



## **Safeguarding and Child Protection Policy**

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# 1. Safeguarding and Child Protection Policy Statement

Safeguarding is the action we take to promote the welfare of children and protect them from harm. This includes:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring children grow up in safe and effective care environments

At Camp Glide, we are committed to safeguarding and promoting the welfare of all children attending our before school, after school, and holiday club provision.

We aim to take a proactive approach to safeguarding, identifying concerns early and reducing the need for child protection intervention wherever possible.

We recognise our legal responsibilities under key legislation including the Children Act 1989 and 2004, the Safeguarding Vulnerable Groups Act 2006, the Equality Act 2010, the Human Rights Act 1998, and the Data Protection Act 2018 (UK GDPR).

We also operate in line with statutory guidance, including Working Together to Safeguard Children and Keeping Children Safe in Education (KCSIE).

We recognise our responsibility to ensure the safety and wellbeing of all children (under 18) in our care, regardless of their: Age, Disability, Gender reassignment, Race, religion or belief, Sex or Sexual orientation.

All staff and volunteers understand that safeguarding is everyone's responsibility and that they have a duty of care to:

- Act in the best interests of children at all times
- Provide a safe, inclusive, and supportive environment
- Listen to and respect children's views, wishes, and feelings
- Respond appropriately to any concerns or disclosures

We are committed to:

- Implementing safer recruitment procedures in line with statutory requirements
- Ensuring all staff receive appropriate safeguarding training and regular updates
- Maintaining clear codes of conduct for staff and volunteers
- Responding promptly and appropriately to all safeguarding concerns and allegations
- Working in partnership with parents, carers, and relevant external agencies

All concerns and allegations of abuse will be taken seriously and responded to in accordance with local safeguarding procedures. Where appropriate, referrals will be made to children's social care and other statutory agencies.

Confidentiality will be respected and information will be shared on a need-to-know basis only, in line with safeguarding requirements and current data protection legislation.

**This Policy has been approved by: Camp Glide Director Andy Setters.**

## **2. Recruitment, Employment and Deployment of Staff and Volunteers**

Camp Glide is committed to taking all reasonable steps to ensure that only suitable and appropriate adults work with children. This applies to all staff and volunteers, whether paid or unpaid.

We follow safer recruitment practices in line with statutory guidance to safeguard children in our care.

### Recruitment and Pre-Employment Checks

All recruitment processes will include:

- Clear job descriptions and person specifications outlining roles and responsibilities
- Advertising that highlights our commitment to safeguarding and the requirement for an enhanced DBS check
- A completed application form (CVs may be accepted alongside but not instead of this)
- A full employment history with explanations for any gaps
- At least two references, including one from the most recent employer (where possible). References must not be from family members

Before any member of staff begins work, the following checks will be completed:

- Enhanced Disclosure and Barring Service (DBS) check
- Verification of identity
- Verification of qualifications and relevant experience
- Right to work in the UK
- Suitability to work with children

No individual will be allowed to work unsupervised with children until all checks are completed.

### Induction

All staff and volunteers will complete a comprehensive induction before working with children. This will include:

- Safeguarding and child protection policy and procedures
- Staff Code of Conduct
- Health and Safety procedures
- Roles and responsibilities within the setting

Staff must confirm that they have read and understood all safeguarding policies.

### Training and Development

We are committed to ensuring that all staff and volunteers are appropriately trained to safeguard children effectively.

All staff will receive safeguarding training as part of their induction and will complete refresher training to ensure their knowledge remains up to date.

Training provided includes:

- Safeguarding and Child Protection Training (Level 1/2)
- Designated Safeguarding Lead (DSL) Training (where required)
- Prevent Duty Training
- Keeping Children Safe in Education
- FGM Training
- Paediatric First Aid Training (where required)
- Food Hygiene Training
- Ongoing refresher training and updates

In addition:

- All staff receive regular safeguarding updates
- Safeguarding is discussed in team meetings and supervision sessions
- Staff are required to read and understand key safeguarding documents, including Keeping Children Safe in Education (KCSIE)

Training needs are reviewed regularly to ensure all staff maintain a high standard of safeguarding knowledge and practice.

### Supervision and Monitoring

All staff will be appropriately supervised and supported through:

- Regular feedback and supervision meetings
- Ongoing monitoring of practice
- Opportunities to raise concerns or training needs

This ensures high standards of care and continuous professional development.

### Duty to Report Concerns

All staff and volunteers have a duty to report any concerns about:

- A child's welfare
- Poor practice by colleagues
- Potential abuse or harm

Concerns must be reported in line with the safeguarding procedures outlined in this policy.

### Confidentiality

We recognise that confidentiality is an important part of safeguarding practice. All information relating to children and their families will be handled sensitively and in line with data protection legislation.

Staff and volunteers must:

- Respect the privacy of children and their families
- Ensure that personal information is kept secure and only shared appropriately
- Not discuss confidential information outside of a professional context

However, confidentiality must never prevent the sharing of information where a child is at risk of harm.

Staff must understand that:

- They must not promise confidentiality to a child who discloses information
- Any safeguarding concerns must be reported to the Designated Safeguarding Lead (DSL)

Where necessary, information will be shared with external agencies, such as children's social care, in line with safeguarding procedures and legal requirements.

All decisions to share information will be:

- Made in the best interests of the child
- Proportionate and relevant to the concern
- Recorded appropriately

We operate in accordance with the Data Protection Act 2018 and UK GDPR, recognising that safeguarding concerns take precedence over confidentiality where there is a risk of significant harm.

### **3. Promoting Good Practice When Working with Young People**

At Camp Glide, we are committed to creating a safe, positive, and inclusive environment where all children feel valued, respected, and supported.

Promoting good practice is essential to safeguarding children and ensuring they have the best possible experience in our before school, after school, and holiday club provision. It also helps protect staff and volunteers from misunderstandings or allegations of poor practice.

#### Principles of Good Practice

All staff and volunteers are expected to:

- Always work in an open and transparent environment, avoiding situations where they are alone with a child out of sight of others
- Treat all people with respect, dignity, and fairness
- Always prioritise the welfare and best interests of the child
- Build positive relationships with children based on trust, respect, and appropriate boundaries
- Encourage children to express their views and be involved in decision-making where appropriate
- Promote positive behaviour and support children in understanding responsibility for their actions
- Ensure all activities are safe, appropriate, and suited to the age and ability of the children
- Be a positive role model at all times, including maintaining appropriate professional behaviour

#### Professional Conduct

Staff and volunteers must:

- Maintain appropriate professional boundaries at all times
- Avoid inappropriate language, behaviour, or favouritism
- Use positive and constructive communication, avoiding negative or harmful criticism

#### Creating a Positive Culture

We are committed to promoting a culture where:

- Children feel safe, listened to, and respected
- Concerns can be raised without fear
- Positive relationships and behaviour are encouraged
- Safeguarding is embedded in everyday practice

#### Codes of Conduct

At Camp Glide, we have developed a series of Codes of Conduct to ensure clear expectations for behaviour and to support a safe and respectful environment for all children.

These codes form an essential part of our safeguarding practice and help protect both children and staff from harm or misunderstandings.

Separate Codes of Conduct are in place for:

- Staff and volunteers
- Parents and carers
- Children

Detailed guidance on expected standards of behaviour for adults working with children is provided in the appendices.

Guidance on acceptable behaviour between children is outlined in the appendices

Clear procedures are in place to address any behaviour that falls below expected standards. These are detailed within our complaints and disciplinary procedures.

### Photography and Image Use Guidelines

Camp Glide recognises that photographs and recordings can be an important way to celebrate children's experiences and promote our provision. However, we are fully committed to ensuring that all images are used safely, responsibly, and in line with safeguarding requirements.

### Consent

We will ensure that parental/carer consent is obtained before any photographs or recordings of children are taken or used for any purpose.

Consent is collected when parents register and can be reviewed regularly.

### Safe Uses of Images

To safeguard children:

- Images will focus on activities rather than individual children wherever possible
- Personal details that could identify or place a child at risk (e.g. full name, address) will never be published alongside images
- Images will reflect the diversity of children attending the setting
- Photographs will only be used for agreed purposes (e.g. internal records, marketing materials)
- All devices used for image capture/recording must be Camp Glide work devices only.

### Authorised Photography

Only staff or individuals authorised by the Camp Director/Manager may take photographs or recordings within the setting.

- The use of personal devices for photography is not permitted.
- All photography or recording will be monitored and recorded where appropriate
- Any concerns regarding inappropriate use of images must be reported immediately to the Designated Safeguarding Lead (DSL)

## Mobile Phones and Personal Devices

To reduce safeguarding risks:

- Staff mobile phones must be kept out of children's reach during working hours and used only in designated staff areas, except in emergencies or where authorised by management
- Staff must not use personal devices to photograph or record children
- Children are not permitted to bring mobile phones or personal electronic devices to the setting
- Visitors must follow the policy and will be supervised while on site

Any concerns about inappropriate photography, recording, or misuse of images will be treated seriously and reported immediately to the DSL.

Where necessary, concerns may be escalated to external agencies, including the police.

## Protecting Children and Vulnerable People Online

Camp Glide recognises the importance of safeguarding children in relation to online safety and the use of digital images.

We are aware that photographs and information shared online or in publications can potentially be used to identify children and may increase the risk of grooming or exploitation. Images can also be altered or misused once shared digitally.

Images of children may present a safeguarding risk where they are:

- combined with personal information
- used to identify a child's location or routine
- accessed or shared beyond the intended audience

This may increase vulnerability to risks such as grooming or exploitation.

We also recognise that digital images can be altered, copied, or shared without consent once they are published online.

For these reasons:

- Images of children will never be published alongside personal identifying information such as names
- Webcams and camera phones are not used for taking or transmitting images of children
- Only authorised and approved devices are used for capturing and storing images within the setting

## Transporting Children

Camp Glide recognises that transporting children in private vehicles presents potential safeguarding risks. As such, we take all reasonable steps to avoid transporting children wherever possible.

Where alternative arrangements cannot be made, the following procedures will apply.

### General Principles

- Children will not normally be transported alone by staff
- Wherever possible, parents or carers will be asked to make transport arrangements
- Any transport arrangements must prioritise the safety and wellbeing of the child at all times

### Consent and Approval

Where transporting a child is unavoidable:

- Written consent will be obtained from a parent or carer wherever possible
- The arrangement must be approved in advance by the setting manager or designated lead
- A clear reason for the transport must be recorded

### Safeguarding Procedures

- A dynamic risk assessment will be completed before any journey takes place
- Wherever possible, staff should avoid transporting children alone
- If lone transport cannot be avoided, additional safeguarding measures must be in place and approved by management
- Staff must maintain appropriate professional boundaries at all times during transport

### Safeguarding Escalation

Any concerns arising during transport must be reported immediately to the Designated Safeguarding Lead (DSL) and recorded in line with safeguarding procedures.

### Promoting a Positive and Professional Image

All staff are expected to promote a positive and professional image at all times while representing Camp Glide, both on and off site where their actions may be associated with the setting.

This includes when:

- Wearing branded uniform or clothing
- Engaging with parents, carers, or the public
- Using social media where their role may be identifiable

## Professional Conduct

Staff must:

- Act as positive role models for children at all times
- Avoid any behaviour that could bring the setting into disrepute or undermine the values we promote
- Maintain appropriate standards of behaviour in line with safeguarding expectations
- Staff must not smoke, vape, or use e-cigarettes on site or in view of children
- Smoking or vaping must take place off site and away from the setting
- Staff must not return smelling of smoke or vapour
- Staff must dress appropriately for their role, ensuring clothing is suitable, safe, and presents a positive image to children and families
- Where applicable, staff should wear setting uniform or appropriate branded clothing
- Staff must ensure that any use of social media does not negatively impact the reputation of the setting
- Staff must not post content that could be considered inappropriate, unprofessional, or in conflict with safeguarding principles

Failure to meet these expectations may result in action being taken in line with the setting's disciplinary procedures.

## 4. Recognition of Poor Practice, Abuse and Bullying

Camp Glide recognises that safeguarding concerns can arise from both poor practice and abuse. It is essential that all staff understand the difference and are able to identify, respond to, and report concerns appropriately.

### Poor Practice

Poor practice refers to behaviour that falls below expected professional standards and may increase the risk of harm to children.

Examples of poor practice include:

- Failing to follow safeguarding procedures or codes of conduct
- Not treating children with dignity and respect
- Ignoring inappropriate behaviour or language
- Not maintaining appropriate professional boundaries

All staff have a responsibility to identify and report poor practice at an early stage.

Where appropriate, poor practice will be addressed through:

- additional training
- supervision
- or disciplinary procedures

### Unacceptable Behaviour

The following behaviours must never be tolerated:

- Engaging in rough, physical, or sexually provocative play
- Allowing or engaging in inappropriate touching
- Using or allowing inappropriate or abusive language
- Making sexually suggestive comments, even in jest
- Doing things of a personal nature that a child can do for themselves
- Inviting or allowing a child into a staff member's home without appropriate supervision

Staff should also avoid:

- Spending time alone with children in unobserved situations, unless unavoidable and appropriately authorised

### Responding to Incidents

If a child is accidentally injured, becomes distressed, or a situation is misunderstood:

- The incident must be recorded on the appropriate incident form
- Parents or carers must be informed
- Any safeguarding concerns must be reported to the Designated Safeguarding Lead (DSL)

## Awareness of Abuse Outside the Setting

Staff must recognise that children attending the setting may be at risk of abuse outside of the environment.

All staff have a duty to take appropriate action if they:

- observe signs of abuse
- receive a disclosure
- or have concerns about a child's welfare

## Types of Abuse

The four main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Further definitions and guidance are provided in Appendix.

## Indicators of Abuse

Possible signs that a child may be experiencing abuse include:

- Unexplained or suspicious injuries (e.g. bruises, burns, cuts)
- Injuries with inconsistent explanations
- Sudden changes in behaviour (e.g. withdrawn, aggressive)
- Inappropriate sexual knowledge or behaviour
- Difficulty forming relationships or extreme behaviour towards adults
- Changes in eating habits or unexplained weight loss
- Poor hygiene or appearing unkempt
- Being prevented from socialising with others

## Important Considerations

This list is not exhaustive, and the presence of one or more indicators does not necessarily mean that abuse is taking place.

These signs may be linked to other factors such as family circumstances, bereavement, or change.

However, all concerns must be taken seriously and reported in line with safeguarding procedures.

## Bullying

Camp Glide is committed to providing a safe, inclusive, and supportive environment for all children. Bullying of any kind is not tolerated and will be taken seriously.

Bullying can occur between children, but may also involve adults, including staff, parents, or carers.

## Definition of Bullying

Bullying is behaviour that is repeated, intentional, and causes harm, distress, or intimidation to another person.

## Types of Bullying

Bullying may take a number of forms, including:

- Physical – hitting, kicking, pushing, or threatening violence
- Verbal – name-calling, teasing, sarcasm, or spreading rumours
- Emotional – exclusion, intimidation, humiliation, or ridicule
- Racist – racial taunts, gestures, or discriminatory behaviour
- Sexual – unwanted physical contact, inappropriate comments, or homophobic behaviour

## Signs of Bullying

Staff should be alert to signs that a child may be experiencing bullying, including:

- Changes in behaviour (e.g. becoming withdrawn, anxious, or distressed)
- Reluctance to attend the setting or participate in activities
- Reduced confidence or concentration
- Unexplained injuries or damaged belongings
- Changes in eating habits or general wellbeing
- Loss of possessions or requests for money

## Responding to Bullying

All concerns relating to bullying must be taken seriously.

Staff must:

- Challenge inappropriate behaviour immediately where safe to do so
- Record concerns in line with the setting's procedures
- Report concerns to the Designated Safeguarding Lead (DSL)

Where bullying is persistent, severe, or causes significant harm, it may be treated as a safeguarding concern and responded to accordingly.

## 5. Responding to Complaints, Concerns, Allegations and Disclosure

### Referral Procedure

Camp Glide takes all complaints, concerns, allegations, and disclosures seriously. It is essential that all staff respond appropriately, ensuring that children and vulnerable individuals are listened to, supported, and protected.

Staff must remain calm, reassuring, and non-judgemental at all times.

### Responding to a Concern or Disclosure

It is imperative that all concerns are responded to appropriately. Staff should listen carefully to any information shared by a child, parent, or other individual.

Where a concern is identified or a disclosure is made, staff must:

- Listen carefully and allow the individual to speak freely
- Reassure them that they have done the right thing in sharing information
- Avoid asking leading questions; only open questions may be used (e.g. *“Can you tell me what happened?”*)
- Not promise confidentiality; explain that information may need to be shared to keep them safe
- Avoid making the individual feel interrogated or disbelieved

At this stage, staff are responsible for gathering and recording information only, not for conducting an investigation.

Appendix provides a diagrammatic overview of the actions to take where abuse is suspected.

### Recording Concerns

All concerns, disclosures, allegations, injuries, or behaviours that cause concern must be recorded accurately and promptly.

- A record must be completed immediately.
- Records must include factual information only, using the individual's own words where possible
- All records must be signed and dated
- Where appropriate, an Expression of Concern form may also be completed

Even where concerns are based on a 'gut feeling', they must still be recorded and reported.

### Reporting Procedure

All concerns must be reported at the earliest opportunity to the Designated Safeguarding Lead (DSL) or Deputy DSL in their absence.

- Completed incident report forms must be passed to the DSL without delay
- No copies should be retained by staff
- The DSL is responsible for determining the next course of action

Staff may consult the DSL for advice if they are unsure about the significance of a concern.

### Referral Process

Where appropriate, the DSL will:

- Seek advice from Children's Social Care
- Make a referral to external agencies using the appropriate multi-agency referral process
- Decide whether parents or carers should be informed (unless doing so would place the child at further risk)
- In cases of suspected physical or sexual abuse, liaise with the police

If the DSL is Unavailable

If a DSL or Deputy DSL is not immediately available:

- Staff must contact the local authority Children's Services Single Point of Access (C-SPA) or Duty Team
- In emergencies, the Emergency Duty Team should be contacted

Following this, the Incident Report Form must be forwarded to the DSL at the earliest opportunity in a sealed envelope marked *Private and Confidential*.

### Responsibility of Staff

Although the DSL holds lead responsibility for safeguarding, all staff share responsibility for the welfare and protection of children and vulnerable individuals.

All staff must act without delay if they have concerns.

### Confidentiality and Record Storage

Camp Glide recognises that safeguarding information is highly sensitive and must be handled with the utmost care. All concerns, complaints, allegations, disclosures, injuries, or behaviours that cause concern must be taken seriously and managed in line with safeguarding procedures.

All safeguarding records will be:

- Treated as strictly confidential
- Stored securely in line with data protection requirements
- Shared only with relevant professionals and agencies on a need-to-know basis

### Allegations against staff

Camp Glide takes all allegations made against staff seriously and will respond promptly, fairly, and in accordance with safeguarding procedures.

All staff should be aware that allegations may relate to behaviour that has harmed, or may have harmed, a child or vulnerable person, or may indicate that a person is unsuitable to work with children.

### Initial Response

Any allegation made against a member of staff must be reported immediately to the Designated Safeguarding Lead (DSL). Where the allegation concerns the DSL, it must be reported to the most senior member of staff or appropriate external authority.

All allegations will be handled sensitively and confidentially to protect both the individual making the allegation and the member of staff involved.

### Referral and External Agencies

Camp Glide will seek advice from the Local Authority Designated Officer (LADO) in all cases where an allegation involves a safeguarding or child protection concern.

Where required:

- The LADO will guide the next steps of the process
- Referrals will be made to Children's Social Care and/or the police where appropriate
- Ofsted will be informed of any significant safeguarding allegations in line with statutory requirements

### Managing the Allegation

Each allegation will be dealt with on a case-by-case basis. This may include:

- Implementing internal procedures, including disciplinary action where appropriate
- Temporary suspension of the member of staff, where necessary, to protect all parties involved

### Confidentiality

All allegations will be handled with strict confidentiality. Information will only be shared with those who need to know in order to safeguard children and manage the allegation appropriately.

### Whistleblowing

Camp Glide encourages a culture of openness and accountability. Staff are encouraged to report concerns about the behaviour of colleagues in line with the Whistleblowing Policy.

Concerns raised in good faith will be taken seriously and staff will be supported throughout the process.

## **6. Monitoring and Implementation**

Camp Glide is committed to ensuring that this safeguarding policy remains an active and effective working document, embedded in everyday practice rather than existing solely as a procedural requirement.

### Review and Continuous Improvement

This policy will be:

- Reviewed annually to ensure it remains current and effective
- Updated in response to any significant changes in legislation, statutory guidance, or working practices
- Amended following any serious incident, safeguarding concern, or identified weakness in procedures

Feedback from staff, children, and parents may also be used to inform improvements.

## **7. Medications and Staff medications**

Camp Glide is committed to ensuring the safe management of medication for both staff and children, in order to protect the health, safety, and wellbeing of all individuals.

### Staff Medication

Staff must not work with children if they are impaired by any substance, including:

- Alcohol
- Non-prescribed drugs
- Prescribed medication that may affect their ability to supervise or care for children safely

Where a prescribed medication may impact a staff member's ability to work safely, this must be disclosed to management.

Failure to comply with this requirement may result in disciplinary action in line with Camp Glide's procedures.

### Administration of Medication to Children

Medication will only be administered to children where:

- It has been prescribed by a qualified health practitioner
- Written consent has been obtained from a parent or carer
- Clear instructions for administration have been provided
- A medication form has been filled out and signed by the parent

## Medication Records

Information regarding a child's medication must be collected and recorded using a Medication Agreement Form. This will include:

- Child's name and date of birth
- Doctor's name and contact details
- Name of medication
- Reason for medication
- Dosage and procedure for administration
- Location of any additional or emergency medication
- Signs and symptoms to monitor
- Emergency contact details

## Administration and Recording

- Only trained and authorised staff may administer medication
- Medication must be administered strictly in accordance with the provided instructions
- A written record must be kept of all medication administered, including date, time, dosage, and staff signature

## Storage of Medication

All medication on site must be:

- Stored securely and locked away at all times
- Kept out of reach and sight of children
- Accessible only to authorised staff

Emergency medication (e.g. inhalers, EpiPens) must be stored in a way that allows quick access while still maintaining appropriate safety controls.

## **8. Management Structure**

Camp Glide ensures that each setting is led by a suitably qualified and experienced Manager, as determined by the Leadership Team.

The Manager is responsible for the day-to-day running of the setting and for ensuring that all safeguarding and operational procedures are implemented effectively. The Manager will also act as the Designated Safeguarding Lead (DSL) and will hold appropriate safeguarding and first aid qualifications.

Managers are supported by Deputy Managers, who are trained and able to fulfil the Manager's role in their absence, ensuring continuity of leadership and safeguarding oversight at all times.

## Key Person System

Each child will be assigned a Key Person to support their individual needs and promote continuity of care and development.

The Key Person is responsible for:

- Building a positive relationship with the child and their family
- Supporting the child's wellbeing, development, and inclusion
- Identifying and responding to any emerging welfare or safeguarding concerns
- Sharing relevant information with parents and carers

Parents and carers will be informed of their child's Key Person. In the absence of the Key Person, another member of staff will take on these responsibilities to ensure consistent care.

Key Person allocations will be managed to ensure staff can effectively meet the needs of all children.

### Staff to Child Ratios

Camp Glide is committed to maintaining safe and appropriate staffing levels at all times.

- A minimum ratio of 1 member of staff to 10 children will typically be maintained. Ratios will be adjusted as necessary to reflect the age, needs and abilities of the children, including those within the Early Years Foundation Stage (EYFS), where statutory requirements will be followed at all times.
- Staffing rotas are planned in advance to meet these ratios
- Additional staff will be available to cover absences or increased demand where necessary

Ratios may be adjusted where required to meet the needs of younger children or those requiring additional support.

**Obligatory practice for all staff** Are responsible for safeguarding

- Must be able to identify the signs and symptoms of abuse
- Must be able to identify concerns (Early Help / Child in Need / Child Protection / Allegations Against professionals
- Must be aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- Aware that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour, and positive mental health.
- Understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour, and education.
- Understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.
- Must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSLs, and allegations only to Proprietor/similar).
- Must refer concerns to children's social care in the absence of Designated Safeguarding Leads (DSL)
- Must ensure that all safeguarding concerns are shared promptly with DSLs.
- Must be able to challenge professional safeguarding decisions internally/ externally with other agencies.
- Must refer/ escalate a case if we disagree with the DSL not to refer, with respect and transparency.
- Must be able to whistle blow when required.

- We are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies of Camp Glide.

## **9. Prevent**

Camp Glide recognises its duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.

Protecting children from the risk of radicalisation is part of Camp Glide's wider safeguarding responsibilities and is approached in the same way as other forms of harm or abuse.

### Definitions

- Radicalisation refers to the process by which an individual comes to support terrorism or extremist ideologies.
- Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

### Awareness and Risk

Camp Glide recognises that:

- There is no single way to identify a person who may be vulnerable to radicalisation
- Vulnerability may arise from a combination of factors, including personal circumstances, social influences, and online activity
- The internet and social media can play a significant role in exposing children to extremist content

Staff must remain vigilant and be alert to any changes in behaviour that may indicate a child is at risk.

### Staff Responsibilities

All staff are expected to:

- Understand the risks associated with radicalisation and extremism
- Be able to identify children who may be vulnerable
- Challenge extremist views in an appropriate and professional manner
- Promote fundamental British values through everyday practice
- Follow safeguarding procedures when concerns arise

Camp Glide supports children in developing resilience by encouraging open discussion and providing a safe environment where ideas can be explored and challenged appropriately.

## Safer Environment

Camp Glide ensures:

- All staff are appropriately vetted, including DBS checks
- Safeguarding training includes awareness of the Prevent Duty
- Children are supported through activities that promote personal, social, and emotional development

## Responding to Concerns

If a member of staff has concerns that a child may be at risk of radicalisation, they must:

- Follow the setting's safeguarding procedures
- Report concerns immediately to the Designated Safeguarding Lead (DSL)

## Channel Programme

The Channel Programme is a multi-agency initiative which provides support to individuals who are vulnerable to being drawn into terrorism.

- Referrals are assessed by a panel including the local authority and police
- Support is provided where appropriate
- Participation in the programme is voluntary

## External Support

Staff may also seek advice from:

- Local police (non-emergency 101)
- The Department for Education Prevent helpline

## **10. Whistle Blowing**

Camp Glide is committed to the highest standards of openness, honesty, and accountability. Whistleblowing is defined as raising concerns about misconduct or wrongdoing within an organisation. In law, this is referred to as a *protected disclosure*.

Under the Public Interest Disclosure Act 1998, employees are protected from unfair treatment or dismissal when raising genuine concerns in accordance with the legislation.

### What Can Be Reported

A whistleblowing concern may relate to any action or behaviour that:

- Breaches Camp Glide policies
- Falls below established standards of practice
- Constitutes improper or unethical conduct

This includes, but is not limited to:

- A breach of the law
- Failure to comply with a legal obligation
- A miscarriage of justice
- Risks to health and safety
- Damage to the environment
- Misuse of funds
- Corruption or unethical behaviour
- Abuse or harm to children or vulnerable individuals
- Deliberate concealment of any of the above

Concerns may relate to past, present, or likely future incidents.

### Confidentiality and Protection

All concerns will be treated seriously and handled sensitively.

- Staff can raise concerns confidentially
- Every effort will be made to protect the identity of the person raising the concern
- Information will only be shared on a need-to-know basis

However, it may be necessary for the individual to:

- Provide a written statement
- Act as a witness in an investigation

This will always be discussed beforehand.

### How to Raise a Concern

#### Step 1: Reporting

Concerns should normally be raised with:

- Your line manager

If this is not appropriate, concerns can be raised with:

- The Manager or Deputy Manager
- Ofsted
- Other appropriate external bodies

You are not required to prove the concern but must have reasonable grounds for raising it.

#### Step 2: Acknowledgement

The concern will be acknowledged as soon as possible. Within 10 working days, you will be informed of:

- How the concern will be handled
- Expected timescales
- Whether initial enquiries have taken place
- Whether further investigation is required
- Available support

### Step 3: Investigation

Where appropriate, an investigation may include:

- Internal investigation (including disciplinary procedures)
- Referral to external agencies such as:
  - Ofsted
  - Police

### Step 4: Outcome

You will be informed of the outcome of the investigation, subject to confidentiality and legal constraints.

If you feel your concern has not been addressed appropriately, you may escalate it to:

- Ofsted
- The Police
- A relevant independent organisation

### External Disclosures

Disclosures must:

- Be made in the public interest
- Be reasonable in the circumstances

In exceptional cases involving serious concerns, disclosures may be made to other appropriate bodies. However, disclosures made outside recognised channels may not be protected under the law.

### Duty of Confidentiality

Employees have a duty not to disclose confidential information about Camp Glide. This does not prevent seeking independent advice.

Staff may contact Children's Services for guidance if needed.

## Appendices

### Protection of Children and Vulnerable People Policy

#### Communicating with Children

#### Extracts taken from 'Redirecting Children's Behaviour' - Kathryn J. Kvoles

Encouragement v Praise- How the results differ

##### Praise

- Stimulates rivalry and competition
- Focuses on quality of performance
- Evaluative and judgemental; person feels 'judged'
- Fosters selfishness at the expense of others
- Emphasis is on global evaluation of the person 'you are better than others'.
- Creates quitters.
- Fosters fear of failure
- Fosters dependence
- Motivates from without

##### Praising Statements

- You are a good boy
- I'll bet you are the smartest in your class
- I am so proud of your good grades
- You are the best helper I ever had
- Your paintings are so pretty

##### Encouragement

- Stimulates cooperation and contribution for the good of all.
- Focuses on the amount of effort, persistence, determination, and joy shown.
- Little or no evaluation of person or act; person feels 'accepted'.
- Fosters self-interest, which does not hurt others.
- Emphasis is on specific person 'you have helped in this way'
- Enhances persistence/determination
- Foster's acceptance of being imperfect
- Fosters self-sufficiency and interdependence
- Motivates from within

##### Encouraging Statements

- Thank you for help setting the table
- Your commitment to learning is clear
- You seem to really enjoy learning
- The dishes got done a lot quicker

**Examples :**

<b>What happened</b>	<b>Praise</b>	<b>Encouragement</b>
Carmen helped set the table for snack	'What a good helper you are'	'Thank you for helping us set the table. You put a spoon by every bowl'
Tommy helped pick up the blocks in the block centre	'You are the best helper in the room'	' When you help pick up the blocks, we all get finished much sooner'
Jack listened intently during story time	'I like the way Jack listened quietly'	'I could tell by your face that you really enjoyed listening to the story today'
Denise played with Jimmy at the sand table. They experimented with funnels for 20 minutes	'You play so nicely together'	'You and Jimmy played together with the funnels for a long time today'
Mark needed help pulling a wagon, and Ben helped him	'Ben, you are such a good boy'	'Ben, thank you for helping Mark'
Sue seldom talks in the group, but today she told about a rabbit she saw in a pet shop	'Wow Sue, that's terrific'	'When you talked I could almost feel the rabbit's furry coat'
Michelle finished putting together a puzzle all by herself	'You are so smart'	'You look happy that you were able to do that one all by yourself'
Matthew says 'look how fast I can run'	'Wow, that's great'	'You are running much faster than you did yesterday'
Malcolm and Mrs Rose are loading the dishwasher after lunch	' I wish the other children were as polite and as helpful as you Malcolm'	'I really appreciate your help with the dishwashing'
Cindy spent 40 minutes at the easel	'You always paint such beautiful pictures Cindy. You are the greatest'	' You really worked hard on that painting and had to make careful choices in paint colours to mix that shade of green'

Twelve children are getting ready to go outside on a cold day	' I like it how Marty and Pete are waiting quietly'	'If we help each other we'll be ready lickety-split'
An after school club has been asked to check in at 4.30	'I am glad some people can get here on time. Where are Jose, Steven and Billy'	'Jake and Jenny, you have been prompt and punctual. Thank you'
Daniel has just finished a collage. He comes to you and says ' Look at what I have done, isn't it pretty'	'Oh yes, it's just beautiful'	'You look pleased with your collage'

### **Ways to say 'Good For You'**

Everyone knows that a little encouragement goes a long way. But a 'little encouragement' needs to be more than the same few phrases repeated over and over again. We all need to have more than the traditional 'good', 'very good' and 'fine' and this is especially true for children. Sincerity, creativity and variety are powerful tools in building your child's self esteem. Here are some possibilities:

- How did you do that?
- That's really nice
- Keep up the good work
- That's quite an improvement
- Thank you very much
- That's clever
- That's an interesting point
- Congratulations
- Now you've got the hang of it
- Terrific effort
- Super
- Beautiful
- You've got it now
- Nice going
- I appreciate what you've done
- I think the others would like to see
- That's coming along nicely
- That's going to be great
- I can tell you really care
- You're a good leader
- It looks like you put a lot of work into this
- I enjoy people working together
- I like the way you are working
- How does that make you feel?
- You really paid attention
- What neat work
- You really outdid yourself
- Very creative
- Good thinking
- You're right on track
- That's very good observation
- That's a good point
- Excellent
- Oh, I see your point
- You make it look easy
- You're so helpful
- That's encouraging
- Thanks for sharing
- I like the way you worked that out
- The others have obviously had fun playing on your team
- Teach me how you did that
- That's an interesting way of looking at it
- Thanks for your cooperation

There are many creative ways to empower children. Think of some words of encouragement that have helped you and pass these onto children.

### Handling Feelings

1. Create a relaxed and accepting atmosphere appropriate for talking.
2. Respond to a child as you would to a friend – *but be aware that physical contact could be misinterpreted*
3. LISTEN- use silence without interrupting or defending; identify the feeling behind the words.
4. Give a child a message that he is understood; DON'T judge feelings, feelings are neither right nor wrong- they just are
5. Avoid using feeling- stoppers:
  - Denial of feelings will repress emotions that will show up later and potentially, in a more explosive manner; e.g. *'You don't really hate your brother' could be rephrased: 'I understand that you are really angry with your brother right now'*
  - Reassuring or fixing will not create confidence in your child that she can handle problems; e.g. *'There is nothing to be afraid of! Now go to sleep!'* rephrased *'What could you do to make your room less scary?'*

### Feeling Stoppers

- Denial
- Scolding or reprimanding
- Making them feel guilty
- Lecturing
- Calling names
- Solving the problem
  
- Ignoring
- Punishing
- Moralising
- Humiliating
- Pitying
- Sarcasm
- Comparing to others
- Minimising
- Interrupting

## **Communication Skills**

### **The Ability to Listen Responsively**

#### **Involves:**

- Being silent- listening intently to an entire explanation
- Using words which convey acceptance of the individual and respect for his thoughts
- Creating a warm atmosphere for talk. Choosing a good time to share
- Relaxing- responding to your child as an intimate friend
- Trying to identify the feeling behind the words. Talking about feelings/ emotions
- Influencing- showing a range of possibilities
- Making as many positive comments as possible Being curious and accepting
- Drawing out solutions from a child
- Allowing for complete expression of feelings

#### **Does not involve:**

- Interrupting or formulating your response while the other person is talking (i.e. not truly listening)
- Using time worn phrases of reply. Example 'You ought to...' 'You shouldn't feel...'
- Insisting on a talk when the time is inappropriate either for you or the child
- Displaying tension, disapproval, or hostility in facial or body expressions
- Assuming you know how the child feels because you had similar experiences as a child
- Being judgemental with more concern about being right than being close
- Moralising, fixing, converting, advising and lecturing
- Denial, not permitting certain feelings to be expressed
- Criticising
- Insisting on seeking an immediate solution

# **CODE OF CONDUCT FOR STAFF**

**All staff at Camp Glide have a duty to safeguard and promote the welfare of children and young people. Staff are expected to maintain the highest standards of behaviour and professionalism at all times and must act as positive role models.**

## **1. Professional Conduct**

Staff must:

- Set a positive example for children and colleagues to follow
- Arrive in sufficient time to prepare activities and ensure a safe environment
- Maintain professional behaviour at all times
- Continue to develop knowledge of good practice and child development
- Maintain appropriate professional boundaries with children at all times
- Avoid unnecessary or inappropriate physical contact

## **2. Supporting Children**

Staff should:

- Promote enjoyment, participation, and inclusion in all activities
- Recognise that winning is only part of the experience
- Be mindful of children's time, energy, and wider interests
- Invest in the wellbeing and individual needs of each child
- Ensure equal time, attention, and opportunity for all

## **3. Behaviour and Values**

Staff must:

- Promote fundamental British values through everyday practice
- Encourage fairness, respect, and good behaviour
- Ensure children show respect to others, including peers, staff, and visitors
- Never shout at, ridicule, or belittle a child for mistakes or performance
- Use appropriate, respectful language at all times

## **4. Safeguarding Responsibilities**

Staff must:

- Take responsibility for safeguarding and protecting children at all times
- Report any safeguarding concerns immediately to the Designated Safeguarding Lead (DSL)
- Never ignore, dismiss, or delay reporting concerns
- Follow all safeguarding and child protection procedures.

## **5. Use of Mobile Phones, Images and Social Media**

Staff must:

- Only use approved work devices to take photographs or record images
- Not use personal mobile phones in the presence of children unless authorised
- Not share images, videos, or information about children on personal social media
- Follow Camp Glide's policies on online safety and data protection

## **6. Equality, Inclusion and Respect**

Staff must:

- Treat all children fairly and equally, regardless of background or ability
- Challenge discrimination, bullying, or inappropriate behaviour
- Promote an inclusive and supportive environment for all

## 7. Health, Safety and Welfare

Staff are responsible for:

- Ensuring a safe environment for all activities
- Following health and safety procedures at all times
- Reporting hazards, accidents, or concerns immediately
- Following professional advice regarding injured children
- Taking responsibility for children until they have been safely collected or have left appropriately

## 8. Whistleblowing

Staff must:

- Raise concerns about the behaviour or conduct of colleagues where necessary
- Follow Camp Glide's whistleblowing procedures
- Act in the best interests of children at all times

Camp Glide condemns and will not tolerate any inappropriate or negative behaviour in our settings towards adults or children.

This can include (but is not limited to):

- Violence
- Profane language
- Any form of abuse
- Any inappropriate or negative interactions.

### **Action to be taken if code of conduct is not followed:**

- A staff member will ask you to stop and will potentially ask you to leave the premises.
- The police may be called.
- Adults may be excluded from the setting. This will include collecting or dropping off of children at our settings.

Please note that each case will be dealt with on a case by case basis.

## **CODE OF CONDUCT FOR PARENTS/VISITORS TO OUR SETTINGS**

**Camp Glide is committed to providing a safe, positive, and inclusive environment for all children. Parents, carers, and visitors play an important role in supporting this and are expected to follow this Code of Conduct at all times while on site or engaging with the setting.**

### **1. Access to the Setting**

- Parents/carers are welcome to enter the setting briefly at drop-off or collection
- Any extended visits must be agreed in advance with management
- Parents/carers and visitors must not enter activity areas unless invited or supervised by a member of staff
- All visitors must follow Camp Glide procedures while on site

### **2. Behaviour and Conduct**

Parents, carers, and visitors must:

- Treat all children, staff, and other adults with respect
- Follow instructions given by staff and adhere to any official signage
- Approach a member of staff with any concerns or queries
- Lead by example and promote positive behaviour at all times

Parents and carers must not:

- Use inappropriate language, aggressive behaviour, or intimidation
- Challenge or discipline children other than their own

### **3. Supporting Children**

Parents and carers should:

- Encourage children to participate and enjoy activities
- Recognise that activities are for children's enjoyment, not adult competition
- Avoid placing undue pressure on children
- Never ridicule, criticise, or shame a child for making mistakes or losing
- Support children in learning through positive encouragement

### **4. Safeguarding and Safety**

- Parents/carers must ensure children are signed in and out correctly
- If a child's name does not appear on the register, a member of staff must be informed immediately
- Children must not be left unsupervised before or after sessions
- Parents/carers must inform staff of any relevant medical or welfare information

## 5. Use of Mobile Phones and Cameras

- The use of mobile phones, cameras, or recording devices is not permitted within the setting
- Phones may only be used outside designated activity areas
- Images or videos of children must not be taken or shared without permission

## 6. Respect for the Environment

Parents, carers, and visitors must:

- Respect the setting, equipment, and facilities
- Follow health and safety guidance at all times
- Report any concerns or hazards to a member of staff

Camp Glide condemns and will not tolerate any inappropriate or negative behaviour in our settings towards adults or children.

This can include (but is not limited to):

- Violence
- Profane language
- Any form of abuse
- Any inappropriate or negative interactions.

### **Action to be taken if code of conduct is not followed:**

- A staff member will ask you to stop and will potentially ask you to leave the premises.
- The police may be called.
- Adults may be excluded from the setting. This will include collecting or dropping off of children at our settings.

Please note that each case will be dealt with on a case by case basis.

## **Protection of Children and Vulnerable People Policy**

### **CODE OF CONDUCT FOR CHILDREN AND YOUNG PEOPLE**

**At Camp Glide, we want everyone to have fun, feel safe, and enjoy their time at our holiday club. All children and young people are expected to follow this Code of Conduct.**

#### **Respect and Kindness**

You should:

- Be kind, friendly, and respectful to others
- Treat others as you would like to be treated
- Listen to staff and follow instructions
- Use polite and appropriate language

You must not:

- Be rude, unkind, or hurtful to others
- Argue with or ignore staff instructions

#### **Behaviour and Attitude**

- Take part in activities with a positive attitude
- Try your best and enjoy yourself
- Include others and be supportive
- Celebrate others' achievements and efforts

#### **Playing Fairly**

- Follow the rules of games and activities
- Take turns and share equipment
- Be honest and fair

#### **Being Ready and Responsible**

You should:

- Arrive ready to take part in activities
- Wear appropriate clothing for the day
- Look after your belongings
- Help tidy up after activities

#### **Health and Safety**

- Stay within the activity areas unless given permission to leave
- Tell a member of staff if you feel unwell or get hurt
- Follow all safety instructions

#### **Looking After Others and the Environment**

- Be considerate of other people's space and feelings
- Respect equipment and the environment
- Help keep the setting clean and safe

## Protection of Children and Vulnerable People Policy

### Tell us your views

**Customer Comment Form Procedure:** We want to do everything possible to make your visit to a Camp Glide activity or facility the best it can be. Please take a moment to tell us what we are doing well and if there is anything we can do better. You can complete this form, make a verbal comment to a member of staff or email us at [andy@campglide.co.uk](mailto:andy@campglide.co.uk)

Your ideas and feedback are important to us.

**The customer comment process:** Please let us know how you feel about the services and facilities we offer. If we do not meet, or we have exceeded your expectations, please complete this form and place it in one of the customer comment boxes throughout each centre. We will ensure that your views are read, replied to if required and acted upon where possible.

- We will acknowledge customer comment forms requesting a response via the contact telephone number within ten working days
- We will acknowledge customer comment forms requesting a response by post or email within ten working days
- A monthly customer comment report including our responses will be displayed in the Customer Information File in the relevant centre's reception.

### If you have a complaint:

- If you wish to bring a complaint to the attention of a Camp Director or one of our Managers.
- If you are unhappy with the response you receive, please write to

**Andy Setters  
Camp Glide  
Wray Common School  
Kendal Close  
Reigate  
Surrey  
RH2 0LR**

If you are unhappy with the response of the director you may contact OFSTED regarding the care and provision or HSE for health and safety issues.

After looking into your complaint, if it is found that Camp Glide is at fault, we will do our best to put matters right. If we cannot do anything, we will tell you why.

## Protection of Children and Vulnerable People Policy

### Definitions and Signs of Abuse

#### What are the types of child abuse?

The four major types of child abuse are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Another type of abuse is child exploitation (distinct from sexual exploitation). This is the use of a child in work or other activities for the benefit of others. Child labour is an example of child exploitation for commercial reasons. Using a child in this way detracts from their own physical, mental, and social development.

#### What is physical abuse?

Physical abuse is any non-accidental physical injury to a child. Even if the parent, guardian or carer who inflicts the injury might not have intended to hurt the child, the injury is not considered an accident if the guardian's actions were intentional. This injury may be the result of any assault on a child's body, such as:

- beating, whipping, paddling, punching, slapping, or hitting
- pushing, shoving, shaking, kicking or throwing
- pinching, biting, choking, or hair-pulling
- burning with cigarettes, scalding water, or other hot objects.
- severe physical punishment that is inappropriate to a child's age.

Physical punishment is distinguished from physical abuse in that physical punishment is the use of physical force with the intent of inflicting bodily pain, but not injury, for the purpose of correction or control. Physical abuse is an injury that results from physical aggression. However, physical punishment easily gets out of control and can become physical abuse. Corporal punishment is against the law in the United Kingdom. In many families, physical punishment is the norm.

Hundreds of thousands of children are physically abused each year by someone close to them, and thousands of children die from the injuries. For those who survive, the emotional scars are deeper than the physical scars.

#### What is sexual abuse?

Sexual abuse of a child is any sexual act between an adult and a child. This includes:

- fondling, touching, or kissing a child's genitals
- making the child fondle the adult's genitals
- penetration, intercourse, incest, rape, oral sex or sodomy
- exposing the child to adult sexuality in other forms (showing sex organs to a child, forced observation of sexual acts, showing pornographic material,

tell- ing "dirty" stories, group sex including a child)

- other privacy violations (forcing the child to undress, spying on a child in the bathroom or bedroom)
- sexual exploitation
- enticing children to pornographic sites or material on the Internet
- luring children through the Internet to meet for sexual liaisons
- exposing children to pornographic movies or magazines
- child prostitution
- using a child in the production of pornography, such as a film or magazine

The above acts are considered child abuse when they are committed by a relative or by a carer, such as a parent, babysitter, or childcare provider, whether inside the home or away from the home. (If a stranger commits the act, it is called sexual assault.)

The legal age of consent for two people to have sexual relations is 16. Having sex with a person younger than the legal age of consent is against the law. Even if the two parties agree to the sexual relationship, it is still against the law.

Sexual abuse is especially complicated because of the power differential between the adult and child, because of the negotiations that must occur between adult and child, and because the child has no way to assimilate the experience into a mature understanding of intimacy. Regardless of the child's behaviour or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Sexual abuse is never the child's fault.

Sexual abusers can be:

- parents, siblings, or other relatives
- childcare professionals
- clergy, teachers, or athletic coaches
- neighbours or friends
- strangers

### **What is emotional abuse?**

Emotional abuse is any attitude, behaviour, or failure to act on the part of the carer that interferes with a child's mental health or social development.

Other names for emotional abuse are:

- verbal abuse
- mental abuse
- psychological maltreatment or abuse

Emotional abuse can range from a simple verbal insult to an extreme form of punishment. The following are examples of emotional abuse:

- ignoring, withdrawal of attention, or rejection
- lack of praise, positive reinforcement, or saying "I love you"
- yelling or screaming
- threatening or frightening

- negative comparisons to others
- belittling; telling the child he or she is "no good," "worthless," "bad," or "a mistake"
- using derogatory terms to describe the child, name-calling
- shaming or humiliating
- habitually making a scapegoat or blaming
- using extreme or bizarre forms of punishment, such as confinement to a cupboard or dark room, tying to a chair for long periods of time, or terrorising a child

Emotional abuse is almost always present when another form of abuse is found. Emotional abuse of children can come from adults or from other children:

- parents or carers
- teachers or coaches
- siblings
- bullies at school
- social cliques at school

### **What is Neglect?**

Neglect is a failure to provide for the child's basic needs. The types of neglect are:

- physical
- emotional

### **Physical neglect**

Physical neglect is not providing for a child's physical needs, including:

- inadequate provision of food, housing, or clothing appropriate for season or weather
- lack of supervision
- expulsion from the home or refusal to allow a runaway to return home
- abandonment
- denial or delay of medical care
- inadequate hygiene

### **Educational neglect**

Educational neglect is the failure to enrol a child of mandatory school age in school or to provide necessary special education. This includes allowing excessive trancies from school.

### **Emotional (psychological) neglect**

Emotional neglect is a lack of emotional support and love, such as:

- not attending to the child's needs
- failure to provide necessary psychological care
- domestic violence in the child's presence, such as spousal or partner abuse

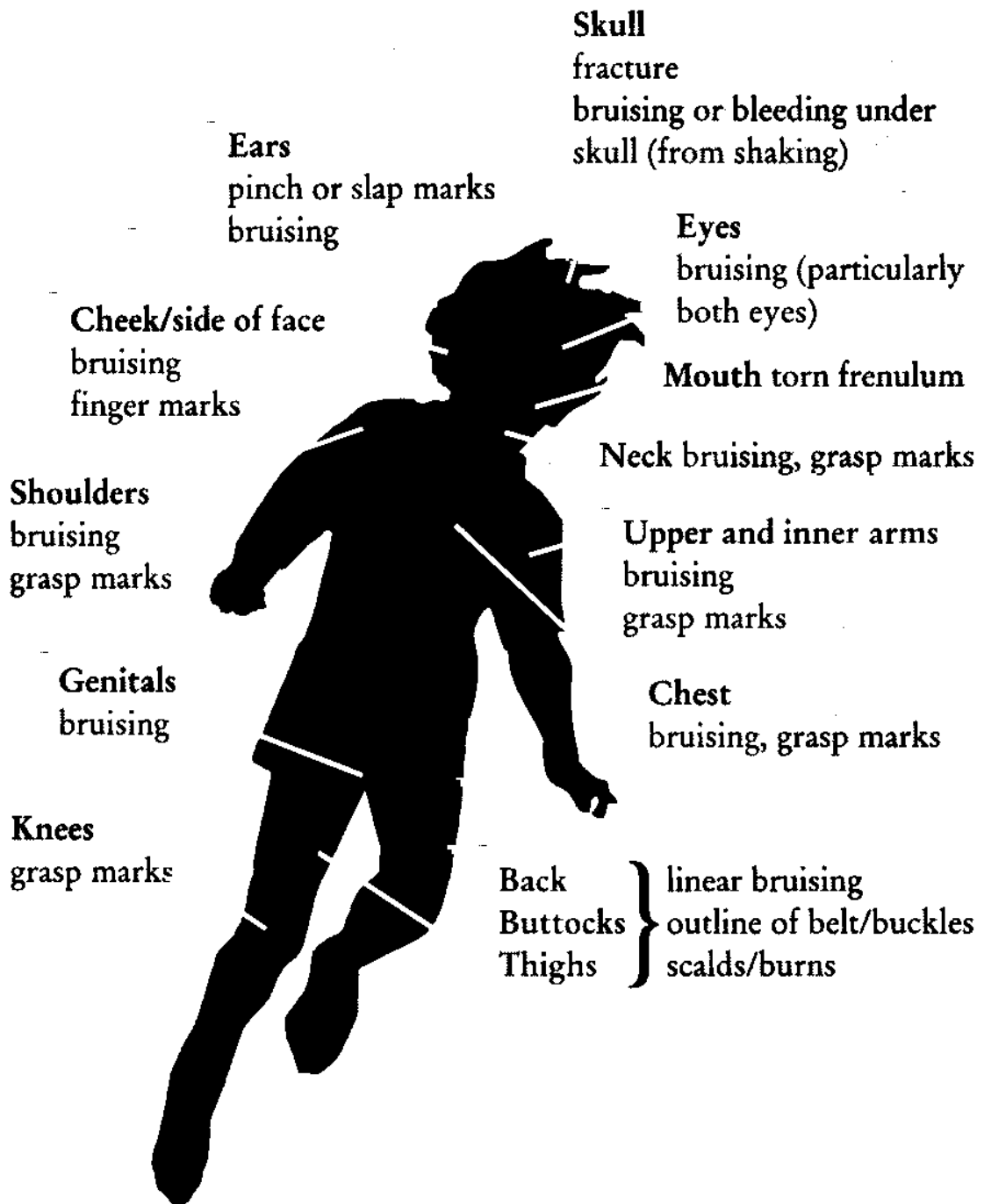
- drug and alcohol abuse in the presence of the child, or allowing the child to participate in drug and alcohol use

When authorities examine emotional neglect, they take into consideration cultural values and standards of care, as well as the level of family income, which may interfere with proper care.

Some overlap exists between the definitions of emotional abuse and emotional neglect; regardless, they are both child abuse.

## How to recognise forms of child abuse

### Common Sites for Non-Accidental Injury



**Bruises likely to be:** Frequent, patterned (e.g. finger and thumb mark), old and new in the same place (note colour), in unusual position (see diagram).

**Consider:** Development level of the child and their activities, may be more difficult to see on darker skins.

**Burns and scalds likely to have:** Clear outline, splash marks around burn area, unusual position (e.g. back of hand), indicative shapes (e.g. cigarette burns, bar of electric fire).

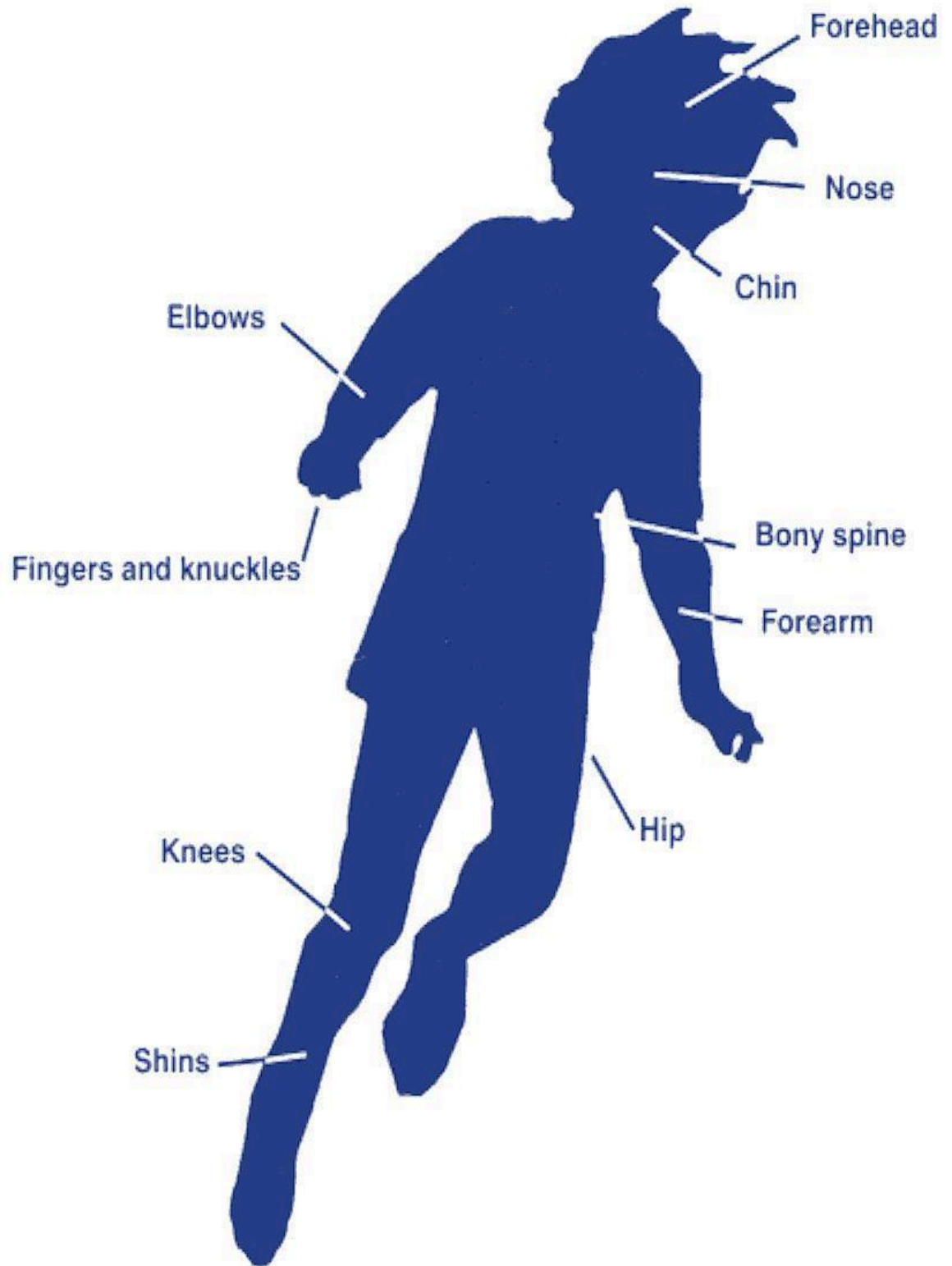
**Injuries are suspicious if:** Bite marks, fingernail marks, large and deep scratches, incisions (e.g. razor blades).

**Fractures likely to be:** Numerous, healed at different times.

**Consider:** Age of child, always suspicious in babies under 2 years old, delay in seeking treatment.

**Sexual abuse may result in:** Unexplained soreness, bleeding or injury in genital or anal area, sexually transmitted diseases (e.g. warts, gonorrhoea).

Common Sites for Accidental Injury



**Bruises likely to be:** Few but scattered, no pattern, same colour and age.

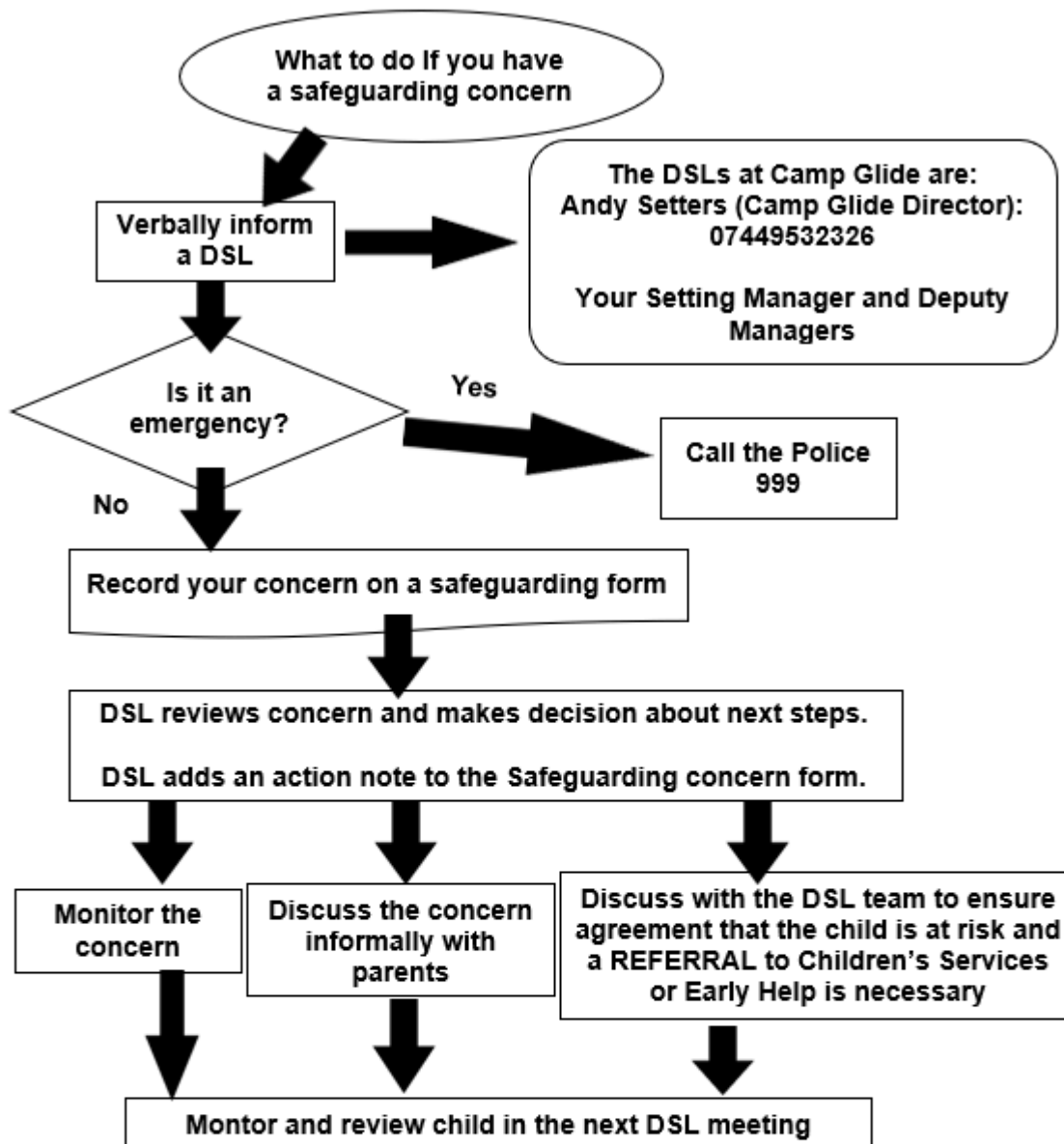
**Consider:** Age and activity of a child (e.g. learning to walk), may be confused with birthmarks or other skin conditions.

**Bruises and Scalds likely to be:** Treated, easily explained, may be confused with other conditions (e.g. impetigo, nappy rash)

**Injuries likely to be:** Minor or superficial, treated, easily explained.

**Fractures likely to be:** Of arms and legs, seldom on ribs except for road traffic accidents, rare in very young children, may rarely be due to brittle bone syndrome.

**Genital Area:** Injury may be accidental (seek expert opinion), soreness may be nappy rash or irritation (e.g. from bubble bath), and soreness may be due to constipation or threadworm infestation.



**Prevent/Channel Referrals**  
 DfE helpline  
 Extremism@education.gov.uk  
 02073407264

**Whistleblowing**  
 Andy Setters (Company Director):  
 andy@campglide.co.uk  
 NSPCC Whistleblowing advice line:  
 0800 028 0285  
 Ofsted: 0300 123 1231

**What to do if you are still concerned about a child:**  
 Contact your local safeguarding Board. See previous cards.

**If you are concerned about an adult working with children:**  
 Contact LADO. See previous cards.

**CAMP GLIDE- REPORTING OF INCIDENTS**

**Protection of Children and Vulnerable People Policy**

**INCIDENT REPORT FORM**



**Camp Glide Incident Report Form**

Venue/Setting: .....

Child involved: .....

Staff who witnessed the incident:.....

Date of incident: .....

Time of incident: .....

Specific location: .....

What happened:

.....  
.....  
.....  
.....  
.....  
.....  
.....

Action taken by Camp Glide staff:

.....  
.....  
.....

Signed by on duty Manager: ..... Date: .....

Signed by staff member: ..... Date:.....

Signed by parent: ..... Date:.....

## Protection of Children and Vulnerable People Policy

### CHILD PROTECTION - USEFUL CONTACTS

#### Local:

#### **Surrey County Council:**

([www.surreycc.gov.uk](http://www.surreycc.gov.uk) ⇒ People & Community ⇒ Children & Families ⇒ Child Protection)

For Child Protection Referrals (Children - Single point of access): Surrey County Council Child Protection Unit, Mon – Fri 9 am – 5 pm:

**Tel:** 0300 470 9100

**Local Designated Officer 0300 200 1006 option 4 then option 3 OR 0300 123 1650 option 3**

**Children's Single Point of Access (CSPA) 0300 470 9100**

#### **West Sussex County Council:**

([www.westsussex.gov.uk/contact-us/](http://www.westsussex.gov.uk/contact-us/) ⇒ [Social](#) Care & Health ⇒ Concerned about a child)

WSChildrenServices@westsussex.gov.uk

01403 229900 (Phone lines are open Monday-Friday, 8.00am-5.00pm.)

<https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance>

#### **Southwark County Council:**

[safeguarding.southwark.gov.uk](http://safeguarding.southwark.gov.uk)

If you have concerns about a specific child, please contact the Multi-Agency Safeguarding Hub (MASH) on 020 7525 1921 (weekday 9-5) or 020 7525 5000 (out of hours). You can also email them on [MASH@southwark.gov.uk](mailto:MASH@southwark.gov.uk).

#### **Croydon County Council:**

<https://www.croydon.gov.uk/children-young-people-and-families/child-protection-and-safeguarding/report-concern-about-child>

By phone: Call [0208 255 2888](tel:02082552888) (Monday to Friday, 9am to 5pm).

#### Emergency Duty Team:

For urgent situations which arise outside of normal office hours.

**Tel: 01483 517898**

**Mincom: 01483 517844**

## **Police: 999**

There are four area child protection and vulnerable adult teams based in the Public Protection Investigation Units of Surrey Police.

## **In an Emergency Tel: 999**

### **Out of Hours (Croydon):**

Call our Emergency Duty Team (EDT) on 0208 726 6400. Press 5 for Children's Services and listen to the message until you hear 'If your call is an emergency, please wait and your call will be transferred'.

The call operator will take your details and pass the message on to the EDT social worker to respond. This may not be immediately, dependent on other calls into EDT. EDT responds to any urgent child safeguarding concerns that cannot wait until the next working day

In an emergency call 999

## **Stop It Now**

Website: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)  
Freephone Helpline: **0808 1000 900**  
Email: [help@stopitnow.org.uk](mailto:help@stopitnow.org.uk)

Surrey Project Coordinator: Teresa Hughes, Tel: **01372 847162**

### **National contacts:**

#### **NSPCC**

Weston House, 42 Curtain Road, London, EC2A 3NH  
Website: [www.nspcc.org](http://www.nspcc.org)  
Tel: **0207 825 2500**

Child Protection Helpline: **0808 800 5000**

NSPCC National Training Centre 3  
Gilmour Close, Beaumont Leys  
Leicester, LE4 1EZ

#### **Child Line**

ChildLine, Freepost 1111, London, N1 0BR Tel:  
**0800 1111**  
Website: [www.childline.org.uk](http://www.childline.org.uk)