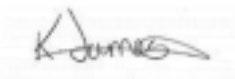


APF Activity Camps

Safeguarding Policy

Ownership and consultation	Signature	Date
Kaz James		01.03.2024
Simon Tyler	to be read and ratified at next committee meeting	01.03.2024

Revised: Kaz James

Next review date: By 01.03.2025

INTRODUCTION

The document outlines the APF Activity Camps Safeguarding Policy, emphasising the organisation's commitment to safeguarding the welfare of children. The policy aims to create a secure environment for children to engage in extracurricular activities, such as sports, team games, outdoor exploration, and arts and crafts projects, fostering their creativity, socialisation, confidence, and resilience. The document underscores the importance of establishing a culture that prioritises the safety and well-being of children by implementing child protection guidelines, procedures, and staff training. It also highlights the responsibility of all individuals, including staff, parents, and caregivers, to work together to prevent, protect, and take action to promote the well-being of children. The policy addresses various aspects of safeguarding, such as defining the terminology related to child safeguarding, providing guidelines for safer recruitment, and detailing procedures for reporting concerns about child welfare and taking appropriate action.

The policy also covers additional crucial areas such as contextual safeguarding, peer-on-peer abuse, online safety, upskirting, tackling extremism and radicalization, and the management of sexual violence and sexual harassment between children. It emphasises the importance of early intervention, raising awareness, and creating a safe culture in the activity settings. It also provides guidelines for responding to incidents involving sexual violence and sexual harassment, as well as the management of online safety at the camp. Furthermore, the document outlines measures to address grooming, identifies the modus operandi of grooming, and provides information on the principles of records management, including the storage, retention, and destruction of safeguarding records related to children and adults.

In addition, the policy details the responsibilities and roles of key staff, such as the Director, the Designated Safeguarding Lead (DSL (Kaz James) (Kaz James)), the Camp Manager, and the Safeguarding Adviser, in ensuring the implementation of safeguarding procedures, staff training, and the promotion of a safe and secure environment for children. It also emphasises the importance of promoting a culture of listening and reducing barriers to disclosure, as well as the need for appropriate training, support, and supervision for staff members. Finally, the document highlights the requirement for regular review and updating of the safeguarding policy, ensuring its effectiveness in addressing the evolving needs and challenges related to child safeguarding.

Overall, the APF Activity Camps Safeguarding Policy is comprehensive, covering various aspects of child safeguarding, including prevention of abuse, protection of children's rights, and the promotion of a safe and secure environment for children at the camp. The policy also emphasises the importance of early intervention, awareness, and collaboration among staff, parents, and caregivers to ensure the well-being and safety of children.

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

AIMS OF APF

- APF uses extracurricular activities in secure settings to impart new skills and foster children's creativity, socialisation, confidence, and resilience.
- Sports, team games, outdoor exploration, and arts and crafts projects are some of the activities that support the "Fundamentals" that give the children in our care unforgettable camp experiences.

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

- To be safe; no one should take this right away from them.
- To protect their own bodies; their body belongs to them.
- To say no; it is alright to say no to someone if that person tries to do something to them that they feel is wrong.
- To get help against bullies; tell children to enlist the help of friends, to say no without fighting and to tell an adult.
- To tell; assure children that no matter what happens staff will not be angry with them should report any incident that frightens or confuses them or makes them unhappy.

- To be believed; when children are told to go to an adult for help, they need to know they will be believed and supported.
- 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:

- Promoting and prioritising the safety and well-being of children.
- Adopting child protection guidelines through effective procedures and a staff code of conduct.
- Ensuring appropriate action is taken in the event of incidents/concerns of abuse and that support is provided to all parties.
- Following carefully the procedures for safer recruitment and selection of staff.
- Providing effective management for the staff through supervision, support and training.
- Sharing information about child protection and good practice with children, parents and care givers, staff and any relevant third parties.
- Sharing information about concerns with the agencies who need to know and involving parents and children appropriately.
- Reviewing our policy and best practice at regular intervals.

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 form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm (commission), or by failing to act to prevent harm (omission). Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by one adult, or adults, or another child or group of children ((Working Together to Safeguard Children, updated 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

These are some of the absolute basic things that can be kept from a person (similar to children). Neglect can also mean to stop a person getting social contact, attending college or other education, stopping someone being able to pray or do other religious activities, or not keeping a person warm or cool enough.

If you see a person not getting what they need as laid out in their care plan, or not receiving the care you think they need, you should raise it as a concern.

Even while you might not be able to witness someone being mistreated, there are signs you can watch out for. For instance, you might see a decline in someone's physical or mental health, they might tell you about anything that amounts to neglect, or they might appear messy or not smell clean.

Numerous circumstances can permit negligence. It's possible that the vulnerable adult is not receiving food that meets their nutritional needs or that the provider is not adequately cleaning them. Other instances of neglect that need to be reported as soon as you become aware of them include not getting adequate medication or being made to spend days in the same clothes.

Financial abuse in older adults

Financial abuse is when a person has their access to money controlled. It can cover how a person is able to obtain money or how they get and use the money that they already have.

- Money manipulation can take many different forms. Abuse of money can take many forms.
- Making someone labour for money they don't have
- limiting or eliminating a person's eligibility for government assistance.
- requesting the inclusion of the abuser in a revised will or inheritance plan.
- obtaining benefits on the vulnerable adult's behalf.

A vulnerable individual can require assistance and support with their financial matters. In and of itself, having assistance with bank account management or benefit claims is not abuse; rather, it occurs when someone takes advantage of their position.

An abuser may restrict the victim's usage of their bank card to times when they are physically present or assert that the victim is incapable of receiving more government assistance. Another subtle kind of financial abuse is living rent-free with someone without the vulnerable adult's knowledge or agreement.

Principles

Each employee needs to understand the following:

- that no one person or organisation can have a complete picture of a child's needs;
 - as a result, Local Safeguarding Partners like the local authority, health, and police have a role in identifying concerns, sharing information, and taking prompt action; that every employee must complete the safeguarding induction and training;
 - that every employee must have a child-centered approach and always consider what is in the best interests for the safety of the child;
 - that every employee must read and understand this policy and the procedures understanding their responsibilities and duty of care;
 - Obtain first aid training tailored to the age range of their children and activities;
 - Participate in professional development and training to guarantee that they provide children with high-quality learning and development opportunities.
 - It is legally required to report any and all claims of significant abuse or harm by anybody living with, working with, or caring for children, as well as any serious illnesses, injuries, or accidents.
-
- be vigilant and act on any suspicions about the treatment of a child (this is a legal responsibility)
 - be aware of the procedure to follow if a child discloses information to them
 - raise concerns or suspicions (including low level concerns) immediately with their Designated Safeguarding Lead for appropriate action to be taken
 - staff member should make a written record of the incident as soon as possible
 - be suitable people to work with children and any significant event likely to affect their suitability will be reported to Ofsted and the Local Authority Designated Officer (LADO)
 - behave appropriately, inappropriate behaviour should be reported to the Designated Safeguarding Lead
 - be aware of procedures for confidentiality and for sharing and receiving information, including

the need for reporting and recording, in the safeguarding record book (Child Protection On-line Monitoring System)

- have access to the safeguarding procedures and essential contact telephone numbers
- stay calm, think logically, use their professional judgement and seek advice.

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

A Designated Safeguarding Lead (DSL (Kaz James) (Kaz James)) and deputies should be appointed. Our safeguarding team consists of a safeguarding lead and deputy safeguarding lead. They also attend safer recruitment training annually. Both adults have attended a certified level 3 safeguarding training every 2 years and an annual refresher course. The Designated Safeguarding Lead (DSL (Kaz James) must be a member of the senior leadership team who will take

responsibility for safeguarding and child protection in the organisation. This should be reflected in their job description.

The key functions are to:

- Ensure that the safeguarding and child protection policy is in place and accessible to staff, parents/carers and camps

- Ensure that camps operate in line with safeguarding legislation
- Be the point of contact for staff, children, parents/carers about any concerns regarding children's welfare
- Manage referrals by referring cases, supporting staff to refer cases
- Work with others by liaising with the most senior person in the business, the Managing Director, the "case manager" and staff. Liaise with safeguarding partners and other agencies • Receive formal training for safeguarding including Prevent and online safety, keep updated with relevant developments
- Attendance at training courses and safeguarding conferences
 - Raise awareness by ensuring that with the safeguarding policy and procedures are easily accessible to staff, parents and the public and that staff understand the contents
- 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 APF venue has a Designated Safeguarding Person on site, this is normally the Camp Manager. The Camp Manager is then supported by the Head Office Safeguarding DSL (Kaz James).

Safer Recruitment

APF use 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 Practitioner
- Early Years Instructor
- Senior Activity Instructor
- Lifeguard
- 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 (essential for camps where 3 year olds attend).
- 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 first aid or lifeguarding.
- Personality and enthusiasm.

6.1a Advertising

At APF, we believe in providing an environment which recognises and values people's differences/individuality, and benefits from the unique strengths that these differences bring to our organisation. This commitment promotes respect and equal treatment for all persons regardless of age, disability, gender, ethnicity, marital or civil partnership, nationality, race, religion or belief, sex, or sexual orientation. We insist that this respect is applied in every aspect of our business and in how

we conduct ourselves, under the Equality Act 2010. We advertise our vacancies through a variety of channels, from specialist job boards, to local camps, to our own website. We believe this approach allows us to reach a wide range of applicants, to ensure APF attracts the best talent.

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 have received extensive Safer Recruitment Training.

APF uses interview templates that are specific to the role for which a candidate has applied. They help to 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 an annual 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: Staff appointed in specialist roles (e.g. Camp Managers, Early Years Practitioners and Lifeguards) are required to send evidence of their qualification to APF. These records are kept on file centrally at Head Office; the staff member is required to have the originals on camp for inspection, if required.

Photo ID and Right to Work in the UK: All staff members are required to evidence that they are eligible to work in the UK, by providing at least 1 form of photo ID, which will be kept on file centrally at Head Office.

In addition, staff members are also required to provide another form of ID, for example a bank statement showing their current address. Staff members are required to show photo ID when they arrive at any training day and on their first day on camp.

ENHANCED DBS Checks: (In line with Ofsted guidance) Staff are required to hold a DBS certificate, which may be registered on the DBS Update Service.

- DBS certificates can be obtained and issued via APF and are valid for three years. A DBS will be reissued after this period.

- Non APF DBS certificates will be accepted if they are either on the Update Service or issued within the last 12 months (with less than 3-months between posts, provided that the positions are similar and the DBS certificate is enhanced), so that APF can make checks regarding this period of time. Note that barred checks also take place.
- 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.

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.

Returners: 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 will record the information provided from any DBS Check but will only keep a copy of the disclosure for a maximum of 6 months if there is a disclosure note.
- In exceptional circumstances a staff member who does not hold a current DBS may work on camp, supervised by a fully DBS checked member of staff. This will be subject to a risk assessment, authorised by the HR Manager and placed on Camp.
- As the information contained in a DBS Check is only correct at its date of issue, all staff members are asked to sign a DBS Declaration as part of their Application Form and contract of employment. Before they begin work the staff member needs to state that no criminal offences have been committed since the disclosure was issued, which would be every 3 months. Any false information or deliberate omission may result in dismissal or disciplinary action.
- APF volunteers are subject to the same pre-employment checks as paid staff members. This includes satisfactory DBS status and references.
- APF takes its responsibility to safeguard children seriously and acts on ‘Keeping children safe in education’

guidance referring to 'Disqualification by Association'. APF asks their staff to provide relevant information about themselves or a person who lives or works in the same household as them, in order to determine whether or not the disqualification by association requirement applies.

- APF will carry out prohibition from management checks with the Management employees
- within the Head Office, where necessary.

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

Regarding safer recruitment, Curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

On-line Searches during the Recruitment Process

We conduct on line searches as part of their due diligence during the recruitment process. The stated aim of this is that it "may help identify any incidents or issues that have happened, and are publicly available on-line, which the camp or college might want to explore with the applicant at the interview.

See safer recruitment policy for more details

Training

Full-time staff must

- Complete safeguarding training and refresh annually enabling them to recognise signs of abuse. Note that this may be training instructed by the local authority in addition to our CPD certified courses online. All staff are to also attend an induction or refresher induction which outlines signs of abuse and contextual information.
- Report all allegations of serious abuse or harm by anyone living with or looking after children as well as serious accidents, illnesses and injuries sustained by any child in APF care
- Know who concerns or suspicions should be referred to
- Be aware of the procedure to follow if a child discloses information to them regarding abuse, neglect, extremism or radicalisation.

Seasonal staff must

- Complete the on-line safeguarding training and the knowledge test achieving at least 80%. This is renewed annually.
- Report all allegations of serious abuse or harm by anyone living with or looking after children as well as serious accidents, illnesses and injuries sustained by any child in APF care.
- Be aware of the reporting lines within APF
- Have an understanding and be able to report concerns using the safeguarding record book .
This policy has been developed in accordance with the following documents:

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

- Ofsted Inspection Framework

Trustees: There is a new requirement for trustees receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated. There is an expectation that the Trustees hold this as a central theme in their whole setting approach to safeguarding.

This policy is updated annually. Staff are encouraged to comment on the contents based on their use of it and the effectiveness.

Supporting the DSL (Kaz James)

It is important that trustees properly support the DSL (Kaz James) (Kaz James) roles and expect that they should read the full DSL (Kaz James) job description.

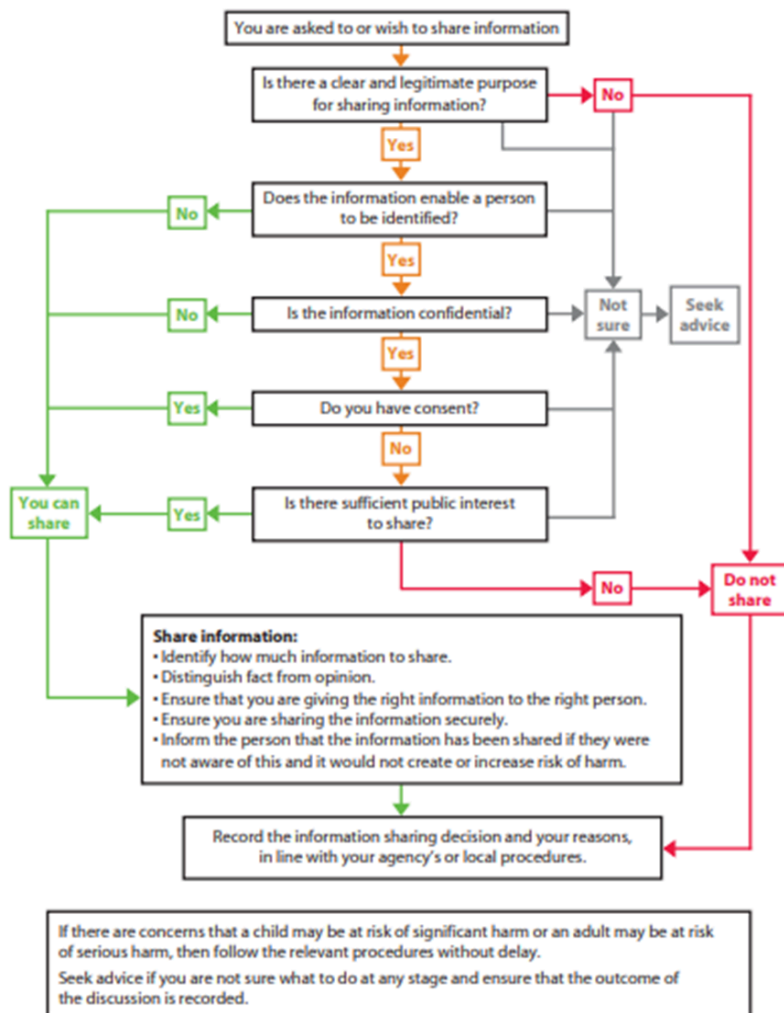
SAFEGUARDING PROCEDURES

The Golden Rules to Sharing Information

The [Information sharing - advice for practitioners providing safeguarding services to children, young people, parents and carers](#) guidance sets out the process and principles for sharing information. Here are the seven golden rules to sharing information from the guidelines to support you when you need it.

1. Remember that the General Data Protection Regulation, the Data Protection Act 2018 and human right law don't limit justified information sharing for the purposes of keeping children and young people safe. They provide a framework to ensure personal information is shared appropriately.
2. Be open with the individual and seek their agreement - unless it's unsafe or inappropriate to do so.
3. If in doubt, seek advice from other practitioners.
4. Where possible, share information with consent and respect the wishes of those who don't consent to have their information shared.
5. Consider safety and wellbeing.
6. Information sharing must be necessary, proportionate, relevant, adequate, accurate, timely and secure.
7. Record decisions and reasons.

Flowchart of key questions for information sharing



Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. **If a child tells a member of staff that they have been abused or neglected**, or if the member of staff is concerned about unmet need, they should:

- Make the child's welfare the focus.
- Be child-centred, use language appropriate for their age and stage of Development. • Listen carefully and actively, allowing the child to speak at their own pace. Take account of their age, culture, language, communication skills and any disabilities.
- Do not interrupt or be afraid of silences.
- Not show any signs of shock as it may discourage the child from talking. Avoid comments like "I wish you had told me this earlier", "I cannot believe what I am hearing".
- Do not ask any leading questions such as "how hard were you hit"
- Remain calm.
- Encourage with reassuring nods and comments like "I am so sorry that this has happened", "you are doing the right thing talking to me".
- Gather as much detail as they can around the context whilst not fully investigating (this is the role of the partner agencies – social care and the Police). If clarification is required ask open questions like "tell me", "describe", "explain", "what", "when", "where", "who", or "how". However, a context around what the child has said should always be sought prior to any referral being made to partner agencies. This should be done by the DSL (Kaz James) or the staff member who obtained the initial disclosure. Limit questioning to the minimum necessary for clarification using What, When, How and Where.

- Not ask “why” as it can suggest guilt. Do not ask if it has happened to siblings but do ask if there are any siblings, their ages and gender.
- Ask if there is anything else that the child would like to tell you.
- If abuse is disclosed, ask whether other adults observed the abuse and whether it has happened before.
- Never promise to keep it a secret, explain that it will be referred to in confidence e.g. “I am really concerned about what you have told me and I have a responsibility to make sure that you are safe”.

Explain what will happen next. The child may wish to accompany you to see the Camp Manager. If not, let them know that someone will see them before the end of the day. Check that this happens and check to see how the child is.

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

1. the Activity Instructor/Early Years Practitioner notify the Camp Manager of their concerns. If you are unable to contact them, contact the DSL (Kaz James) directly.
2. the Camp Manager notifies the Main Office team that a concern has been raised
3. the Activity Instructor/Early Years Practitioner input their concern in the safeguarding record book with the support of the Camp Manager as soon as possible. As far as possible try to note the child’s language
4. the Main Office team inputs next actions for the Camp Manager in the safeguarding record book
6. the Camp Manager completes the actions assigned to them, and feeds back to the Activity Instructor/Early Years Practitioner that the concern has been managed
7. the Main Office team makes any necessary referrals to Social Care/Police and feeds backs to the Camp Manager next steps. The Main Office team informs the Managing Director and Head Of Safeguarding. *The rationale for the Main Office managing more complex cases is that Camp Managers are seasonal workers and the permanent Main Office team may need to have ongoing involvement in the case once the season has ended.*
8. the Main Office team inform the child’s school DSL (Kaz James)/Head of concerns raised and actions taken due to their role permanency.

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

1. the staff member who has the concern should write a Low Level Concern form and pass it to their Camp Manager within 1 hour
2. if the concern is about the Camp Manager, then the concern must be passed to the DSL (Kaz James)
3. 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 and HR 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 usually do this, under the guidance of the Head of Safeguarding, but any member of staff can make contact. It is important not to delay. *Parental consent is not required to make referrals to statutory agencies where harm is alleged. Do not inform the parents/carers/alleged perpetrator of the harm unless told to do so by Child Protective Services. To do this too early could heighten the risk of further harm to the child.*

A record must be made of the decision that was reached and the reason, what action was taken by whom including dates and times.

Reporting a concern

- Make a note of your concern as soon as possible.
- Inform the Camp Manager of your concern. The Camp Manager will then inform the DSL (Kaz James) or DDSL (Simon Tyler) who will speak to the relevant staff member regarding the concern.
- DSL (Kaz James) to 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) to follow social care guidance on referral.
- the safeguarding record book to be updated, and 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 Social Care Team Manager.

If the child has unmet needs

- If the child is not at risk of harm, they could be a **Child In Need** (see appendix) and have unmet needs. A referral should be made to Child Protective Services who will make the decisions about whether to conduct an assessment of the child's needs
- Ideally parental consent should be sought although it is not a requirement for referrals to statutory agencies. Parents/carers are to be informed of the referral in line with current GDPR legislation for Children in Need.

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 mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for an allegation (see below). A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging

doubt' - that an adult working in or on behalf of the organisation may have acted in a way that:

- is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold (LADO) or is otherwise not considered serious enough to consider 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.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

These are called Low Level Concerns and should be reported verbally to APF Designated Safeguarding Lead and/or Head of Safeguarding for the APF, the same day. A low level concerns form should be completed and emailed to the above (see appendices). A decision should be made with the DSL (Kaz James) and the Head of Safeguarding that it is a low level concern and should not be reclassified as an *allegation* and dealt with under the appropriate 'allegations' procedure (outlined below). If there are concerns about a DSL (Kaz James), these should be reported to the APF's Head of Safeguarding or the APF Managing Director. The DSL (Kaz James) or deputy (Simon Tyler) should record all low-level concerns. Records should include the details of the concern, how the concern arose, and the actions taken.

Having established that the concern is low level, the DSL (Kaz James) or Head of Safeguarding as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training, etc. The person to which the low-level concern relates must be informed of any concern raised about them once all risk has been identified and assessed. This will be allocated to the line manager or Designated Safeguarding Lead. The person who has raised the low-level concern about their colleague will remain anonymous as much as possible.

No record will be made of the concern on the individual's personnel file unless either:

- a) the concern (or group of concerns) has been reclassified as an allegation; or
- b) the concern (or group of concerns) is sufficiently serious to result in formal action under our grievance, capability or disciplinary procedure.

APF wants to create an environment where staff are encouraged and feel confident to self refer if they have found themselves in a situation which might be misinterpreted, or they have behaved in a way that falls below professional standards. They do this by completing a self-referral form and passing this on to the DSL (Kaz James).

Allegations

Allegations represent situations that might indicate a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity. This policy now refers to agency staff on site (including supply staff)

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (potential transfer of risk)
- Report your concerns immediately and verbally to the Designated Senior Person, and/or the Designated Safeguarding Lead. They will decide what needs to be done immediately to protect children and young people, and whether the concerns are sufficient to contact the Designated Officer (LADO) in order to have an 'initial discussion' (see below). A must be made in regards to whether the staff member should be formally suspended whilst investigations are ongoing.
- The adult about whom the allegation has been made should **not** be informed until initial decisions have been made to reduce or eliminate any risk of harm.
- If the allegation is about the Managing Director, it should be referred to the LADO. This should be done without informing the Company or Managing Director.
- This process is the same regardless of where or when the alleged abuse occurred.
- In the case of historic abuse, the Police should be informed.
- Support should be provided for the child who had made the disclosure.
- The staff member, including volunteers, will be given a named contact for the period of their suspension, if that is the decision, and should be supported during that time.
- Such allegations of abuse should be dealt with as quickly as possible whilst ensuring that the child is well protected.

In some circumstances we will have to consider an allegation against an individual not directly employed by APF, where its disciplinary procedures do not fully apply, for example, agency staff provided by an employment agency or business. Whilst APF are not the employer of agency staff, they should ensure allegations are dealt with properly (KCSIE 2022). Decisions will need to be made in discussion with the agency as to whether it is appropriate to suspend the member of staff, or redeploy whilst they carry out their investigation. Agencies should be fully involved and cooperate in any enquiries from the LADO, police and/or children's social services

The agency will usually take the lead, but because agencies do not have direct access to children or other members of staff, they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Agency staff, whilst not employed by APF are under the supervision, direction and control of the APF when working on camp. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account during the investigation. When using an agency, APF will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Allegations against a member of staff who is no longer working on camp should be referred to the police. Historical allegations of abuse should also be referred to the Police.

It is essential that any allegation of abuse made against a teacher or other member of staff or

volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.

Dealing with the allegation Initial discussion

- If the allegation is against the camp manager, the DSL (Kaz James) will usually be the Case Manager.
- If the allegation is against another staff member, the camp manager and DSL (Kaz James) will usually be the Case Managers. The Group Managing Director will be kept informed throughout. • The Case Manager and Local Authority Designated Officer will discuss the nature, content and context of the allegation and agree what action will be taken. The Local Authority Designated Officer might want more information.
- If the initial sharing of information leads to a conclusion that there should be no further action, both the Case Manager and the Local Authority Designated Officer should record it in their respective files and agree what to write, and who will do it, to the person against whom the allegation was made.
- There should be an agreement about if any action should be taken against the person who made the allegation.

Strategy discussion

- If there is a suspicion that a child has been harmed or is at risk of being significantly harmed, a 'Strategy Discussion' will be convened by the Local Authority Designated Officer and/or the Police. Children's Social Care will be involved. The Case Manager may or may not be invited to this meeting. They must not inform the alleged perpetrator until the Strategy Discussion has taken place and there is an agreement about what can be disclosed.
- If it is decided that the concerns do not reach threshold for a statutory investigation, the Local Authority Designated Officer will determine what should happen next e.g. no further action, internal investigation by ALG

Internal investigation

- If further enquires are needed, the Local Authority Designated Officer will agree with the Case Manager who is best placed to be the Internal Investigator (usually a senior member of staff) to undertake the investigation and how.
- The HR manager should arrange for the member of staff to whom the allegation has been made to be interviewed about the matter. This should take place in a neutral setting, and a minute taker should be provided. The investigation which may potentially also involve taking statements from children and other staff, again using a minute taker for the latter. Parents **must** be asked for consent, prior to their child being interviewed. The Case Manager will keep the Managing Director informed at all times. All staff to be interviewed must be given reasonable notice of any pending interview and allowed to have a representative attend with them.
- A safeguarding investigation takes precedence over a grievance or disciplinary matter and should be completed first.

Suspension of an employee

- All options to avoid suspension will be considered before taking this step.
- Consideration should be given to the risk of harm and well-being of the child concerned. If the Case Manager is concerned about the welfare of other children in the community or the

member of staff's family, the Local Authority Designated Officer should be notified.

- Suspension has to be agreed with the DSL (Kaz James). A member of staff should not be automatically suspended and all other options should be considered.
- The Case Manager should check the views of the Local Authority Designated Officer, Child Protective Services and the Police, as appropriate but ultimately it is the group DSL (Kaz James)'s decision
- Other considerations could include redeployment to supervised work with children, moving to a different organisation in the Group.
- If the staff member is suspended, written confirmation should be sent within a working day setting out the reasons for the suspension. A named contact with their details should be given to provide support.
- The accused person will be advised to contact a colleague or friend for support.
- They will also be given information about the employee support service.
- The accused will be kept informed about the progress of their case.
- Social contact should not be prevented.
- The Case Manager should use their professional judgement and seek advice from the Designated Officer about whether it is appropriate to inform parents and carers of the allegation, the progress of the case, or the outcome. If the decision is to share any information, parents must be made aware of the need for confidentiality.

For all of the areas listed below if there is a child causing concern because they have been harmed or are at risk of significant harm, the matter should be discussed with the Designated Safeguarding Lead and/or Head Office Safeguarding Team to agree an appropriate course of action. A record of the concern should be made on the safeguarding record book with a note of the discussion and outcome with the Designated Safeguarding Lead; note times and dates.

RECORDING AND RECORDS OF RETENTION

Below are clear guidelines for the retention, storage and destruction of safeguarding records. These are records which relate to concerns about a child's (or vulnerable adults') welfare and safety, and/or concerns about possible risks posed by people working or volunteering with children.

Principles of records management

In accordance with Data Protection principles, our records containing personal information will be adequate, relevant and not excessive for the purpose(s) for which they are held. They will be accurate and up to date, only kept for as long as is necessary (see ref - Information Commissioner's Office, 2021).

Storing concerns about children's safety and wellbeing

If anyone in our organisation has concerns about a child or young person's welfare or safety, relevant

details are recorded. This should be done regardless of whether the concerns are shared with the police or children's social care.

We will keep a record of Keep an accurate record of:

- 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 Originally Reported And Their Contact Details
- The Name And Role Of The Person Making The Report (If This Is Different To The Above) And Their Contact Details
- The Names Of All Parties Who Were Involved In The Incident, Including Any Witnesses
the name, age and any other relevant information about the child who is the subject of the concern (including information about their parents or carers and any siblings) what was said or done and by whom
- any action taken to look into the matter
- any further action taken (such as a referral being made)
- the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).

Storage of child protection records

All records are in the form of electronic files and will be password protected and stored on computers with protection against hackers and viruses. Information about child protection concerns and referrals are kept in a separate child protection file for each child, rather than in one 'concern log'. The child protection file is started as soon as you become aware of any concerns.

This information is accessible to those on a 'need to know' basis' and therefore confidential. If the DSL (Kaz James)/DDSL (Simon Tyler) leaves our organisation, will make sure that we appoint somebody to take over their role and arrange a proper handover

Retention periods: child protection records

- Child protection files will be passed on to the child's current school (Information and Records Management Society (IRMS), 2019; Department of Education, 2016; Department for Education (DfE), 2023).
- Each file will be kept until the child is 25 (this is 7 years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

Recording concerns about adult behaviour

If an adult has behaved in a way that has harmed, or may have harmed, a child, committed a criminal offence against, or related to, a child or behaved in a way that indicated they are unsuitable to work with young

people, records will be kept. We will keep records of what the allegations were, how the allegations were followed up, how things were resolved, any action taken, decisions reached about the person's suitability to work with children.

Storing records relating to adults

Records relating to concerns about an adult's behaviour will be kept in the person's confidential personnel file (not in a central 'concerns log') and a copy will be given to the individual. We will keep the records in their personnel file for at least until they reach normal pension age or for 10 years –

Destruction of child protection records

When the retention period is finished, confidential records will be shredded in the presence of a member of the organisation or entrusted to a firm specialising in the destruction of confidential material.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed on-line or in the real world, by a stranger or by someone they know. Groomers may be of any gender identity or sexual orientation. They could be of any age, including another young person. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs that a child is being groomed are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- have older boyfriends or girlfriends;
- have access to drugs and alcohol;
- display behavioural changes;
- present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the [NSPCC website](#) for further information about grooming.

Modus operandi of grooming

In order for staff to be aware of potential grooming, they should be aware of the typical behaviours displayed by abusers

- Target vulnerable victim: Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust: Offenders may allow a child to do something (e.g. eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the school in order to foster secrecy.

- Gain the trust of others: Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need/becoming more important to the child: This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child: The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship: This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts.
- Maintaining control and secrecy: Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and on-line can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

The contextual safeguarding approach says that children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors. See Annex B of KCSIE 2022 for more information.

Peer On Peer Abuse

Staff should be aware that peers are capable of abusing their peers.

It is any form of physical, sexual, emotional, financial abuse or coercive control exercised between children in their relationships (intimate and non-intimate), friendships and wider peer groups. Different forms include but are not limited to serious bullying, cyberbullying, relationship abuse, domestic violence and abuse, child sexual exploitation, youth violence, harmful sexual behaviour, prejudice-based violence including, gender-based violence. On-line peer-on-peer abuse e.g. sexting, on-line abuse, coercion, exploitation, peer-on-peer grooming, threatening language, distribution of sexualised content, and harassment. To protect children a "contextual safeguarding" approach (see below) is often taken which means safeguarding takes account of a child's experience of harm **outside** of their home e.g. with peers, in schools, in neighbourhoods or on-line which can affect their behaviour. We can adopt a contextual safeguarding approach by:

- Being aware of and seeking to understand the impact that these wider social contexts may be having on the children in our care.
- Creating a safe culture in the activity settings by, for example, discussing the implementation of policies and procedures that address peer-on-peer abuse and harmful attitudes.
- Promoting healthy relationships and attitudes to gender/ sexuality.
- Hotspot mapping to identify risky geographic areas on our sites
- Training on potential bias and stereotyped assumptions

- Being alert to and monitoring changes in students' behaviour and/or attendance.

Recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015). All staff should understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. Staff should therefore assume that peer on peer abuse is occurring and act accordingly.

If peer of peer abuse is suspected

- Report concerns verbally to the Designated Safeguarding Lead *without delay*
- A child is in immediate danger or at risk of harm a referral should be made by the DSL (Kaz James) to Children's Social Care and /or the police immediately.
 - A record should be made using the safeguarding record book

The Designated Safeguarding Lead, in collaboration with the Head Office Safeguarding Team and/or Head Of Safeguarding will make a decision about whether the behaviour might indicate abuse and whether there is the need to contact/make a referral to Child Protective Services. Their discussion will agree the action e.g. first ensuring the safety and well-being of any child affected including the completion of a risk assessment, whether an investigation is needed, referral to other agencies e.g. the police, where a crime might have been committed, or Children and Adolescent Mental Health Service (CAMHS) or a specialist team dealing with harmful sexual behaviour.

Be aware that:

- The abuse may indicate wider safeguarding concerns for the children.
- The victim and perpetrator are both at risk -although the perpetrator may pose a risk to other children, they may also be at risk themselves and have unmet needs.
- Power, consent and choices play a role, dependent on the child and the situation they could appear to be making choices whilst not consenting.
- Provide on-going support for the victim for their safety and address any unmet needs, monitor the child's well-being within the organisation, engage with the child's parents.
- Disciplinary action may be appropriate for the perpetrator as they have to take responsibility and realise the seriousness of their behaviour. It gives a message that such behaviour will not be tolerated, it ensures the future safety and well-being of the victim and other children. Permanent exclusion should be a last resort and used where it is required for the safety of the victim and other children.

Sexual Violence and Sexual Harassment between Children

- Peer on peer abuse can *include* two specific forms, known as Sexual Violence and Sexual Harassment. Any response to these should fall within, and be consistent with our safeguarding procedures.
 - Sexual Violence includes sexual offences which fall under the Sexual Offences Act 2003.

- Sexual Harassment refers to ‘unwanted conduct of a sexual nature’. This can occur on-line (including, but not limited to non-consensual sharing of images, making sexual comments on social media) and off-line (including but not limited to making sexual comments, sexual taunting or ‘jokes’, and physical contact, for example, brushing against someone deliberately or interfering with their clothes).

Sexual Violence and Sexual Harassment can:

- occur between any two children, or a group of children against one individual or group;
- be perpetrated by a child of any age against a child of any age;
- be perpetrated by a child of any sexual orientation against a child of any sexual orientation;
- include behaviours that exist on an often progressive continuum and may overlap; and/or
- be on-line and off-line (physical or verbal).
- sexual violence and sexual harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up

Responding to incidents involving sexual violence and/or sexual harassment

At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. (KCSIE 2022). At APF Camps we do not accept or tolerate sexual violence and sexual harassment and we have clear systems on how to respond and report abuse below.

Based on having all of the information, the DSL (Kaz James)/safeguarding team will take the appropriate action, taking into consideration consent, power, victims wishes, frequency, risk to others and risk of exploitation.

1. Internally through pastoral support and ‘teachable moments’
2. Early Help referral to be completed by DSL (Kaz James) to be considered
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children’s Social Care.
4. Where a criminal offence is likely to have occurred a Police report will be needed

Up skirting

The Voyeurism Act 2019 states that “up skirting” is a criminal offence and typically refers to the taking of a photograph under someone’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm.”

Children with special educational needs and those who are or are perceived to be lesbian, gay, bisexual or transgender are particularly vulnerable to this act.

Online Safety

Technology often provides the platform that may facilitate harm. All staff should be aware of the unique risks associated with on-line safety, and that technology is a significant component in many safeguarding and well-being issues. DSL (Kaz James)s are responsible for overseeing on-line safety and

should raise awareness in the staff group accordingly, including but not limited to, cyber-bullying, child sexual exploitation, radicalisation and sexual predation.

There are four main areas of risk:

Content: being exposed to illegal, inappropriate or harmful material.

Contact: being subjected to harmful on-line interaction with other users.

Conduct: personal on-line behaviour that increases the likelihood of (or causes) harm; for example, the making, sending and receiving of explicit images, or on-line **bullying**.

Commercial: risks such as on-line gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

How do we manage online safety in our sites?

Children are not allowed to have their mobile phones on them during the camp. If staff become aware of an online safety issue this must be reported on the safeguarding record book and to the parents.

All incidents involving the sharing of nudes/semi nude imagery/videos should be responded to in line with this policy. When an incident involving comes to a member of staff's attention:

- The incident should be referred to the DSL (Kaz James) as soon as possible;

- The DSL (Kaz James) should hold an initial review meeting with appropriate staff to obtain as much information as possible taking into consideration consent, power, victims wishes, ongoing risks, and risk of exploitation;
- There should be interviews with the children involved (if appropriate, seek advise);
- Parents of each child should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at greater risk of harm and jeopardise any police/social care investigation; and
 - At any point in the process, if there is a concern that a child has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the Police immediately.

Additional information to support is provided in Annex D of KCSIE (2021).

Tackling extremism and radicalisation

Definitions

Radicalisation: A process by which someone adopts increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, contemporary ideas and expressions of freedom of choice.

Extremism: Holding extreme political and religious views, the vocal or active opposition to the values of democracy, the rule of law (obeying the law), mutual respect and tolerance of different faiths, beliefs and those with no faith.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Children are vulnerable to extremist ideology and radicalisation. Education providers, including but not exhaustive of schools and colleges, are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. For more information, please see the Preventing Extremism and Radicalisation Policy and Annex A of KCSIE 2022. **All** children and young people are vulnerable to extremist ideology and radicalisation.

Indicators of radicalisation or extremism

- Behaviour becoming more centred on extreme ideologies
- Loss of interest in friends and activities not associated with the extreme ideology, group or cause
- Changing their personal appearance to align with the extreme ideology, group or cause
- Possession of materials or symbols associated with the extreme ideology, group or cause
- Attempts to recruit others to the extreme ideology, group or cause

- Communication with others that suggest an affiliation with an extreme ideology, group or cause
- Using insulting or derogatory language about another extreme ideology, group or cause
- An increase in prejudice-related incidents committed by the individual for example
 - physical or verbal assault
 - provocative behaviour
 - damage to property

 - derogatory name calling

 - possession of prejudice-related material

 - refusal to cooperate

 - supporting violence towards others

To safeguard against this all staff will

- Have an understanding of radicalisation and extremism.
- Complete the free government Prevent Awareness Training every two years.
- Be constantly vigilant to signs of radicalisation
- Be informed about issues affecting the local area and society by their Prevent Officer.

Respond quickly when issues arise.

- Help children to understand the dangers of radicalisation and exposure to extremist views including knowing how to be resilient against them and what to do if they are experiencing them.
- Inform parents of this approach to keep children safe from harm.
- Suspend “professional disbelief” that radicalisation “could not happen here” and adopt a “professional inquisitive” approach.
 - Be confident to challenge views and intervene as early as possible to safeguard children.

Procedure

- Discuss any concerns about a child with the Estate Designated Safeguarding Lead who, with the member of staff, will agree a course of action which could include referral to the Local Prevent Referral Team.
- A member of staff who does not agree with the decision and does not feel comfortable talking with their line manager can contact the Local Prevent Referral Team directly (see contact list) or use the whistleblowing policy.

Child sexual exploitation (CSE)

Definition

Child sexual exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance in power to exploit the child

- Children may be exploited by an individual, several individuals working as an organised group, or by a gang.
- Grooming is the process of 'preparing' a child or young person for a sexual purpose. • Grooming is often slow and subtle, continuing for several weeks or months and lulling the child or young person into a false sense of security. It always involves manipulation and deceit.
- Two types of grooming are recognised: street grooming which occurs in the community, and online grooming using technology including the internet and mobile telephones.
- By the time a child or young person realises that they are not having a 'real' relationship they have probably been seriously abused sexually, physically and psychologically. They will probably have withdrawn from family and friends and there will be a threat of distribution of indecent images of them to their family. Some children may have developed substance addictions as a coping strategy or because they have been given substances during their exploitation.

Child Criminal Exploitation (CCE) and Serious Violence

Definition

- where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.
- The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, forced to shoplift or pickpocket, or to threaten other young people. CCE also involves children and young people being coerced into moving drugs or money across the country; this is commonly referred to as County Lines.
- County Lines usually occurs through engaging children into gangs and using them to carry money or drugs from urban areas to suburban and rural areas, market and seaside towns. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office
-

Procedure for CSE, CCE and Serious Violence

Staff will:

- All staff have had safeguarding training including information on sexual exploitation and

grooming

- Help parents to understand any issues raised
 - Contribute to inter-agency safeguarding and child protection arrangements
 - Promote healthy and safe relationships
 - Discuss concerns with the the Designated Safeguarding Lead and agree a course of action.
 - Record all concerns in the safeguarding record book

Sexually active youth

In law, a child is a person under the age of 18. Not all sexual activity involving a child is criminal, nor is it always abusive. Sexual activity involving a child **under** 13 is *always* a criminal offence and APF will always refer such concerns to the Police.

Procedure: Report your concerns to your DSL (Kaz James) who will use their professional judgement, and seek advice from the Head Office Safeguarding Team to determine whether a concern about sexual activity involving a child **over** the age of 13 is exploitative or abusive, and whether the matter should be referred to Child Protective Services or the Police.

Female Genital mutilation (FGM)

A child who has undergone FGM should **always** be seen as a child protection issue.

Definition: “Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

The UK Government has written advice and guidance on FGM that states:

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.” “Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.”

It is the law that any ‘teacher’ in the UK reports known acts of FGM (or has evidence to suggest that FGM is likely to occur) to the Police via 101.

Indications that FGM has taken place

- Prolonged absence from camp with noticeable change in behaviour, especially after a return from holiday.
- Spending long periods of time away from the sessions during the day e.g. extended toilet breaks.
- Discomfort on return from toilets, sitting, or changing clothes
- Not visiting the toilet
 - Talk of a significant family event, often involving only the female members of the family

Indications that a child is at risk of FGM

- The family comes from a community that is known to practice FGM, especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety (or excitement) about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parents or guardians may comment on overseas travel.
- If a girl has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral should be made to the Designated Safeguarding Lead who will decide on the most appropriate course of action.

Procedure

- All staff to undertake free government/other FGM training every two years.
- Take proactive action to protect and prevent girls from being forced to undertake FGM.
- Have a robust attendance policy and identify any unexplained absences from lessons and sessions.
- Staff should report any concerns to the Designated Safeguarding Lead who will seek advice from Children's Social Care and the Police via 101
 - Record all intervention accurately in the safeguarding record book

OUR COMPANY POSITION ON MODERN SLAVERY

Our company is committed to upholding human rights and ethical labor practices throughout our supply chain. We have implemented strict policies and procedures to prevent and address any instances of modern slavery within our organisation.

We regularly conduct audits and assessments to ensure compliance with these standards, and we provide training to our employees and suppliers on identifying and reporting any potential violations. Additionally, we collaborate with industry partners and organizations to continuously improve our approach to combatting modern slavery. By actively engaging with stakeholders and sharing best practices, we strive to create a culture of transparency and accountability in our efforts to eradicate modern slavery.

Our ultimate goal is to contribute to a world where every individual is treated with dignity and respect, free from exploitation. Through our commitment to ethical sourcing practices and ongoing monitoring of our supply chain, we aim to set a positive example for others in the industry. By working together with like-minded organizations, we can make a greater impact in the fight against modern slavery and ensure a more sustainable future for all. Policies We operate a number of internal policies to ensure that we are conducting business in an ethical and transparent manner. These include the following:

- Recruitment and selection policy - Through rigorous checks on staff to ensure they are suitable to work and are not being forced against their will to work or complete tasks.
- Supplier code of conduct - Monitoring the suppliers to ensure they are not committing modern slavery acts as part of the service they provide.
- Whistleblowing policy - By detailing the expectations for raising concerns if they are aware of conduct issues of staff.

- Staff code of conduct - By ensuring that staff adhere to our core values and professionalism. This includes treating other with respect and not forcing them to complete work against their will.
- Safeguarding policy - By ensuring that staff are aware of the sign and symptoms of adults or children who may be at risk of trafficking or modern slavery and how to report these concerns. We make sure our suppliers are aware of our policies and adhere to the same standards.

What is inclusion for LGBTQ?

Every young person, regardless of their sexual orientation or gender identity, deserves equal access to opportunities and services and their safety should be protected. We provide an environment where lesbian, bisexual, gay, trans and questioning staff, parents, children and young people are free to be themselves and to experience acceptance from adults and other young people.

Emotional Well-being and Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

All staff should also be aware that deteriorating emotional well-being and escalation of mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Please note, however, only appropriately trained health professionals should attempt to make a diagnosis of a mental health problem.

Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL (Kaz James).

The Department of Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support staff to promote positive health, well-being and resilience among young people including its guidance, Promoting Children and Young People's Emotional Health and Well-being. Its resources include social media, forming positive relationships, smoking and alcohol.

Whilst all children should be protected, it is important that staff recognise that some groups of children are potentially at greater risk of harm (including on-line harm). For example, this vulnerable group includes, but is not limited to: those children with Special Educational Needs, young carers, those with a parent in prison, those identifying as LGBTQ+, and those living in homes characterised by domestic abuse and/or parental acrimony.

Self-harm

Definition

- It is behaviour in which deliberate harm is caused to one's own body. There is a higher incidence amongst children with special educational needs.

- It can happen when a child is dealing with difficult experiences and emotions e.g. being bullied, difficult relationships with family or friends, experiencing depression or anxiety, having low self-esteem, experiencing some form of abuse. They harm themselves as a way of coping and relieving tension. Examples include cutting, picking skin, swallowing inedible objects or hazardous substances, taking an overdose of drugs, burning or scolding, hair-pulling, hitting parts of the body. It can also include eating disorders and excessive physical activity.
- Factors relating to the individual (depression, low self-esteem, substance abuse), their family (unreasonable expectations, abuse, parental relationships), their social situation (difficulty socialising, loneliness, being bullied), can contribute to making a child self-harming.

Indications that self-harm has taken place should be taken seriously and could include:

- Becoming withdrawn
- Wearing long sleeves during warm weather
- Avoiding friends and family
- Lower academic attainment
- Unexplained cuts, bruises, burns
- Changes in clothing
- Abuse of substances
- Changes in eating or sleeping habits
- Changes in behaviour and mood
- Expressing feelings of failure
- Talking about self-harm and suicide

Procedure

Maintain a supportive and open attitude, regardless of how you might feel about what you are hearing or seeing. Be non-judgemental. The fact that the child is talking to you shows that they are courageous and trust you.

Do not promise to keep what you are being told confidential.

Report the incident to the Designated Safeguarding Lead who will decide the best course of action which may include:

- the immediate safety of the child is of paramount importance; if they are acutely distressed, ensure that they are safe and that an adult remains with them at all times.
 - if a child has self-harmed whilst attending a Bushcraft activity, a first aider should be called immediately.
 - arranging professional assistance if needed e.g. nurse, doctor, social care
 - informing the parents of what has occurred unless to do so will heighten the risk of harm to the child, or the child escalating their self-harm (always seek advice)
 - removing the child from activities if remaining on site would cause them more distress. •
- contacting the Group Leader and/or the agent
- recording in the safeguarding record book noting what the child said, any concerns, dates and times, details of who was informed and what action was taken alerting the Managing Director and APF Head Of Safeguarding, and verbally informing Head Office.
 - offering emotional support to the peer group, if they have been affected, as appropriate.

Whistle-blowing

APF is committed to the highest standard of openness, inclusiveness and accountability. Once you

have passed on any concerns to the Designated Safeguarding Lead, and if you are unhappy with how it is being dealt with please speak with your line manager in the first instance so that your concerns can be addressed.

If you are still unhappy you should contact the APF's Head of Safeguarding via contact@apfactivitycamps.com

Please see our Whistleblowing Policy for more information.

Lessons Learned from all Allegations

Learning from all allegations against staff investigations is to be incorporated at APF, not just from those that are concluded and substantiated. Senior staff have discussions around safeguarding allegations made each month to determine if or how we can improve our practice.

Updates make it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

APPENDICES

Designated Safeguarding Lead Purpose of role

- Ensure that child protection and safeguarding policies are in place, clearly laid out and accessible to staff, parents and guardians.
- Ensure that all staff, children, parents and guardians are familiar with and understand all aspects of the Bushcraft safeguarding provision.
- Ensure that the camps operate in line with, and staff are updated with, all safeguarding legislation and that information, support and resources on the topic of child protection and safeguarding are accessible to staff, parents and guardian.
- Be a personal advisor to all staff, children, parents and guardians and promote their role to ensure that everyone knows who they are and how to contact them.
- Be the first point of contact for any staff, children, parents and guardians who have concerns about a child's welfare.
- Attend and/or contribute to child protection conferences.
- Refer concerns to the relevant agencies, as required, and dependent on the specific circumstances.
- Use their specialist skills and training in child protection to support the identification of possible abuse/neglect/extremism/terrorism and decide on the most appropriate action"

Definitions

Types of abuse and possible indicators

The term 'abuse' is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse

Physical abuse Emotional abuse Sexual abuse Neglect

Neglect

The persistent failure to meet a child's basic physical and psychological needs which is likely to result in serious impairments to their health and development. This may involve a parent or carer failing to provide food, shelter, clothing or a failure to protect from physical harm or danger or allow access to medical treatment. (Keeping Children Safe in Education, September 2023) Obvious signs of lack of care including:

- Problems with personal hygiene
- Constant hunger
- Inadequate clothing
- Poor relationship with peers
- Emaciation
- Untreated medical problems
- Repetitive discipline issues, lateness, compulsive stealing

Physical Abuse

Actual or likely physical injury or failure to prevent physical injury or suffering to a child including hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the

symptoms of, or deliberately induces, illness in a child. (Keeping Children Safe in Education, Sep 2023

- Physical signs do not tally with the given account of the occurrence
- Conflicting /unrealistic explanations of the cause
- Repeated injuries
- Bruising in unusual places
- Symmetry in injuries
- Delay in reporting or seeking medical advice.
- Unexpected covering up (e.g. long sleeves when previously short –sleeves were worn) •
Reluctance to take part in activities requiring exposing body, e.g. swimming or some sports

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts. May also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (Keeping Children Safe in Education, Sep 23)

- Sudden changes in behaviour

- Displays of affection which are sexual and age inappropriate
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour (thumb sucking, acting like a baby etc)
- Unexplained gifts or money
- Wetting/soiling day or night

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. For the first time children are legally defined as victims of domestic abuse if related to the people involved, or witness/hear, or if they experience effects of the abuse.

(Keeping Children Safe in Education, Updated 18 January 2023)

- Rejection
- Low self-esteem
- Being withdrawn/ isolation
- Rocking, hair twisting, thumb sucking
- Child being blamed for actions of adults
- Child being used as a carer for younger siblings
- Affection and basic emotional care giving/warmth persistently absent or withheld
- Being angry and aggressive
- Swinging between withdrawn and angry/aggressive in short space of time
- Self-harm (in extreme cases)

Term Children In Need

- They are unlikely to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the local authority.
- Their health or development is likely to be significantly impaired without the provision of services from the local authority.
- They have a disability. They may be blind, deaf or dumb, have a mental health disorder, permanent illness or injury or a congenital deformity.
- Children in Need may have special educational needs and disabilities, be asylum seekers, be young carers, have committed a crime, have parents in prison.

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	s_tyler7@hotmail.com 07555 748776
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	

Confidential

Appendix : Low Level Concern (LLC) Form OR Self-Report Please delete/circle clearly as appropriate

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

Organisation	
---------------------	--

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) must decide on out-of-hours and out-of-term contact e.g., via telephone or other.

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 ALG Head Of Safeguarding and business Managing Director 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

Visitor Procedures

Policy

APF is committed to providing a safe and secure environment for the children in its care. When APF has visitors and/or contractors on camp the below **visitor procedure** needs to be followed to ensure that the visitor and/or contractor will not have a detrimental effect on the children and that the person in question has a valid reason for attending the camp. The Visitor Procedure must be followed for both pre-arranged and unannounced visitors and/or contractors.

Visitor procedure

- All visitors and/or contractors must report to the Camp Manager before entering camp. If the visitor cannot gain access to the sign in area, they must call the Camp Manager on the number provided on posters. If the visitor and/or contractor can gain access to camp, they must report directly to the APF sign-in area.
- APF will liaise with the camp management team to establish if and where any of their appointed contractors or visitors may be and if this will impact of the safe running of the camp.
- The Camp Manager should be aware that certain schools may have increased visitors during the summer, particularly on examination results day. As these visitors will have knowledge of the school they may not follow a set sign in procedure.
- The visitor and/or contractor must produce valid photographic ID which is to be checked by the Camp Manager.
- If the Camp Manager requires further reassurance of the identity of the visitor and/or contractor, they will phone the employing organisation of the visitor (e.g. Ofsted/Local Authority), for further confirmation. If this is not possible, the Camp Manager will seek advice from APF Head Office.
- If a visitor and/or contractor has no reason to be on the camp's premises, staff will escort them from the premises.
- If the visitor and/or contractor refuses to leave, staff will call the police. In such an event an Incident Record will be completed and the Camp Manager will be immediately notified.
- Once/if approved the visitor and/or contractor must sign in the **Visitor Log** detailing the reason for their visit and the time they arrived.
- All APF visitors will be escorted around camp and will never be left alone or unsupervised with children. • Any

contractor appointed by the school will be the responsibility of the school, but should sign in with the Camp Manager if working in an area used by APF.

- When a visitor and/or contractor leaves, staff will record the time of departure on the **Visitor Log**.
- All visitors and/or contractors must read and follow the **visitor code of conduct** as set out below.

Visitor code of conduct

APF ask that visitors and contractors:

- Show identification to staff and sign the APF **Visitor Log**.
- Treat children with respect. Once on camp the children's needs and interests take priority.
- Mobile phone or electronic devices to be kept out of sight and not to be used in front of children. • Respect children's personal space and privacy.
- Only use the designated staff toilets.
- Report to the Camp Manager any concerns about staff conduct or children's wellbeing.
- Ask for permission before joining in with children's play. Although some children love to involve an adult in their play it is not always appropriate for any number of reasons. Please ask a member of staff before you interact with children in their play.

APF ask that visitors and contractors do not:

- Use inappropriate language or display aggressive or threatening behaviour towards staff, children or other authorised adults either in person, on the phone or in writing.
- Discuss sensitive issues within earshot of a child or other adults.
- Take photos or videos unless approved as an official photographer arranged by APF Head Office (as set out in the **e-safety policy**)
- Leave tools, bags or other equipment unattended or within reach of children.

APF Visiting Staff

- Any visitor from APF Head Office attending camp should produce their APF Head Office Photo ID card and sign in as a visitor.
- With the Camp Manager's permission, they will be free to walk around the camp and visit all of the activity areas.
- APF visiting staff will follow the set Policies and Procedures at all times.
- Any member of APF Head Office Staff that does not present their ID badge will be signed in as a normal visitor and accompanied on camp.
- If the Camp Manager requires further reassurance of the identity of the visitor, they will seek advice from APF Head Office.

Staff responsibilities procedure

All staff (including visitors) have a shared responsibility to ensure that children are unable to use the internet and related technologies as per the mobile phone policy. If any staff member suspects that a child is subject to abuse via an online platform, then this is categorised as a Child Protection concern and the safeguarding policy must be followed.

E-mail use

- APF provides the Camp Manager with access to a professional e-mail account to use for all work related business (to be used to correspond with APF Head Office only) This allows for e-mail content to be monitored and protects staff from the risk of allegations, malicious e-mails or inappropriate contact with children and their families.

Staff must not engage in any personal communications with children who they have a professional responsibility for. This prohibits contact with former children outside of camp.

- All e-mails should be professional in tone and checked carefully before sending, just as an official letter would be.

Use of Social Networking sites (advertising or parental contact)

Due to the public nature of social networking and the inability to keep content truly private, great care must be taken in the management and use of such sites. Best practice guidance states that:

- Identifiable images of children should not be used on social networking sites.
- Privacy settings are set to maximum and checked regularly.
- For safeguarding purposes, photographs or videos of looked after children must not be shared on social networking sites.

Mobile or smart phones

- Mobile phones are permitted on camp, but are to be used during break times only, within designated areas away from children. The site manager will be able to use the camp mobile phone during the day (for work related matters).
- Personal mobile phones must never be used to contact children or their families, nor should they be used to take videos or photographs of children. Photographs and video. Instead, staff will be given a walkie talkie to use during the day.

Photography

- Written consent must be obtained from the parent(s) or guardian(s) before photographs or videos of young people will be taken or used within the camp, including displays, learning journeys, APF website and other marketing materials.

- Staff will ensure that children are at ease and comfortable with images and videos being taken.
- Staff must not use personal devices, such as cameras, video equipment or camera phones, to take photographs or videos of children.

Monitoring and evaluating safeguarding and health and safety.

In order to continuously raise standards and further develop the safeguarding practice at camp, we regularly monitor the practice at each camp. Our frequent visits from head office are to identify strengths across all site, inform areas for development at each camp and collectively. Our culture is such that we encourage frequent feedback from the local authority who will help us to identify the following non-negotiables (see appendix 1). Any strengths and areas for development are shared regularly with staff both at camp and during training to reinforce expectations.

Appendix 1: APF ACTIVITY CAMPS – MONITORING AND FEEDBACK FORM

SEASON:	SITE:	OBSERVER:
---------	-------	-----------

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				
All instructors have: 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				
Register taken at start of every session	See above	See above		
Ratios adhered to: • Ages 4-6 = 1:8 • Ages 7-9 = Between 1:12 and 1-16 • Ages 10+ = 1:14 and 1:20				
Staff not using personal phones				
Children not on mobile phones				
Sports Lesson structure: a) Warm-up or ice breaker done. b) Specific sports drill done c) Game related activity d) Review key teaching points				
Art activity is well planned and staff only using APF resources				
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)				
Free-choice activities take place daily				
House competitions are taking place daily				
Timetable across each day has Arts and crafts. (optional for Sports camps)				
Timetable across each day has sports				
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)				

END OF Day and sign out	Date:	Date:	Date:	Date:
-------------------------	-------	-------	-------	-------

1 point = Yes / 0 = No and comment

Super-star of the day read out (1 per group)				
All children signed out				
ID system used if necessary				
Site is clean and tidy before staff depart				
Kit box is tidy, and equipment stored in the correct place				

Risk assessment	Date:	Date:	Date:	Date:
-----------------	-------	-------	-------	-------

1 point = Yes / 0 = No and comment

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

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