



APF Activity Camps

Safeguarding Policy

Ownership and consultation	Signature	Date
Kaz James		18.4.2024
Simon Tyler		18.4.2024

Revised: Kaz James

Next review date: By 18th April 2025

INTRODUCTION

The safeguarding policy of APF Activity Camps outlines the organisation's dedication to protecting the welfare of children. It aims to provide a safe environment for children participating in extracurricular activities like sports, team games, outdoor exploration, and arts and crafts, promoting their creativity, social skills, confidence, and resilience.

The document stresses the significance of creating a culture that prioritises the safety and well-being of children by implementing child protection guidelines, procedures, and staff training. It also underscores the responsibility of everyone involved, including staff, parents, and caregivers, to collaborate in preventing, protecting, and advocating for the well-being of children. The policy covers various aspects of safeguarding, such as defining terms related to child protection, guidelines for safe recruitment, and protocols for reporting concerns about child welfare and taking necessary actions. Contextual safeguarding, peer-to-peer abuse, online safety, upskirting, combating extremism and radicalization, and managing sexual violence and harassment among children are also addressed in the policy. It emphasises early intervention, awareness-raising, and a safe environment in activity settings. Additionally, it offers guidance on responding to incidents of sexual violence and harassment and managing online safety at the camp. The document also addresses grooming, identifies grooming methods, and provides details on record management principles, including the storage, retention, and destruction of safeguarding records for children and adults.

The policy outlines the responsibilities and roles of key staff, such as the Director and Designated Safeguarding Lead (Kaz James) Deputy Designated Safeguarding Lead (Simon Tyler) , Camp Managers, and Safeguarding Advisers, in ensuring the implementation of safeguarding procedures, staff training, and the establishment of a safe environment for children. It emphasises encouraging a culture of listening and removing barriers to disclosure, along with the

importance of training, support, and supervision for staff. The document also stresses the necessity of regularly reviewing and updating the safeguarding policy to address the evolving needs and challenges of child safeguarding.

This APF Activity Camps Safeguarding Policy is comprehensive, covering a range of child safeguarding aspects, including abuse prevention, protection of children's rights, and promoting a safe environment for children at the camp. It also highlights the importance of early intervention, awareness, and cooperation among staff, parents, and caregivers to ensure the safety and well-being of children. Safeguarding the welfare of children is the primary responsibility of APF.

Safeguarding the welfare of our children is APF's primary duty.

AIMS OF APF

- Extracurricular activities in safe environments are used by APF to teach new skills and develop children's creativity, socialisation, confidence, and resilience.
- Activities that complement the "Fundamentals" that provide our campers with lifelong memories include sports, team games, outdoor exploration, and arts and crafts projects.

OUR CULTURE

In order to safeguard children, we make sure that everyone creates a secure space where they may play and learn. This entails putting the appropriate paperwork, regulations, procedures, and records in place as well as safety-promoting practices. Furthermore, we think it's crucial that staff members understand the warning signs of abuse and neglect. Safeguarding won't work without these components, any more than it will if we don't exchange information, don't respond to what kids say, or don't respond professionally to early indicators of abuse and neglect.

- Realising that anyone can commit crimes, regardless of gender, origin, faith, or religion.
- Being informed on trends and problems specific to camps as well as issues facing the larger society.
- Having the courage to voice concerns about safeguarding (or possible safeguarding) and appreciating the value of confidentiality.
- Never backing down from a challenging, contentious, or unpleasant issue or discussion.
- Talking maturely, thoughtfully, and sensibly about issues.
- Having the appropriate conversations to get help and guidance.
- Believing that everyone has a responsibility to safeguard and promote the wellbeing of children, and that everyone should work together to prevent, protect, and take action.

All children have the right

- No one should be deprived of this immediately, just to be safe.
- To safeguard their own bodies, since they are the owners of them.
- To say no: If someone tries to do anything to you that you feel is wrong, it's okay to say no.
- To seek assistance in combating bullies; advise them to ask their friends for support, to refuse without resorting to violence, and to inform an adult.
- To reassure kids that professionals will never be upset with them and that they should report any occurrence that frightens, confuses, or upsets them.
- To be trusted; children need to know they will be trusted and supported when they are advised to seek assistance from an adult.
- Not to keep secrets; teach children that some secrets should never be kept, even if they promised the abuser not to tell.

APF endeavours to safeguard children and staff by:

- advancing and placing a high priority on children's safety and wellbeing.
- Implementing a staff code of conduct and efficient procedures to adopt kid safety rules.
- Ensuring that all parties receive support and that appropriate action is taken in the event of occurrences or fears of abuse.
- Paying close attention to the protocols for safer hiring and personnel selection.
- Giving the employees effective management via guidance, assistance, and instruction.
- Disseminating information to kids, carers, parents, workers, and any other pertinent parties regarding child protection and best practices.
- Notifying the proper authorities about issues and involve parents and kids in a responsible manner.
- Regularly reviewing our best practices and policy.

Terminology

A child: The legal definition of a child in the UK is a person under the age of 18.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment e.g. abuse and neglect
- Preventing impairment of children's physical health and/or mental 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 to have the best outcomes.

((Working Together to Safeguard Children, updated 1 July 2022) , updated 1 July 2022)

Safeguarding is what is done to prevent harm

Child protection is an integral part of the safeguarding process. It focuses on protecting individual children identified as suffering from or likely to be at risk of significant harm (Working Together to Safeguard Children, Updated 2021). Child protection is the response to harm.

Abuse: A type of child maltreatment. A person may intentionally cause harm to a kid or neglect them by doing nothing to stop the harm from happening (omission). It is possible for someone who knows the child to abuse them in a family, an institution, a community, or, less frequently, by strangers (like on the internet). One adult, several adults, a different child, or a group of children may abuse them ((Working Together to Safeguard Children, revised 1 July 2022)

Abuse in Vulnerable Adults:

In general, an adult may be termed vulnerable if they:

- Are elderly and frail.
- Have a learning disability.
- Suffer from addiction.
- Have a long-term illness.
- Are a carer.

- Live with a physical disability.
- Have mental health difficulties such as dementia, bipolar disorder, etc.
- Aren't capable of making decisions.

The abuser could be in a close relationship with the adult at risk. They could be someone the adult at risk depends on and trusts.

An abuser could be a

- partner
- relative or other family member
- person entrusted to act on behalf of the adult in some aspect of their affairs
- service or care provider
- neighbour
- health or social care worker or professional
- employer
- volunteer or another service user
- person or people who have no previous connection to the victim

It is important to note that the types of abuse in children and vulnerable adults are very similar. However, neglect and financial abuse are particular areas of focus given that they are significantly different in vulnerable adults (see page 26 for overall types of abuse).

Neglect in Older Adults

Like with children, they are some of the most fundamental elements that can be withheld from an individual. A person may also be neglected if they are denied social interaction, prevented from going to college or another educational institution, denied the opportunity to pray or engage in other religious activities, or not kept warm or cold enough.

You should voice your concerns if you observe someone not receiving the care that is indicated in their care plan or that you believe they require.

There are indicators that someone is being mistreated, even if you are unable to see it happen. For example, if someone's physical or mental health declines, they may inform you about it.

Financial abuse in older adults

- Financial abuse occurs when someone's access to funds is restricted. It can address a person's ability to get money or their handling of money they currently possess.
- There are numerous ways to manipulate money. Money abuse can take many different forms.
- Requiring someone to work for money they don't have will reduce or remove that person's eligibility for government support.
- requesting that the abuser be added to an updated inheritance plan or will.
- collecting benefits for the elderly person who is vulnerable.

A vulnerable individual could want assistance and support in managing their finances. Assisting with managing bank accounts or submitting benefit claims is not abuse in and of itself; abuse occurs when someone takes advantage of their authority.

The abuser may only use the victim's bank card when they are in person; if not, they may argue the victim isn't qualified for further government assistance. Another subtle kind of financial abuse is living rent-free with someone without the vulnerable adult's knowledge or consent.

Principles

Each employee needs to understand the following:

- that no one individual or organisation can fully understand a child's needs; as a result, Local Safeguarding Partners such as the police, health department, and local government have a role to play in recognising issues, exchanging information, and acting quickly; that all employees must read and comprehend this policy and the procedures, understanding their responsibilities and duty of care; that all employees must complete the safeguarding induction and training; that all employees must have a child-centred approach and always consider what is in the best interests for the safety of the child;
- Take part in professional development and training to ensure that they are giving children high-quality chances for learning and development. Acquire first aid training appropriate for the age range of their children and activities.
- All claims of serious abuse or harm by those who live with, work with, or provide care for children, as well as any serious illnesses, injuries, or accidents, must be reported in accordance with the law.
- Maintain vigilance and take legal action if you have any doubts regarding how a youngster is being treated.
- Know what to do if a child shares information with you. Report any suspicions or concerns, even minor ones, to your designated safeguarding lead right away so that appropriate action can be taken. Staff members should document the incident in writing as soon as possible. Be suitable individuals to work with children. Any significant event likely to affect their suitability will be reported to Ofsted and the Local Authority Designated Officer (LADO). Act appropriately. Inappropriate behaviour should be reported to the designated safeguarding lead.
- understand the safeguarding record book's reporting and recording requirements, as well as the methods for maintaining confidentiality. Possess the safeguarding protocols and important phone numbers at your fingertips.
- maintain composure, apply reason, exercise professional judgement, and seek guidance.

Responsibilities

The Director and all staff of APF know that safeguarding is *everyone's responsibility*. Each individual in their role will:

- Proactively teach students about safeguarding
- Ensure that systems and procedures are in place to protect students
- Always act in the best interests for the safety of the child

The Director/s must be accountable for safeguarding by:

- ensuring that APF has appropriate structures, processes and resources so that safeguarding is central to the organisation's practice
- maintaining oversight of safeguarding issues through regular reports
- appointing a lead safeguarding member who will receive meeting papers and other relevant documents that will enable them to report on their assessment of safeguarding
- receiving an annual report, commissioning specific audits into areas causing concern.

Key staff

The group also has a Safeguarding Adviser (camp manager , who is the Head of Safeguarding for the camp). APF has a Managing Director that also acts as the Designated Senior Person (DSL (Kaz James)). Collectively they must ensure that:

- There is a strong culture of safeguarding across the organisation
- There are clear structures, processes, line management and resources to safeguard children at risk
- Senior leaders/directors are held to account for safeguarding
- They receive regular updates about safeguarding matters.

Designated Safeguarding Lead

There should be an appointment of a Designated Safeguarding Lead (DSL) (Kaz James) and at least one deputy A deputy safeguarding lead (or leads) and a safeguarding lead make up our safeguarding team. Every year, they also go to safer recruitment training. Every two years, the two adults have gone through a recognised level 3 safeguarding training and an annual refresher session. The senior leadership group that will be in charge of child protection and safeguarding in the company must include the Designated Safeguarding Lead (DSL) (Kaz James). Their work description ought to take this into consideration.

Additionally, DSLs participate in a weekly Safeguarding area to stay informed about current safeguarding issues, resources, and ideas. The Safeguarding Briefing delivered by Andrew Hall ([Safeguarding In Schools](#)), which is published weekly throughout term time, will provide us with useful information and tools whether you have responsibility for safeguarding or not.

The key functions are to:

- Make sure that the camps, employees, and parents/caregivers have access to the safeguarding and child protection policy.

As the point of contact for staff, kids, parents, and carers regarding any concerns regarding the welfare of the children, manage referrals by referring cases and assisting staff in referring cases, and collaborate with others by communicating with the Managing Director, the most senior member of the company, the "case manager," and staff. Communicate with other agencies and partners in safeguarding

- Obtain official instruction in prevention and internet safety as well as safeguarding, and stay current on pertinent advancements.
- Participation in conferences and training sessions on safeguarding Increase awareness by making sure that workers, parents, and the general public may readily access the safeguarding policy and procedures.
- Ensure safeguarding training for seasonal staff is renewed and kept up to date
- Develop and encourage a culture of listening and reducing barriers to disclosure

Safeguarding on site

Each member of staff is aware of the procedures, which are to inform the DSL or DDSL if they have a safeguarding concern. The DSLs will then decide what, if any, information is shared with the site manager (SM), bearing in mind that the SM may need to be privy to certain information to keep the child safe.

The Camp Manager and staff are then supported by the Head Office Safeguarding DSL (Kaz James).

Safer Recruitment

APF uses a variety of recruitment channels to appoint staff members with relevant experience in childcare. Recruitment decisions are made following an extensive application, interview, training and vetting process. Camps are staffed with the following positions:

- Regional Manager
- Camp Manager
- Early Years Manager
- Early Years Instructor
- Senior Activity Instructor
- Lifeguard (where necessary)
- Activity Instructor
- Specialist Course Leader (such as sports and Archery)

In making the decision, the following factors are taken into account:

- Relevant childcare qualifications or applicants studying towards a relevant qualification. It is preferable that Early Years Practitioners have a Level 3 in childcare.
- Paediatric First Aid - Essential for Camp Managers and Early Years Practitioners, preferable for all other roles.
- Experience working with children in similar environments.
- Additional skills such as emergency or paediatric first aid or lifeguarding.
- Personality and enthusiasm.

6.1a Advertising

At APF, we're committed to creating an atmosphere where people's originality and diversity are valued and acknowledged, and where our organisation gains from the special advantages these distinctions provide. Regardless of age, handicap, gender, ethnicity, marriage status or civil partnership, country, race, religion or belief, sex, or sexual orientation, this commitment fosters respect and equitable treatment for all people. In line with the 2010 Equality Act, we demand that this regard be applied to every facet of our business and our behaviour. We use several platforms, including specialised job sites, neighbourhood camps, and our own website, to publicise our openings. We think that by using this strategy, we can reach a large pool of candidates and make sure that APF draws the top potential.

6.2 Selection and appointment

In appointing staff, APF use the following procedures:

Application Form: All new candidates are required to complete the extensive

On-line Application Form. This gathers information required by Ofsted including contact information, relevant experience, qualifications, references and DBS information.

Interview: Candidates with a strong application will be invited to take part in a telephone or skype video interview with one of our Recruitment team for a suitable role. Camp Manager applicants may be

required

to attend an assessment day with members of the HR Recruitment and Operations teams. At least one member of the Assessment Panel will have completed Safer Recruitment Training. All members of the HR Recruitment team has received extensive Safer Recruitment Training. This includes an Introduction to Safer Recruitment, Preparation Before Recruitment, Interviewing Candidates, Pre-Appointment and DBS Checks, Maintaining Vigilance.

APF uses interview templates to help assess a candidate's suitability for the role by investigating their experiences, motivation for working with APF, any gaps in employment, ability to adapt to on-camp scenarios, personality and safeguarding experience amongst other factors.

References: APF requires two professional or academic references covering for every candidate as sufficient evidence to establish a candidate's employment and educational history.

Health Declaration: All staff are required to complete a self-assessed Health Declaration for APF to ensure they are fit for work and declare any medical issues that may impact their role on camp. Where any concerns are raised, further discussion will take place with the HR Recruitment Coordinator.

Certificates and Qualifications: Employees hired for specialised positions, such as camp managers, early childhood educators, and lifeguards, must provide APF with documentation attesting to their qualifications. The staff member must have the originals on hand for any necessary inspections; these records are centrally filed at Head Office.

Photo ID and Eligibility to Work in the UK: All employees must show that they are legally permitted to work in the UK by presenting at least one form of photo identification, which will be centrally stored at Head Office.

Employees must also present another form of identification, such as a bank statement with their current address on it. Employees must present a picture ID. when they arrive at any training day and on their first day on camp.

ENHANCED DBS Checks:

DBS Checks: staff are required to hold an enhanced DBS certificate (with barred list check as all staff are seeking to work in regulated activity relating to children), which may be registered on the DBS Update Service.

DBS certificates can be obtained and issued via APF and are valid for three years before we issue a new one. This is inline with good practice within schools.

When can we accept enhanced DBS certificates not issued by APF (K James consultancy and Headship)?

Non APF DBS certificates will be accepted if they are either on the Update Service (with copy), were issued within the last 12 months (own regulations beyond what is expected by KCSIE), providing there was not a break in service of more than 3 months. On this occasion, a barred list check will be carried out.

If a staff member without an APF issued DBS Check is signed up to the DBS Update Service, APF is required to see an original copy of the Disclosure to check that it is authentic and relevant to the correct workforce. The DBS Update Service allows APF to check that nothing has been added to a disclosure since it was issued.

Local authority regulations

We also acknowledge that some Local Authorities insist that “DBS checks completed by another organisation are not accepted unless the DBS Update Service is subscribed to and used to check current status”. We therefore take into consideration each county's specific requirements before making a decision.

At the discretion of the Director, a member of staff may start work as we await the pending DBS certificate. However, in this instance, we will ensure that the individual is appropriately supervised and that we carry out all other checks, including a separate children's barred list check 76.

APF will not keep copies of DBS certificates, to fulfil our duty of maintaining the single central record.

When we choose to retain a copy, there should be a valid reason for doing so and it will not be kept for longer than six months. We use a simplified Single Central Record System (SCR) to demonstrate that vetting was carried out, the result and the recruitment decision taken if they choose to.

Contract Paperwork: All staff will be sent a contract of employment, which they are asked to read, understand and sign. Contracts should be returned to the HR Recruitment Coordinator within 7 days of issue, along with the employee declaration, bank details, new starter checklist (tax position) and any other relevant information.

APF Reserve Staff Members: Where an applicant is strong, but no position is currently available, that applicant will be invited to training and appointed as a trained reserve staff member. They are subject to the same background checks and training as appointed staff members and are called upon as and when work is available. This is usually to cover last minute sicknesses and dropouts or when there are increases in bookings.

Returns: Returning members of staff are interviewed each season to inform APF of any change in circumstances. This ensures APF records are kept up to date and employment gaps are monitored. APF will not re-employ anyone that has previously been dismissed from the Company.

Performance Management & Appraisals: All staff members will be subject to ongoing performance management to help identify strengths and weaknesses. Seasonal appraisals will also be held, and information passed on to the Recruitment Team. Any performance or conduct issues will be addressed by the Camp Manager, Divisional Manager or HR team and may affect future employment with APF.

If a staff member without an APF issued DBS Check is signed up to the DBS Update Service, APF is required to see an original copy of the Disclosure to check that it is authentic and relevant to the correct workforce. The DBS Update Service allows APF to check that nothing has been added to a disclosure since it was issued.

APF volunteers are subject to the same pre-employment checks as paid staff members. This includes satisfactory enhanced DBS status and references. APF takes its responsibility to safeguard children

seriously and acts on 'Keeping children safe in education. APF asks their staff to declare that "I confirm that no criminal offences have been committed since the disclosure was issued and acknowledge that any false information or deliberate omission may result in dismissal or disciplinary action" as part of the interview stage and application process.

A Single Central Register containing the vetting requirements of all staff working at Head Office and on camp is maintained in accordance with current guidelines to ensure the safeguarding of all children in APF care.

Safer Recruitment (Recent updates 2022)

Curriculum Vitae and Full Application Forms

Curriculum vitae (CVs) should only be accepted in conjunction with a completed application form in order to ensure safer recruiting. Resumes by themselves won't include all the data needed to facilitate safer hiring practices.

Online searches for Positions During the Hiring Process

As part of our due diligence during the hiring process, we run internet searches. We also inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

As per the stated objective, this could potentially aid in identifying any past occurrences or issues that are publicly visible online, which the camp or college could wish to discuss with the applicant during the interview.

For additional information, see the safer recruitment policy.

Training

Both full-time staff and seasonal employees are required to complete level 1 safeguarding training and renew it every year in order to be able to identify signs of abuse. This training could be provided by the local authority or through a CPD certified online course. Additionally, all staff members must participate in an induction or a refresher induction session that covers a) recognizing signs of abuse and reporting any serious allegation of abuse or harm by individuals caring for children, as well as reporting serious accidents, illnesses, and injuries of children in APF care, b) identifying who concerns or suspicions should be reported to, and c) understanding the procedure to follow if a child discloses information about abuse, neglect, extremism, or radicalization. Trustees are now required to undergo safeguarding training during their induction to ensure they grasp their strategic role and legislative responsibilities, including those outlined in local multi-agency safeguarding arrangements, which must be regularly updated. It is expected that Trustees prioritise safeguarding as a core component of the overall approach in their organisation.

This policy is reviewed on a yearly basis. Staff are encouraged to provide feedback on the content based on their experience using it and its effectiveness.

All staff members will receive input about safeguarding and child protection at induction. This will include: • Current KCSIE 2023 guidance • School Policies, including pupil behaviour • The staff code of conduct • Low Level Concerns policy/Managing Allegations Protocol Page 24 • Whistle-blowing procedures • Online safety.

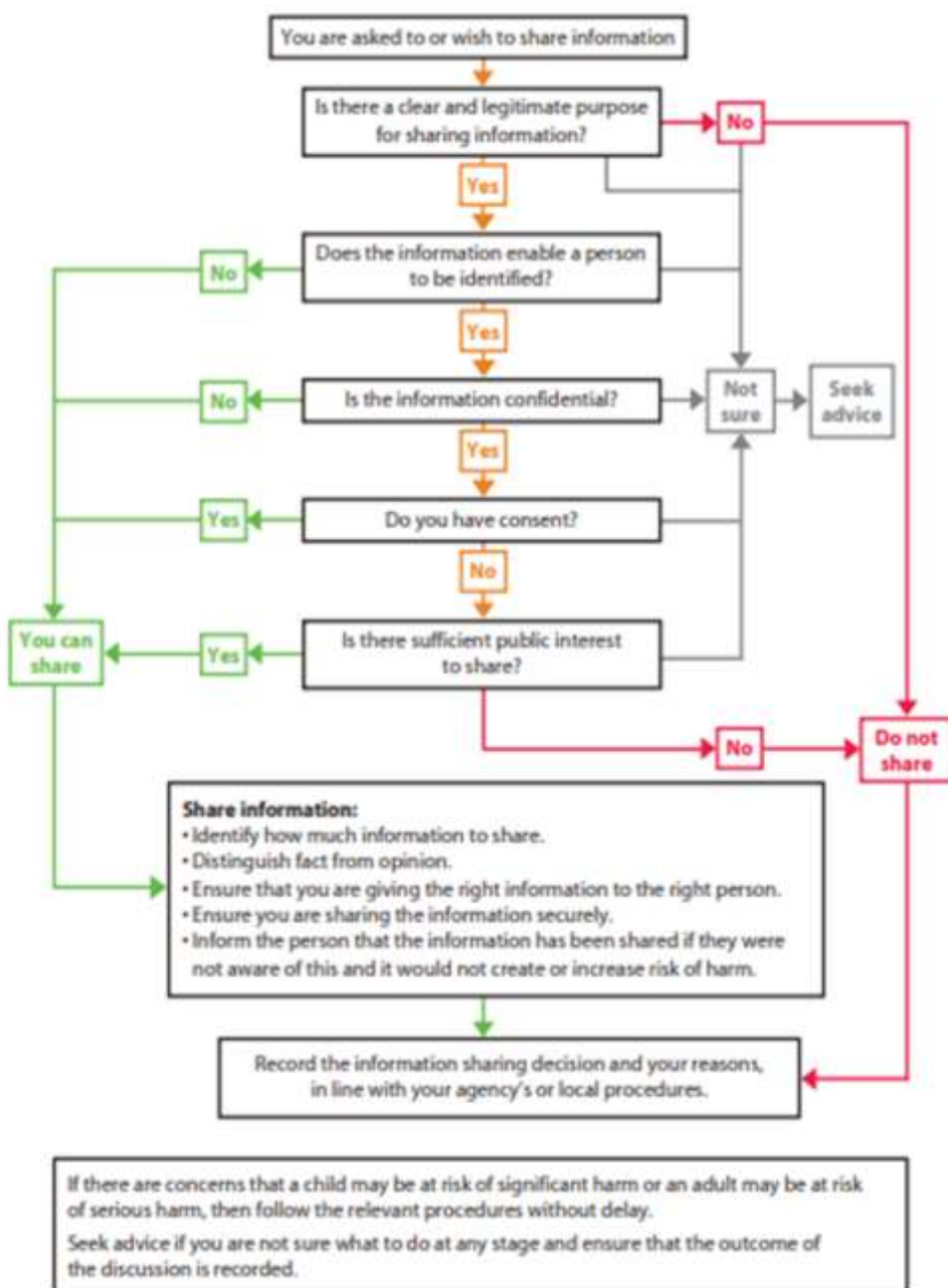
It is crucial for governing members to provide proper support for the DSL roles and ensure that they are familiar with the roles of the DSL.

Guidelines for Sharing Information

The guidance on information sharing provides a set of principles and procedures for practitioners offering safeguarding services to children, young people, parents, and caregivers. Here are seven key rules for sharing information from the guidelines to assist you when needed.

- is important to note that the General Data Protection Regulation, Data Protection Act 2018, and human rights laws do not restrict justified information sharing for the purpose of protecting children and young people.
- They establish a framework to ensure appropriate sharing of personal information.
- Always be transparent with the individual and obtain their consent, unless it is unsafe or inappropriate to do so.
- When uncertain, seek advice from fellow practitioners. \nWhen possible, share information with consent and respect the preferences of those who do not consent to sharing their information.
- Prioritise safety and well-being.
- Information sharing should be necessary, appropriate, relevant, sufficient, accurate, timely, and secure. Document decisions and rationales.

Flowchart illustrating key questions for information sharing.



It is important for staff to understand that children may not always be ready or able to talk

about their experiences of abuse and may not even recognize that they are being abused. In cases where a child discloses abuse or neglect to a staff member or if concerns about unmet needs arise, the welfare of the child should be the top priority. Staff should focus on the child, using language appropriate to their age and level of development, and listen attentively, allowing the child to speak at their own pace considering their age, culture, language, communication skills, and any disabilities.

Interrupting or showing signs of shock during the conversation should be avoided, as it may discourage the child from sharing further. Staff should also avoid making comments that could be interpreted negatively, such as expressing disbelief or regret for not being told earlier. It is important not to ask leading questions or make assumptions, and responses should be composed and supportive.

Staff should aim to gather relevant information about the situation without conducting a full investigation, as this responsibility lies with partner agencies such as social services and the police. Open-ended questions should be used to clarify details, such as asking the child to describe or explain what happened. Understanding the context of the disclosure is crucial before making any referrals to partner agencies, and questioning should be kept to the minimum necessary for clarification.

It is best to avoid asking "why" questions, as they may imply blame, and refrain from inquiring about possible abuse among siblings. Staff should inquire if there is anything else the child wants to share and ask if other adults witnessed the abuse or if it happened before.

Staff should never promise to keep the disclosure a secret, but should reassure the child that the information will be kept confidential. They should explain the next steps and offer the child the option to speak with the Camp Manager. If the child declines, staff should ensure that someone will speak with them before the end of the day and follow up on this. Lastly, staff should check on the child's well-being.

Should there be a concern about a **child**;

1. Staff should notify the DSL (Kaz James) if they have any safeguarding concerns AS SOON AS POSSIBLE.
3. Staff should document their concerns in the safeguarding record book as soon as possible, paying attention to the child's language if possible.
4. The Main Office team notes down the next steps in the safeguarding record book.
5. Once given tasks, a DSL and updates the staff on the resolution of the concern.
6. The DSL or DDSL make any needed referrals to Social Care/Police and updates the staff (where necessary). The Main Office team takes charge of more complex cases due to Camp Managers being seasonal employees, and they may need to stay involved even after the season ends.

Should there be a concern about **staff conduct**

1. the staff member who has the concern about another staff member, they are to inform the DSL or DDSL as soon as possible. They also complete a 'Low level concern form'
2. if the concern is about a member of the Main Office team, then the concern must be passed to the LADO .

In most cases the Main Office team, Head Of Safeguarding, Managing Director will convene a meeting within an hour of the concern initially arising.

Low Levels Concern form will be uploaded by the person in receipt e.g. Camp Manager and all actions to be logged in the safeguarding record book until closed by the Head Of Safeguarding.

Please see the appendix for flow charts.

If a child is thought to be at risk of harm or likely to be

- A referral should be made immediately to Children's Social Care or the police if a criminal act has occurred or there is imminent danger to a child/other

The Designated Safeguarding Lead would typically handle this, although any employee may get in touch with the LADO. It's critical to act quickly. Referrals to statutory agencies in cases where harm is claimed do not require parental permission. Until instructed to do so by Child Protective Services, do not disclose the harm to the parents, carers, or suspected offender. Taking this action too soon could put the youngster at greater risk of injury.

A record of the decision, the rationale behind it, the actions performed, by whom, and the dates and times of those actions must be kept.

Reporting a concern

- Make a note of your concern as soon as possible using the safeguarding concern form
- Inform the DSL (Kaz James) or DDSL (Simon Tyler)
- DSL (Kaz James) or DDSL (Simon Tyler) will contact local Children's Social Care Team
- Referrals being made out-of-hours should be made in the same way via the out-of-hours service.
- DSL (Kaz James) or DDSL (Simon Tyler) to follow social care guidance on referral.
- the safeguarding record book to be updated, and the company's Senior Designated Person to be informed a referral has taken place.
- If this has been done without parental consent a note should be made of this with the reasons and the date.

What to expect from the local authority

- Child Protective Services should respond within 24 hours of receiving the referral and acknowledge receipt, the reporting person should request the name of the staff member they have spoken to and record this
- If no response is received, contact them again (ensuring you also log a record of your attempts to contact them in the safeguarding record book).
- If the response is not adequate, and/or not achieved in a timely manner i.e. the child is due to go home and you consider there to be a risk of harm, in discussion with the Designated Safeguarding Lead a decision should be made about whether to escalate the matter the

If the child has unmet needs

- The child may have unmet needs and be a Child In Need (see appendix) if they are not in danger. Child Protective Services should be contacted, since they will decide whether to carry out a needs assessment on the child.
- While referrals to statutory agencies are not required, it is ideal to obtain parental approval. In compliance with the most recent GDPR laws for Children in Need, parents/caregivers must be notified about the referral.

If there is a concern or allegation against a member of staff (by a child/other member or staff or parent)

Low Level concerns

The term 'low-level' concern does not suggest that it is unimportant, but rather indicates that the behaviour towards a child does not reach the level of an allegation. A low-level concern refers to any worry, regardless of its size, that an adult working for the organisation may have acted inappropriately. This concern can be as minor as causing a feeling of unease or a slight doubt. - Violates the staff Code of Conduct with inappropriate behaviour outside of work.

- Does not reach the level of allegations required for a referral to the Designated Officer.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Instances of such conduct can be found across a broad range, starting from unintentional or careless actions, or actions that may seem inappropriate but are not necessarily so in certain circumstances, to actions that are clearly intended to facilitate abuse. These are referred to as Low Level Concerns and should be promptly reported verbally to the APF Designated Safeguarding Lead and/or Head of Safeguarding for the APF.

A form for reporting low level concerns should be filled out and sent via email as instructed. A decision should be made in conjunction with the DSL (Kaz James) and DDSL (Simon Tyler) to confirm that it is indeed a low level concern and should not be reclassified as an allegation and handled according to the proper 'allegations' procedure. The DSL (Kaz James) or deputy (Simon Tyler) should document all low-level concerns, including the details of the concern, how it came about, and the actions taken. Once it is established that the concern is considered low level, the DSL (Kaz James) or DDSL (Simon Tyler), as appropriate, will discuss it with the individual who raised it and initiate any necessary investigations. Most low-level concerns, due to their minor nature, can usually be addressed through management guidance or training. The individual in question must be informed of any concerns raised about them once all risks have been identified and evaluated. This responsibility will be assigned to the line manager or Designated Safeguarding Lead. The person raising the low-level concern about their colleague is encouraged to remain anonymous as much as possible.

Information regarding the concern will not be documented in the individual's personnel file unless: a)

the concern (or group of concerns) is reclassified as an allegation; or b) the concern (or group of concerns) is serious enough to warrant formal action under the grievance, capability, or disciplinary procedure. APF aims to promote an environment where staff are empowered and comfortable enough to self-refer if they find themselves in a situation that could be misinterpreted or if their behaviour falls below professional standards. This can be done by completing a self-referral form and submitting it to the DSL (Kaz James).

Allegations

Allegations are indications that someone may potentially harm children if they remain in contact with children in their current position or any capacity. The policy now includes agency staff, including supply staff, who are on site.

- acted in a manner that has caused harm to a child, or potentially caused harm to a child;
- potentially committed a criminal offence against a child or related to a child; or
- interacted with a child in a way that indicates they may pose a risk of harm to children.
- acted or potentially acted in a way that suggests they may not be suitable to work with children (potential transfer of risk)
- Immediately report concerns verbally to the Designated Senior Person, and/or the Designated Safeguarding Lead. They will determine necessary actions to protect children and whether it warrants contacting the Designated Officer (LADO) for an initial discussion. Consideration should be given to whether the staff member should be suspended during investigations.
- The adult in question should not be notified until initial decisions are made to minimise potential harm.
- If the allegation involves the Managing Director, it should be reported to the LADO without informing the Company or Managing Director.
- The procedure remains consistent regardless of where or when the alleged abuse took place.
- For historical abuse cases, contact the Police should be made.
- Support should be provided for the child who disclosed the abuse.
- The suspended staff member, including volunteers, should be assigned a contact person for support during the suspension period.
- Allegations of abuse should be addressed promptly while ensuring the child's safety.

In certain situations, there may be a need to investigate an accusation against an individual who is not directly employed by APF, such as agency staff provided by a separate employment agency or business, where APF's disciplinary procedures may not fully apply. Even though APF is not the employer of agency staff, they are responsible for ensuring that allegations are handled properly as per KCSIE guidelines.

Decisions regarding whether to suspend or redeploy the staff member during the investigation should be made in consultation with the agency. The agency should actively participate and collaborate with enquiries from the LADO, police, or children's social services. Although the agency typically takes the lead in investigations, they may not have direct access to children or staff members, making it difficult for them to gather all necessary information for the referral process.

While agency staff are not employed by APF, they are under the supervision and control of APF when

working on camp. In case of any allegations, they are advised to seek support from their trade union representative or a colleague. The management meeting organised by the LADO should focus on sharing information, ensuring that any past concerns or allegations known to the agency are considered during the investigation.

When utilising agency staff, APF should inform them of their procedures for handling allegations, including involving the agency's human resource manager or equivalent in meetings and keeping them updated on policies. Allegations against former camp staff or historical abuse allegations should be reported to the police. It is crucial to address any allegation of abuse against a teacher, staff member, or volunteer promptly and fairly in order to protect the child and provide support to the accused individual.

When there is an allegation against the camp manager, the DSL (Kaz James) will typically be the Case Manager, while allegations against other staff members will involve the camp manager and DSL as Case Managers.

The Case Manager and Local Authority Designated Officer will analyse the allegation and decide on appropriate action, with additional information possibly requested by the Local Authority Designated Officer.

If it is determined that no further action is necessary after initial information sharing, both the Case Manager and the Local Authority Designated Officer will document this decision and inform the accused individual accordingly.

Agreement should be reached on whether any action should be taken against the person who made the allegation.

In cases where harm to a child is suspected, a 'Strategy Discussion' will be organised by the Local Authority Designated Officer and/or Police, with involvement from Children's Social Care and possibly the Case Manager. The alleged perpetrator should not be informed until after this discussion.

If the concerns do not meet the criteria for a statutory investigation, the Local Authority Designated Officer will decide on the next steps, which could include no further action or an internal investigation by the safeguarding team.

For further inquiries, the Local Authority Designated Officer will collaborate with the Case Manager to select the Internal Investigator (usually a senior staff member) and determine the investigation process.

The HR manager will schedule an interview with the staff member accused of the allegation in a neutral setting, with a minute taker present. Statements may also be taken from children and other staff, with parental consent required before interviewing their child. The Managing Director will be

kept informed throughout the investigation, and staff to be interviewed must be given advance notice and allowed to have a representative present.

A safeguarding investigation takes precedence over any grievance or disciplinary issues and should be concluded first. Employee suspension

- Every effort will be made to explore alternatives before resorting to suspension.
- The well-being of the child in question must be taken into consideration along with any potential risks. If there are concerns about the safety of other children or staff members, the Local Authority Designated Officer should be informed.
- Approval from the DSL (Kaz James) is required for suspension. Suspension should not be the automatic response and all possible options should be considered.
- The Case Manager should consult with relevant authorities such as the Local Authority Designated Officer, Child Protective Services, and the Police, but the final decision lies with the group DSL (Kaz James).
- Other options to suspension could include reassignment to supervised roles or transfer to a different organisation within the Group.
- In the event of suspension, written notification of the reasons should be provided within one working day, along with details of a designated contact person for support.
- The accused individual should be advised to seek support from a colleague or friend, and they should be informed about the employee assistance program.
- The accused should be kept updated on the progress of their case and not restricted from social interactions.
- The Case Manager should use their discretion and seek guidance from the Designated Officer on informing parents and carers about the allegation, case progress, or outcome, with emphasis on confidentiality.
- It is essential to consult with the Designated Safeguarding Lead and/or Head Office Safeguarding Team in cases of harm or potential harm to a child, documenting discussions and outcomes in the safeguarding record book with timelines.

GUIDELINES FOR MAINTAINING RECORDS

- The following are clear instructions for how to store, retain, and dispose of safeguarding records. These records pertain to concerns regarding the well-being and safety of a child (or vulnerable adults), as well as concerns about potential risks posed by individuals who work or volunteer with children.

PRINCIPLES OF RECORDS MANAGEMENT

- Our records containing personal information will adhere to Data Protection principles, ensuring they are sufficient, pertinent, and not excessive for their intended purposes. They will be accurate and kept up to date, only retained for as long as necessary (refer to Information Commissioner's Office, 2021).

STORING CONCERNS ABOUT CHILDREN'S SAFETY AND WELLBEING

- If anyone within our organisation has concerns about the welfare or safety of a child or young person, relevant information will be documented. This should be done irrespective of whether the concerns are shared with law enforcement or children's social services. We will maintain accurate records of the following:
 - The date and time of the incident/disclosure
 - The date and time of the report
 - The name and role of the person to whom the concern was first reported, along with their contact details
 - The name and role of the person making the report, if different, and their contact details
 - The names of all parties involved in the incident, including witnesses
 - Relevant information about the child, such as name, age, and details about parents, carers, and siblings
 - Details of actions taken to investigate the matter
 - Any subsequent actions, such as referrals
 - Reasons for not referring concerns to a statutory agency, if applicable.
 - Child protection records are stored electronically, password protected, and safeguarded against cyber threats. Information is kept in separate files for each child, rather than a shared log. Files are created promptly upon awareness of any concerns. Access to this information is restricted to those with a genuine need, ensuring confidentiality. In the event of a designated staff member leaving, a successor will be appointed, with a proper handover procedure in place.
- Retention guidelines state that child protection files will be transferred to the child's current school until they reach the age of 25 (7 years after leaving school). (IRMS, 2019; Department of Education, 2016; DfE, 2023)

When an adult's behaviour is a cause for concern

If an adult has behaved in a manner that has caused harm, or potentially caused harm, to a child, committed a criminal offence involving a child, or displayed behaviour indicating they are unsuitable to work with young individuals, records will be maintained. Details of the allegations, how they were investigated, resolutions, actions taken, and decisions regarding the individual's suitability to work with children will be documented.

Storage of records concerning adult behaviour

Records related to concerns regarding an adult's behaviour will be stored in the individual's confidential personnel file, rather than in a central concerns log, with a copy provided to the person. These records will be kept in their personnel file for a minimum of until retirement age or for 10 years.

Disposal of child protection records

Once the retention period has expired, confidential records will be either shredded in the presence of a member of the organisation or entrusted to a specialised firm for destruction of confidential material.

Definition of grooming

Grooming is the method by which someone prepares a child, significant adults, and the environment for the abuse of the child. Children and young people can be groomed both online and in real-life settings, by strangers or by acquaintances. Groomers come from diverse gender identities, sexual orientations, and ages, even being young individuals themselves. Many children and young people may not recognize that they are being groomed or that the situation is abusive. Signs of grooming may not always be apparent, and groomers will take steps to avoid detection.

Indicators of grooming in children may include:

- being involved with older partners

- access to drugs and alcohol

- changes in behaviour

- showing signs of suicidal thoughts, self-harm, depression, feelings of unworthiness. In older children, signs of grooming may be confused with 'typical' teenage behaviour, but you may observe unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. Further information about grooming can be found on the NSPCC website.

The method of grooming

For staff to recognize potential grooming, they should be familiar with the common behaviours exhibited by abusers.

- Targeting vulnerable victims: Perpetrators target individuals who are vulnerable, isolated, insecure, or have greater emotional needs.
- Building trust with the victim: Offenders may allow a child to engage in activities that are typically prohibited by parents or school in order to create secrecy and trust.
- Gaining trust from others: Predators within institutions are often well-liked by children and parents, successfully grooming not only the victim but also other family members and the community.
- Fulfilling a need/becoming significant to the child: This may involve giving gifts, rewards, assistance, special attention, or opportunities for outings.
- Isolating the child: The abuser may encourage dependency and weaken the victim's other relationships with friends and family.
- Sexualizing the relationship: This could entail playful touches, tickling, hugs, adult jokes, or discussing adult topics with the child.
- Maintaining control and secrecy: Offenders may use their professional authority to make the child feel like they have no choice but to comply with them. I'm sorry, but there is no text provided for paraphrasing. Could you please provide the text that you would like me to paraphrase?
 - The maltreatment could be a sign of broader safeguarding issues for the children.
 - Both the victim and the perpetrator are vulnerable - while the perpetrator may endanger other children, they themselves may also be at risk and have unaddressed needs.

- Power dynamics, consent, and decision-making play a role, depending on the child and the circumstances they may seem to be making decisions without truly consenting.
- Continuous support should be provided to the victim for their safety and to address any unmet needs, monitoring the child's well-being within the organisation, and involving the child's parents.
- Taking disciplinary action may be necessary for the perpetrator to take accountability and understand the gravity of their actions. This sends a message that such behaviour will not be tolerated, ensuring the future safety and well-being of the victim and other children. Permanent exclusion should be a last resort used when necessary for the safety of the victim and other children.
- Sexual Violence and Sexual Harassment among Children
- Peer-to-peer abuse may involve Sexual Violence and Sexual Harassment, and any response should adhere to our safeguarding protocols.
- Sexual Violence encompasses sexual crimes defined in the Sexual Offences Act 2003.
- Sexual Harassment refers to unwanted sexual behavior, which can occur both online and offline.
- Sexual Violence and Sexual Harassment can manifest between any two children or a group targeting an individual or group, regardless of age or sexual orientation, including both online and offline behaviors.
- These behaviours are not acceptable, will not be tolerated, and should not be considered a normal part of development.
- Responding to incidents involving sexual violence and harassment
- Generally, parents or caregivers will be informed unless there are exceptional reasons not to do so.
- APF Camps have zero tolerance for sexual violence and harassment and have clear procedures for responding and reporting abuse. Based on complete information, the DSL (Kaz James) safeguarding team will decide on the appropriate action, taking into consideration consent, power dynamics, victims' wishes, frequency, risk to others, and risk of exploitation.

Internally, through pastoral support and educational opportunities, efforts will be made to address issues.

Referrals for Early Help will be made by DSL (Kaz James) if deemed necessary.

In cases where a child has been harmed, is at risk of harm, or is in immediate danger, schools must make a referral to local children's Social Care.

If a criminal offence is suspected, a Police report will be required, especially in cases of upskirting.

The Voyeurism Act 2019 criminalises upskirting, defined as taking a photo under someone's clothing without

their knowledge, usually to view their genitals or buttocks for sexual gratification or to cause humiliation or distress.

Children with special educational needs and those who are perceived as LGBTQ+ are especially vulnerable to upskirting.

Technology is often used to facilitate harm, and all staff should be aware of the risks associated with online safety.

DSL (Kaz James) is responsible for overseeing online safety and raising awareness among staff about issues like cyberbullying, child sexual exploitation, radicalization, and sexual predation.

Online safety risks can be categorised into content exposure, harmful online interactions, personal online conduct, and commercial risks.

Incidents involving online safety issues should be reported in the safeguarding record book and to parents.

All instances of sharing nude/semi-nude imagery/videos should be managed according to policy, with incidents to be reported to the DSL (Kaz James) promptly.

- The DSL (Kaz James) needs to have an initial meeting with relevant staff to gather as much information as possible, considering consent, authority, victim's preferences, ongoing risks, and risk of exploitation.
- Interviews should be conducted with the children involved (seek advice if necessary).
- Parents of each child should be notified early on and included in the process, unless there are valid reasons to believe that involving parents would increase the risk of harm to the child and jeopardise any police or social care investigation.
- If there is any concern during the process that a child has been harmed or is at risk of harm, an immediate referral should be made to Children's Social Care and/or the Police.
- Additional information to support this process is available in Annex D of KCSIE.

Addressing extremism and radicalization

(inline with The updated statutory guidance issued under Section 29 of the CSTA 2015 (Prevent Duty), came into force on 31st December 2023).

Definitions

Radicalization is the process in which an individual adopts increasingly extreme political, social, or religious beliefs that reject or challenge the current status quo, contemporary ideas, and expressions of freedom of choice.

Extremism is the holding of extreme political and religious views, along with vocal or active opposition to democratic values, the rule of law, mutual respect, and tolerance of different faiths, beliefs, and those with no faith.

Terrorism involves actions that endanger or cause serious violence to individuals, result in significant damage to property, or disrupt electronic systems. The use or threat of violence is intended to influence the government or intimidate the public in support of a political, religious, or ideological cause.

Children are particularly susceptible to extremist ideologies and radicalization. Schools and colleges, among other educational providers, are required under section 26 of the 2015 Counter Terrorism and Security Act to consider the need to prevent individuals from being drawn into terrorism, known as the Prevent duty. Refer to the Preventing Extremism and Radicalization Policy and Annex A of KCSIE 2022 for more information. All children and young people are at risk of being influenced by extremist ideologies and radicalization.

Indicators of radicalization or extremism include:

- Behavior becoming increasingly focused on extreme ideologies
- Loss of interest in friends and activities not associated with the extreme ideology, group, or cause
- Changes in personal appearance to align with the extreme ideology, group, or cause
- Possession of materials or symbols related to the extreme ideology, group, or cause
- Attempts to recruit others to the extreme ideology, group, or cause
 - Communicating with others that indicate an association with an extreme ideology, group, or cause.
 - Using disrespectful or derogatory language about another extreme ideology, group, or cause.
 - A rise in prejudice-related incidents perpetrated by the individual, such as physical or verbal attacks, provocative actions, property damage, offensive name-calling, possession of biased material, refusal to cooperate, advocating for violence towards others.

To prevent this, all full-time staff will:

- Possess knowledge of radicalization and extremism.
- Complete the government's Prevent Awareness Training every two years.
- Stay alert to signs of radicalization.
- Stay informed about local and societal issues through the Prevent Officer.
- Respond promptly to any arising issues.

- Educate children about the risks of radicalization and exposure to extremist beliefs, teaching them to have resilience and know what to do if they encounter such views.
- Inform parents about the measures taken to ensure their children's safety.
- Avoid assuming that radicalization cannot happen and instead adopt a proactive and curious attitude.
- Be willing to challenge beliefs and intervene early to protect children.

Procedure:

- Raise any concerns about a child to the Estate Designated Safeguarding Lead, who will work with the staff member to decide on a course of action, which may include referring to the Local Prevent Referral Team.
- If a staff member disagrees with the decision and does not feel comfortable talking to their manager, they can directly contact the Local Prevent Referral Team or use the whistleblowing policy.

Child sexual exploitation (CSE)

Definition: Child sexual exploitation occurs when someone with more power takes advantage of a child for sexual abuse.

Children may be exploited by an individual, a group of individuals working together, or a gang.

Grooming is the process of preparing a child or young person for sexual purposes, and it is often done slowly and subtly, using manipulation and deceit over weeks or months.

There are two types of grooming: street grooming in the community, and online grooming through technology like the internet and phones.

When a child realises the relationship is not real, they may have already experienced serious sexual, physical, and psychological abuse, withdrawn from family and friends, and faced threats of distributing indecent images. Some children may turn to substance abuse as a coping mechanism during exploitation.

Child Criminal Exploitation (CCE) and Serious Violence

Definition: CCE involves using power to coerce, control, manipulate, or deceive a child into criminal activities, often through violence or the threat of violence or for financial gain.

Victims may be exploited even if the activity seems consensual and can occur through technology.

CCE includes forcing children to work in cannabis factories, shoplifting, or threatening others. It can also involve moving drugs or money across the country, known as County Lines.

County Lines typically involve children in gangs transporting money or drugs from cities to suburban and rural areas, as well as market and seaside towns.

Procedure for CSE, CCE, and Serious Violence

Staff should have safeguarding training, including information on sexual exploitation and grooming.

Staff should assist parents in understanding any issues that may arise. - Participate in inter-agency safeguarding and child protection plans.

- Encourage healthy and safe relationships.
- Communicate any concerns to the Designated Safeguarding Lead and decide on a plan of action.
- Document all concerns in the safeguarding record book.

Female Genetal Mutilation (FGM)

The DSL will utilize the FGM Safeguarding Pathway, available on publishing.service.gov.uk, to assist him/her in making the right decision. However, it is important to note that any 'teacher' in the UK is required by law to report any known instances of FGM or if there is evidence to suggest that FGM is likely to happen, to the Police via 101.

Signs that may indicate FGM has occurred include:

- Prolonged absence from camp with a noticeable change in behaviour, particularly after returning from a holiday.
- Spending extended periods away from sessions during the day, like taking long toilet breaks.
- Showing discomfort upon returning from the toilet, while sitting, or changing clothes.
- Avoiding the toilet altogether.
- Mentioning a significant family event, often involving only the female members of the family.
Signs that a child could be at risk of FGM include belonging to a community known to practice it, especially if there are elderly women present in the family. If a child mentions FGM in conversation, expresses anxiety or excitement about a special ceremony, or talks about upcoming holidays to their country of origin, these could also be indicators of risk. Parents or guardians discussing overseas travel may be another red flag. If a girl has already undergone FGM, professionals should consider Child Protection implications for younger siblings and extended family members and refer the case to the Designated Safeguarding Lead for appropriate action.

It is important to provide staff with training opportunities on FGM and ensure they take these courses as part of their continuous professional development. Designated Safeguarding Leads should also undergo training every two years. Proactive measures should be taken to protect girls from FGM, including enforcing a strict attendance policy to identify any unexplained absences. Staff should report any concerns to the Designated Safeguarding Lead who will seek advice from Children's Social Care and the Police. All interventions should be accurately recorded in the safeguarding record book. "Our stance on contemporary slavery as a business" Our company is dedicated to ensuring human rights and ethical labour practices are followed in our supply chain. Strict policies and procedures have been put in place to prevent and address any cases of modern slavery within our organisation. We frequently perform audits and evaluations to make sure we are following these standards, and we offer training to our staff and vendors to recognize and report any potential violations. We also work with industry partners and organisations to enhance our methods in fighting modern slavery. Through active participation with various stakeholders and sharing successful strategies, we aim to promote a culture of openness and responsibility in our fight against modern slavery.

Our primary objective is to play a role in creating a world where all individuals are treated with dignity and respect, and are not subjected to exploitation. By prioritising ethical sourcing practices and closely monitoring our supply chain, we strive to lead by example within our industry. Collaborating with organisations that share our values allows us to have a greater impact in combating modern slavery and promoting a sustainable future for everyone.

We have established several internal policies to ensure that our business operations are conducted ethically and transparently. These policies include:

- Recruitment and selection policy: conducting thorough checks on staff to confirm their suitability for work and to prevent any form of coercion.
- Supplier code of conduct: monitoring suppliers to prevent any involvement in modern slavery practices.
- Whistleblowing policy: providing clear guidelines on how concerns about staff conduct should be raised.
- Staff code of conduct: ensuring that staff uphold our values and professionalism, including respecting others and not forcing anyone to work against their will.
- Safeguarding policy: educating staff on the signs of trafficking or modern slavery in adults and children, and how to report any concerns. We also ensure that our suppliers are aware of and comply with our policies.

"What does LGBTQ inclusion entail?"

All individuals should have the same chance to access opportunities and services and should be kept safe, regardless of their sexual orientation or gender identity. We create a setting where lesbian, bisexual, gay, transgender, and questioning individuals can freely express themselves and receive acceptance from both adults and peers." Emotional well-being and mental health are crucial aspects that can be significantly impacted by abuse, neglect, and other traumatic experiences in children. It is important for staff to understand how these experiences can affect a child's mental health, behaviour, and education. Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff we try to find appreciate quiet spaces for children should this be required.

It is important for all staff to recognize that a decline in emotional well-being and an increase in mental health issues could be a sign that a child has been abused or is at risk of being abused. However, only properly trained health professionals should attempt to diagnose mental health problems.

Staff members have the ability to observe children regularly and to identify signs that a child may be experiencing a mental health issue or be at risk of developing one. If a staff member has concerns about a child's mental health that also involve safeguarding, immediate action should be taken according to the child protection policy and by speaking to the DSL (Kaz James).

The Department of Education has released advice and guidance related to **Preventing and Addressing Bullying, as well as Mental Health and Behavior in Schools**. Public Health England has also developed resources to help staff promote positive health, well-being, and resilience among young people, including the guidance on Promoting Children and Young People's Emotional Health and Well-being. These resources cover topics such as social media, building positive relationships, smoking, and alcohol. Although it is important to protect all children, it is crucial for staff to be aware that certain groups of children are more susceptible to harm, including online harm. This vulnerable group consists of children with Special Educational Needs, young carers, those with a parent in prison, those identifying as LGBTQ+, and those living in households with domestic abuse and parental conflict.

SELF-HARM

Definition of Self-harm:

Self-harm is when an individual deliberately causes harm to their own body, with a higher occurrence among children with special educational needs. It often occurs when a child is facing challenging experiences and emotions such as bullying, difficult relationships, depression, anxiety, low self-esteem, or abuse. This behavior is a coping mechanism to relieve tension and can include cutting, skin-picking, substance ingestion, drug overdoses, burning, hair-pulling, hitting oneself, eating disorders, or excessive physical activity. Various factors like depression, low self-esteem, substance abuse, family issues, and social difficulties can contribute to a child self-harming.

Signs that a child may be self-harming include withdrawal, wearing long sleeves in warm weather, avoiding friends and family, decline in academic performance, unexplained injuries, changes in clothing, substance abuse, altered eating or sleeping habits, changes in behavior or mood, expressing feelings of failure, and talking about self-harm or suicide.

Procedure:

Maintain a supportive and non-judgmental attitude when a child confides in you about self-harm.

Do not promise confidentiality and report the incident to the designated safeguarding lead.

The safeguarding lead will determine the appropriate course of action, which may involve providing support and intervention for the child.

- The safety of the child is the top priority, especially if they are in distress; make sure they are safe and have an adult with them at all times.
- If a child self-harms during a Bushcraft activity, immediately call a first aider.
- Seek professional help if necessary, such as a nurse, doctor, or social care.
- Inform the parents of the incident, unless it may put the child at risk or worsen their self-harm tendencies (consult first).
- If keeping the child on-site will cause more distress, remove them from activities.
- Contact the Group Leader and/or agent.
- Document the incident in the safeguarding record book, including what the child said, any concerns, dates and times, who was informed, actions taken, notify the Managing Director and APF Head Of Safeguarding, and inform Head Office verbally.
- Provide emotional support to the affected peer group if needed.
- Whistleblowing: APF values transparency, inclusivity, and accountability. If you have concerns that you have shared with the Designated Safeguarding Lead and are not satisfied with the response, speak to your line manager first. If still unhappy, contact the APF's Head of Safeguarding at support@apfactivitycamps.com. Refer to the Whistleblowing Policy for more details. "Key Takeaways from Allegations

It is important for APF to learn from all staff investigations, including those that are ongoing or inconclusive. Senior staff regularly review safeguarding allegations to identify areas for improvement in our practices. It is essential to understand that learning from cases extends to all situations, not just ones that have been proven to be true." I'm sorry, but there is no text provided for paraphrasing. Can you please provide the text for me to paraphrase?

"Annexes

Designated Safeguarding Lead Role Objective

- Make sure that child protection and safeguarding policies are established, clearly outlined, and easily available to staff, parents, and guardians.

- Ensure that all staff, children, parents, and guardians are acquainted with and comprehend all elements of the Bushcraft safeguarding service."
- Make sure that the camps are following safeguarding laws and guidelines, and that staff are updated on these rules. Provide information, support, and resources on child protection and safeguarding for staff, parents, and guardians.
- Act as a personal advisor for all staff, children, parents, and guardians to ensure that everyone knows who they are and how to reach them.
- Serve as the main contact for any concerns about a child's well-being from staff, children, parents, and guardians.
- Participate in child protection conferences and contribute to discussions.
- Report any concerns to the relevant authorities based on the specific circumstances.
- Utilise their expertise and training in child protection to identify potential abuse, neglect, extremism, or terrorism and take appropriate action. I'm sorry, but you have not provided any text to paraphrase. Could you please provide the text you would like me to paraphrase sentence by sentence? I'm sorry, but you have not provided any text for me to paraphrase. Please provide the text you would like me to paraphrase.

MISSING CHILDREN

We acknowledge that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. For this reason, we ensure that parents are contacted when their child is absent to help eliminate or identify if a child may be 'at risk'.

Use of school premises for non-school activities

The statutory guidance Keeping Children Safe in Education ('KCSIE 2023'), which is in draft form at the time of writing, introduces a duty on schools to have procedures in place to deal with safeguarding allegations that occurred when an individual or organisation was using their school premises for non-school activities for children. It should also be applied to vulnerable adults.

To support this process, we read the safeguarding policy for the school to ensure it 'maries up' with our procedure. We also ensure that we are aware of the DSL contact details and pass on any information relating to safeguarding (including disclosures) to the safeguarding lead (this may not include children's names for data protection - unless the child goes to the school).

Definitions

Various forms of maltreatment and potential signs

The term 'abuse' is commonly used as a general term. It is important for all staff members to recognize potential signs of abuse and neglect in order to spot instances where children may need assistance or protection. Abuse and safeguarding concerns are usually not isolated incidents that can be easily defined or categorised. Typically, multiple issues will intersect with each other.

Forms of Abuse

Physical abuse Emotional abuse Sexual abuse Neglect

Neglect

The ongoing failure to meet a child's fundamental physical and emotional needs, which may lead

to severe consequences on their well-being and growth. This could involve a parent or caregiver neglecting to provide food, shelter, clothing, or neglecting to protect the child from physical harm or danger or failing to allow access to medical care. Recognizable indications of neglect include:

- Hygiene issues
- Persistent hunger
- Inadequate attire
- Poor peer relationships
- Undernourishment
- Unaddressed health problems
- Repeated disciplinary problems, tardiness, compulsive stealing

Physical Abuse

Causing actual or potential physical harm or failing to prevent physical harm or suffering to a child, such as through hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or any other form of physical harm. Parents or caregivers may also cause physical harm by fabricating injuries. The act of causing illness in a child, either by displaying symptoms or intentionally inducing illness, as stated in Keeping Children Safe in Education, September 2023. Physical signs do not match the explanation provided. Conflicting or unrealistic reasons are given for the cause. There are repeated injuries present. Bruises appear in unusual locations. Injuries show symmetry. There is a delay in reporting or seeking medical advice. Sudden changes in clothing to cover up injuries, like wearing long sleeves when previously wearing short sleeves occurred. Reluctance to participate in activities exposing the body, such as swimming or sports, may be present.

Sexual Abuse involves forcing a child or young person to engage in sexual activities, with or without significant violence, whether or not the child is aware of the situation. Physical contact can involve penetration or non-penetrative acts. Actions may include non-contact activities, like showing children sexual images or videos, encouraging inappropriate behavior, or grooming a child via the internet. Anyone, including women and other children, can commit sexual abuse, as outlined in Keeping Children Safe in Education, September 23.

Signs of sexual abuse may include sudden changes in behavior, displays of inappropriate affection, a need for constant reassurance, easy crying, regression to younger behaviors, unexplained gifts or money, and wetting or soiling oneself.

Emotional Abuse is defined as the ongoing emotional mistreatment of a child resulting in significant adverse effects on their emotional development. It may involve conveying feelings of worthlessness to the child or valuing them only based on meeting someone else's needs. Emotional abuse can also include not allowing the child to express themselves, making fun of their opinions, setting inappropriate expectations, overprotection, limiting exploration and learning, and preventing normal social interaction. This type of abuse is present in all forms of maltreatment, and children can be recognized as victims of domestic abuse if they witness, hear, or experience the effects of the abuse.

Signs of emotional abuse may include rejection and low self-esteem.

- Being isolated or withdrawn
- Engaging in repetitive behaviours like rocking, hair twisting, or thumb sucking

- Blaming the child for actions that are actually the responsibility of adults
- Making the child take on a caring role for younger siblings
- Lack of affection and emotional care, with warmth consistently absent or withheld
- Exhibiting anger and aggression
- Quickly shifting between withdrawn and angry/aggressive behaviours
- Engaging in self-harm in extreme cases
- For children in need, it is unlikely that they can achieve or maintain a reasonable standard of health or development without services from the local authority
- Their health or development is at risk of being significantly impacted without support from the local authority
- They may have a disability such as being blind, deaf, mute, having a mental health disorder, chronic illness or injury, or a congenital deformity
- Children in Need may require special educational assistance and have disabilities, be asylum seekers, act as young carers, have criminal involvement, or have parents in prison.

Online safety policy statement

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using [name of organisation]'s network and devices
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

We will seek to keep children and young people safe on the internet by:

- Designating an individual as an online safety coordinator (Kaz James)
- Educating children when we can by asking local community Police officers (CPOs) to come into camp and present this topic to the children.

- Issuing clear and specific guidelines for staff and volunteers regarding online conduct through a behaviour code for adults
- Encouraging young people using the service to utilise the internet, social media, and mobile phones in a safe manner while respecting others. **This includes, not using phones or electronic devices on camp.**
- Encouraging parents and caregivers to take necessary steps to ensure their children's online safety (we sometimes send internet safety information to parents).
- Establishing thorough procedures to address incidents of inappropriate online behaviour by adults or children (this includes reporting concerns to the DSL)
- Regularly reviewing and enhancing the security of information systems
- Ensuring effective use of user names, logins, email accounts, and passwords
- Safeguarding the personal information of adults and children involved in the organisation and sharing it only when necessary
- Obtaining written consent before using images of children, young people, and families for a specific purpose
- Providing supervision, support, and training for staff and volunteers on online safety
- Evaluating and assessing the risks associated with social media platforms and new technologies before implementing them in the organisation.

Filtering and Monitoring

We will ensure that suitable internet filtering and monitoring is in place and equip our pupils to stay safe online at school and at home. Our schools meets the digital and technology standards, the [Department for Education published Filtering and Monitoring Standards in March 2023.](#)

We do this by

Our named person for the responsibility in managing our filtering and monitoring systems.	Main filtering system	We review your filtering and monitoring provision	Our filtering system blocks harmful and inappropriate content, without unreasonably impacting teaching (coaching) and learning.
KAZ JAMES (DSL)	We use IWF members and use IWF services to block access to illegal Child Sexual Abuse Material (CSAM) This is installed on Kindles and no other device is used by children.	Each holiday season (discussions with the deputy DSL to identify if practice is working).	All Staff will report if: If staff witness or suspect unsuitable material has been accessed • they can access unsuitable material • they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks • they notice abbreviations or misspellings that allow access to restricted material

APF CONTACT LIST

TITLE	NAME	CONTACT DETAILS
Group Managing Director and DSL (Kaz James)	Kaz James	07555748776 kjames@apfactivitycamps.com
Deputy DSL (Kaz James)	Simon Tyler	support@apfactivitycamps.com 07766836373
local Authority Designated officer for Bucks	Local Authority Designated Office (LADO)	Telephone: 01296 382 070 LADO@buckinghamshire.gov.uk
local Authority Designated officer for Hertfordshire	Local Authority Designated Office (LADO)	https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/allegations-against-staff then click Local Authority Designated Officer (LADO) referral form Or call 0300 123 4043
local Authority Designated officer for Cambridgeshire	Contact details for Social Care and Local Authority Designated Office LADO	LADO@cambridgeshire.gov.uk Telephone: 01223 727 967 (Monday to Friday during office opening hours) Contact details for Social Care: 0345 045 5203 8am-5.30pm (Mon-Thu) 8am-4.30pm (Fri) 01733 234724 Emergency Duty Team (out of hours)
local Authority Designated officer for Milton Keynes	Local Authority Designated Office (LADO)	01908 254307 or email lado@Milton-keynes.gov.uk
local Authority Designated officer for Oxfordshire	Local Authority Designated Office (LADO)	The LADO for Oxfordshire is Jo Lloyd. The LADO and Assistant LADO'S can be contacted via lado.safeguardingchildren@oxfordshire.gov.uk or call 01865 810603.
local Authority Designated officer for Brent	Local Authority Designated Office (LADO)	ALL REFERRALS SHOULD BE SENT TO THE BRENT FAMILY FRONT DOOR: Telephone: 020 8937 4300 - Option 1

		Forms can be completed here: Notification to LADO form 2018.doc (live.com)
Local Authority Designated officer for Enfield	Andreas Kyriacou (LADO)	Via email safeguardingservice@enfield.gov.uk or by phone 0208 379 2850/0208 379 4392

Multi-Agency Tools

As we work across numerous counties, each county has a specific set of tools which allow us to identify, assess and record safeguarding concerns. However, so that the information we provide is contextual and relevant to where the child resides, we ensure that the information we provide is specific to the child's local authority.

Buckinghamshire	Milton Keynes	Oxfordshire	Hertfordshire	Brent	Cambridgeshire
<i>Buckinghamshire Safeguarding Children Partnership</i>	<i>MILTON KEYNES COUNCIL</i>	<i>OXFORDSHIRE SAFEGUARDING CHILDREN BOARD (OSCB)</i>	<i>HERTFORDSHIRE SAFEGUARDING CHILDREN PARTNERSHIP</i>	<i>SAFEGUARDING CHILDREN IN BRENT</i>	<i>Cambridgeshire and Peterborough safeguarding Partnership Board</i>
Multi-agency statutory guidance on female genital mutilation	MASH	Parental substance misuse	National Youth Advocacy Service	Online LADO concern form	Making a referral - members of the public
Multi-agency Safeguarding Hub (MASH) Partner Practice Standards	Milton Keynes Early Help Assessment Form	Neglect Tools	Types of Abuse	A GUIDE FOR PROFESSIONALS AND VOLUNTEERS FACING AN ALLEGATION OF ABUSE	Making a referral - professionals
Safety Online	Levels of need when working with children and their families	Child Exploitation Screening Tool	Keeping Children Safe Online	EARLY HELP ASSESSMENT	COVID-19 information
Sexual Exploitation	Domestic Abuse	Thresholds of Need Matrix	Family Lives provides targeted early intervention and crisis support to families	INFORMATION SHARING	Safeguarding Adults
Healthy Relationships and Domestic Abuse	MKPDP - Milton Keynes Professional Development Portal	OCB courses and workshops	Courses and workshops		MULTI-AGENCY SAFEGUARDING TRAINING
Early Help in Buckinghamshire	Prevent		Child Sexual Exploitation in Hertfordshire	SIGNS OF SAFETY IN BRENT	

clearly as appropriate

See Safeguarding Policy for more information about low level concerns and self-reporting

Organisation	
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Name of adult making the report and signature	
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Role of adult making the report	
For Low Level Concerns (LLC) ONLY Adult referred to in LLC and their role	
For Low Level Concerns ONLY Child referred to in LLC and their Class/Year	
Names of any witnesses	
Date	
Brief summary of information	

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Date of receipt of LLC or Self-Report Name:

Role:

Signature:

Follow up Actions Required by Safeguarding Lead /Managing Director/Proprietor

What	Who by	By when	Completed

Designated Safeguarding Lead Role Profile

The Designated Safeguarding Lead (Kaz James) must be a member of the senior leadership team who will take responsibility for safeguarding and child protection in the organisation.

The DSL (Kaz James) is the current nominated DSL. He has over 12 years experience as working as a DSL in his schools and has additional experience in Headship and leading strategy meetings across clusters of schools.

The designated safeguarding lead is expected to:

Manage referrals

- refer cases of suspected abuse to the local authority children's social care as required
- refer cases to the Channel programme where there is a radicalisation concern as required
- refer cases where a crime may have been committed to the Police as required
- keep detailed, accurate, secure written records of concerns and referrals

Work with others

- act as a point of contact with other agencies and safeguarding partners
- liaise with the DDSL to inform them issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- work closely with the Recruitment Team to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to
- as required, liaise with the Head Of Safeguarding regarding concerns referred to the LADO
- act as a source of support, advice and expertise for all staff
- be the point of contact for staff, children, parents, guardians and schools about concerns related to children's welfare
- ensure each member of staff has access to, and understands, the safeguarding policy
- ensure staff are alerted to specific needs of children
- provide advice and support to staff on protecting children from the risk of radicalisation

Training

- The DSL (Kaz James) and DDSL (Simon Tyler) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at APF

Awareness

- ensure APF safeguarding policies are known, understood and used appropriately
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff to reduce barriers to disclosures

"Procedures for Visitors

Guidelines

APF is dedicated to ensuring a safe and secure environment for the children under its supervision. When there are visitors and/or contractors at the camp, the following visitor procedures must be adhered to in order to prevent any harm to the children and to verify the legitimate reason for their presence. These Visitor Procedures apply to both scheduled and surprise visitors and/or contractors.

Visitor Protocol

- Any visitors and/or contractors must check in with the Camp Manager before entering the camp. If they are unable to locate the sign-in area, they should contact the Camp Manager using the phone number provided on posters. If they do gain access to the camp, they must proceed to the APF sign-in area.
- APF will coordinate with the camp management team to determine if any of their designated contractors or visitors are present and how their presence may impact the safe operation of the camp.
- The Camp Manager should be mindful that certain schools may have an increase in visitors during the summer, especially on days like exam results day. These visitors, being familiar with the school, may not adhere to the standard sign-in process.
- Visitors and/or contractors must present a valid photo ID for verification by the Camp Manager.
- If further verification of the visitor and/or contractor's identity is required, the Camp Manager will contact the visitor's employer (e.g. Ofsted/Local Authority) for additional confirmation. If this is not possible, the Camp Manager will seek guidance from APF Head Office.
- If a visitor and/or contractor is found to have no legitimate reason for being on the camp premises, they will be escorted off the premises by staff.
- If a visitor and/or contractor refuses to leave, staff will contact the police. In such cases, an Incident Record will be completed and the Camp Manager will be promptly informed."
- Once approved, visitors and/or contractors must sign the Visitor Log upon arrival, stating their reason for the visit.
- APF visitors will be accompanied around the camp at all times and will not be left unsupervised with children.
- Any contractor hired by the school will be under the school's responsibility, but must also sign in with the Camp Manager when working in an area used by APF.
- When visitors and/or contractors leave, staff will note down their departure time in the Visitor Log.
- All visitors and contractors are required to read and adhere to the visitor code of conduct provided below.

- Show identification to staff and sign the APF Visitor Log.

- Treat children with respect and prioritise their needs and interests while on camp.

- Keep mobile phones and electronic devices out of sight and refrain from using them in front of children.

- Respect children's personal space and privacy.

- Use only designated staff toilets.

- Report any concerns about staff conduct or children's wellbeing to the Camp Manager.

- Seek permission before joining in children's play activities.

- Visitors and contractors should avoid using inappropriate language or displaying aggressive or threatening behaviour towards staff, children, or other adults.

- Refrain from discussing sensitive issues within earshot of children or other adults.

- Do not take photos or videos unless approved as an official photographer by APF Head Office, as per the e-safety policy.

- Do not leave tools, bags, or other equipment unattended or within reach of children.

- APF Visiting Staff from Head Office must present their photo ID card upon arrival and sign in as a visitor.

- With permission from the Camp Manager, they may explore the camp and visit activity areas.

- APF visiting staff must adhere to the established Policies and Procedures at all times.

- Any member of APF Head Office Staff without an ID badge will be signed in as a normal visitor and accompanied on camp.

- In case of doubt about a visitor's identity, the Camp Manager will seek guidance from APF Head Office.

- Staff, including visitors, are collectively responsible for ensuring children do not use the internet and related technologies as per the mobile phone policy.

- Suspicions of online abuse towards a child are considered a Child Protection concern, requiring adherence to the safeguarding policy.

Email Usage

- APF provides the Camp Manager with a professional email account for work-related communication with APF Head Office only. This ensures that email content can be monitored and protects staff from any potential risks of allegations, inappropriate contact with children, or malicious emails.

Staff are prohibited from engaging in personal communication with children they have a professional responsibility for, including contacting former campers outside of camp.

- All emails should maintain a professional tone and be carefully reviewed before sending, similar to an official letter.

Use of Social Networking Sites (Advertisement or Parental Contact)

Given the public nature of social media and the challenges in keeping content private, caution must be exercised when managing and using such platforms.

Best practice guidelines suggest:

- Avoid using identifiable images of children on social media platforms.
- Ensure privacy settings are set to the highest level and checked regularly.
- For safeguarding purposes, photographs or videos of looked after children should not be shared on social media.

Mobile or Smartphones

- Mobile phones are allowed at camp but should only be used during breaks and in designated areas away from children. The camp mobile phone can be used by the site manager for work-related purposes during the day.
- Personal mobile phones should not be used to contact children or their families, nor should they be used to capture videos or photos of children. Instead, staff will be provided with a walkie talkie for communication during the day.

Photography

- Prior written consent from parents or guardians must be obtained before taking or using photographs or videos of young people at the camp, for displays, learning journeys, the APF website, and other marketing materials.

- Staff will ensure that children are comfortable with having their images or videos taken.
- Personal devices like cameras, video equipment, or camera phones should not be used by staff to capture images or videos of children.

Monitoring and Evaluating Safeguarding and Health and Safety

To continuously improve safeguarding practices at the camp, regular monitoring is conducted at each site. Routine visits from head office are made to assess strengths and areas for improvement at each camp. Feedback from the local authority is encouraged to identify non-negotiables (refer to appendix 1). Strengths and areas for development are regularly communicated to staff at camp and during training sessions to reinforce expectations.

Appendix 1: APF ACTIVITY CAMPS – MONITORING AND FEEDBACK FORM

SEASON:	SITE:	OBSERVER:
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Note that the areas highlighted in Red are to be monitored on first visit.

Any areas marked NO must be addressed by the next visit.

Orange comments are from LEA

Sign-in	Date:	Date:	Date:	Date:
Put YES/NO and comment				
Visitors form is presented and visitors are signed in / out (use paper form)				
Where several childcare providers are operating from the same building ensure that clear procedures are in place for ensuring children attend the correct provision (get contact details of other provider)				
All children signed in (note that Head office chase up children who are absent) (use online form or paper copy if not accessible) Procedures must be in place to ensure that parents are aware of collection arrangements for children				
Check how the provider engages with the families of the children who attend their provision				
ID system used if someone different is picking child up				

DIRECTION SIGNS DISPLAYED OUTSIDE				
POSTERS ARE DISPLAYED: · 'what to bring to camp' 'CHILD PROTECTION' · 'no smoking' and · contact details poster displayed on notice board)				
Late Medication details documented				
Medication secured away				
Main door been locked				

Morning briefing	Date:	Date:	Date:	Date:
Put YES/NO and comment				
Children informed that they cannot share food				
Children informed of the evacuation procedures mentioned				
Children informed of the toilets arrangements mentioned (they wander around the site on their own)				
Children informed of Behaviour expectations mentioned				
Children informed that they must tidy in the last 5 minutes of each session				

Session / activity	Date:	Date:	Date:	Date:
1 point = Yes / 0 = No and comment				

<p>All instructors have:</p> <ul style="list-style-type: none"> A) clip board and drawstring bag b) registers c) pen d) timetable e) Lanyard and name badge f) Certificate (multi-camps) G) correct uniform (APF logo t shirt) h) Walkie-Talkie 				
<p>Register taken at start of every session</p>	<p>See above</p>	<p>See above</p>		
<p>Ratios adhered to:</p> <p>Ages 4-5 - 1:8 (may have 6 year olds in group) - see notes above relating to level 6 staff</p> <p>Ages 6-9 - Between 1:10 and 1-14 Ages 10+ Ages 10+ = 1:12 and 1:20</p>				
<p>Staff not using personal phones</p>				
<p>Children not on mobile phones</p>				
<p>Sports Lesson structure:</p> <ul style="list-style-type: none"> a) Warm-up or ice breaker done. b) Specific sports drill done c) Game related activity d) Review key teaching points 				
<p>Art activity is well planned and staff only using APF resources</p>				
<p>Staff are sticking to the provisional timetable or the timetable agreed centrally by SM (check that there has been little repetition and lots of variety across days)</p>				
<p>Free-choice activities take place daily</p>				
<p>House competitions are taking place daily</p>				
<p>Timetable across each day has Arts and crafts. (optional for Sports camps)</p>				
<p>Timetable across each day has sports</p>				

All children having fun / engaged				
All children joining in				
Risk assessment for risky activity read and signed				
Activity taking place is safe.				
Peripheral vision: all children can be seen and staff not having their backs to any children				
Children stop 5 minutes before end of activity to help tidy-up				
Children not wandering around site on their own (must go toilet in 2s or with an adult)				

Break and lunchtime	Date:	Date:	Date:	Date:
1 point = Yes / 0 = No and comment				
ALL Children wash hands before eating				
Children not sharing food				
All children can access a meal (note children with allergies) – HAF children cannot be singled out e.g stigma				
All children can access a drink				
Staff are discussing healthy eating with children or being healthy in any capacity				

Hot meals are stored at 63 degrees minimum and ideal temp when eating (no adult to have a meal as spare meals go to children to take home)				
Children are eating sensibly				
Break/lunchtime is well organised				

SEND AND SEMH and first Aid provision	Date:	Date:	Date:	Date:
1 point = Yes / 0 = No and comment				
All staff can access SEND needs (this will be printed)				
Have any staff completed SEND training?				
SEND needs are considered during activities (how are staff supporting these children?)				
Medical needs are met and medication is administered correctly				
There is a qualified first aider on site				
Accidents are treated correctly and accident book filled in (parent to receive a copy)				

At least 2 Ice packs on site at any given time (contact head office when you only have 2 left)				
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END OF Day and sign out	Date:	Date:	Date:	Date:
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1 point = Yes / 0 = No and comment

Super-star of the day read out (1 per group)				
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All children signed out				
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ID system used if necessary				
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Site is clean and tidy before staff depart				
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Kit box is tidy, and equipment stored in the correct place				
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Risk assessment	Date:	Date:	Date:	Date:
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1 point = Yes / 0 = No and comment

Site specific risk assessment completed and signed by all staff				
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General risk assessment read and signed (back of handbook)				
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Risk assessments updated when accidents occur				
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General safeguarding practice

Are all staff aware of safer recruitment procedures have been followed including right to work in the UK.

Have all staff completed safeguarding training?

Have all staff completed a DBS enhanced cert? Note that SM needs to be aware of any staff that haven't as this needs to be risk assessed.

Do staff know what to do if they have a concern about a child/or young person's welfare?

Do staff understand what to do if they have a concern about an adult?

The registered person must ensure that any person aged under 17 caring for children is supervised at all times by a person aged 18 or over.

Is the safeguarding policy available to staff and parents?

Is the Head office following up on non-attendance each day to check on a child's welfare and encourage attendance? Note that site must do register online for this to be done.

Staff aware of COVID regulations (no child or adult onsite if they test positive) – seek further info from head office

Maintain appropriate cleaning regimes, using standard products such as detergents.

SUMMARY OF FEEDBACK

Has this been addressed/rectified within 24 hours?

Visit 1 summary (including feedback from LEA):

- Strengths
- Areas for development / suggestions

Appendix 2.

Legislation and statutory guidance:

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education and Working Together to Safeguard Children (2023) and the Governance Handbook. This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy).
- The "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

