to be protected;
- All children should be listened to and their views taken seriously;
- Children's needs should be looked at holistically and should not be defined solely in terms of their abuse;
- All interventions must be child-centred;
- To effectively protect children, professionals must identify and work with safe and protective adults within children's families and communities;
- Professionals need to be aware of how issues of race, sex, gender identity, disability, culture, sexuality and age impact on an individual's life experiences;
- Professionals need to be aware of how issues of race, sex, gender identity, disability, culture, sexuality and age impact on their understanding of and response to keeping children safe;
- Joint working between agencies and disciplines is essential for the protection of children.

## **Our responsibilities**

Emancipator staff and volunteers have a duty to safeguard and promote the welfare of children and a responsibility to work closely and co-operatively with other agencies in order to achieve this.

If, in the process of our work, a child discloses that they – or someone they know - is being abused, staff and volunteers must follow the following procedure.



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## Procedure for dealing with disclosures

Due to the nature of our workshops, sometimes a child may say or do something that the facilitators find concerning. If this happens:

- As soon as there is an appropriate moment, write down what happened in as much detail as you can.
- The name and class of the child/children involved is useful; if this is not available, please make a physical description & a note of the room number that you're working in.
- After the session ends, tell Jens van Tricht, or whoever is managing you. They will contact the appropriate person at the school or the organisation.
- In an emergency please phone 112.
- In some instances a child may disclose sensitive information to the facilitator. If this happens:
  - Reassure the child that they have done the right thing by telling you.
  - Don't ask leading questions, but provide space for the child to disclose whatever they need to.

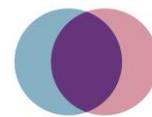
Follow the steps outlined above.

### **Please inform us if you are in need of extra support following a disclosure.**

Emancipator staff have no powers to investigate child abuse. It is important to remember that an allegation of child abuse or neglect may lead to a criminal investigation, so any concerns must be properly recorded and shared with a line manager.

In the event of a situation in which a staff member or volunteer considers a child is at risk, they should contact whoever is managing them at Emancipator. If a child is thought to be in immediate danger, it is important to call the emergency services on 112.

If staff or volunteers witness something that is of severe concern, they must inform the manager at the time and tell the manager that they intend to pass on concerns to Jens van Tricht.



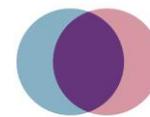
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## Confidentiality

In any work with children and young people it is important to be clear about confidentiality. While personal information held by professionals and agencies is subject to a legal duty of confidence, and should not normally be disclosed without the subject's consent, when there are concerns that a child is or may be at risk of significant harm, then the over-riding objective must be to safeguard that child and disclosure of information is imperative.

Confidentiality and child protection should be discussed with children and young people at the beginning of any piece of work, and reminders and information given from time to time, to ensure that they understand the processes and what responsibilities the staff members have.



## **Appendix: Definitions**

### **Definition of abuse**

Abuse and neglect are forms of maltreatment of children. An individual may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Neglect or abuse, physically, emotionally or sexually, can have major long-term effects on all aspects of a child's health, development and wellbeing. Sustained abuse is likely to have a deep impact on the child's self-image and self-esteem, and on his or her future life.

### **Physical abuse**

Physical abuse 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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

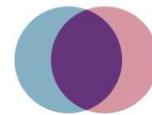
Parents/caregivers of children with multiple needs may find it difficult to ensure that the full range of their needs, including their emotional needs, is met. It may be hard to include such children in everyday activities alongside other family members, but not to include them may be harmful.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person into sexual activities, including prostitution, whether or not the child is aware of what is happening. They may include non-contact activities, such as involving children in looking at, or in the production of sexual online or printed images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is 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 involve a parent or caregiver failing to:



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- provide adequate food, clothing or 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;
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Abuse and Children with a Disability**

Evidence available in the UK on the extent of abuse among children with a disability suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with these procedures in the same way as with any other child. The same thresholds for action and the same timescales apply. It would be unacceptable if poor standards of care were tolerated for disabled children that would not be tolerated for nondisabled children.