

## Greenpower Education Trust

### Safeguarding vulnerable groups including children

Greenpower Education Trust has a moral and legal obligation [Children Act 1989] to ensure that we deliver the highest possible standard of care for all beneficiaries of our activities.

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, students and anyone working on behalf of Greenpower Education Trust including contractors.

For the purpose of this document, by 'vulnerable' we are referring to children and young people under 18 years of age or to adults who are in receipt of a regulated activity<sup>1</sup>.

We define safeguarding and promoting the welfare of vulnerable groups and children as:

- Protecting from maltreatment;
- Preventing impairment of health or development; and
- For children - ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific groups or children who are suffering, or are likely to suffer, significant harm. Effective protection is essential as part of wider work to safeguard and promote the welfare of vulnerable groups and children. However, we aim to proactively safeguard and promote the welfare of our beneficiaries so that the need for action to protect them from harm is reduced.

### **“Safeguarding is everyone’s responsibility”**

#### **Key Information:**

The Designated Safeguarding Lead is:	Lisa Roberts
The Deputy Designated Safeguarding Lead is:	Olivia Procter-Moore
The Designated Safeguarding Trustee is:	Emma Kerr

This Policy was adopted on:	<i>31<sup>st</sup> May 2017</i>
Policy Reviewed:	<i>19<sup>th</sup> January 2018</i>
Date of next Revision:	<i>Due January 2019</i>

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<sup>1</sup> The definition of Regulated Activity for adults defines the activities provided to any adult as those which, if any adult requires them, will mean that the adult will be considered vulnerable at that particular time. These activities are: the provision of healthcare, personal care, and/or social work; assistance with general household matters and/or in the conduct of the adult's own affairs; and/or an adult who is conveyed to, from, or between places, where they receive healthcare, relevant personal care or social work because of their age, illness or disability. Please see Department of Health factual note on Regulated activity (adults) available on their website.

## **1. Policy Statement**

1.1 The purpose of this policy is to:

1.1.1 Protect children and vulnerable adults who receive Greenpower Education Services; and

1.1.2 Provide a secure framework for all staff, Trustees and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

1.2 Greenpower Education Trust believes that a child or vulnerable adult should never experience abuse of any kind. This Policy therefore:

1.2.1 Recognises the responsibility of all those involved in Motor Sport and our associated activities (professional and volunteers) to safeguard and promote the interests and wellbeing of the children and young competitors with whom they are working;

1.2.2 Provides a framework on the recruitment, selection, suitability and deployment of individuals working with young people;

1.2.3 Emphasises the value of working closely in partnership with other mentors, officials, parents, professionals and volunteers to protect children and young competitors from harm and discrimination;

1.2.4 Acknowledges that abuse does take place in sport and that raising awareness and understanding of the main forms of abuse and establishing communication and reporting procedures if abuse is suspected will further safeguard the young drivers, mentors, volunteers and all others working within Motor Sport; and

1.2.5 Commits to sharing information about concerns with all relevant parties and agencies as appropriate while treating all beneficiaries with respect regardless of age, disability, gender, race heritage, religious belief, sexual orientation or identity.

1.3 The Policy and Guidelines as agreed are seen as a live document, capable of being reviewed and amended according to need on an ongoing basis. For the sake of continuity and consistency, any review period other than that occasioned by changes in the enabling Act(s) should not be less than one year.

1.4 The Greenpower Education Trust welcomes any written comments or suggestions regarding the Policy and Guidelines, and their application, at any time.

## **2. Legal Framework**

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

- Children Act 1989
- United Convention of the Rights of the child 1991
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Special educational needs and disability (SEND) code of practice: 0-25 years – statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2015
- keeping children safe in Education Sept 2016

2.2 This policy should be read alongside our policies and procedures on:

- Recruitment, induction and training
- Code of conduct
- Complaints
- Whistle blowing
- Health and Safety
- Equal opportunities
- Data Protection
- E-safety
- Lone Working

### 3. Recognising Abuse

3.1 It is not always easy to spot when children have been abused even for the most experienced carers. However, some of the more typical symptoms, which should trigger your suspicions would include:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- Sexually explicit language or actions.
- A sudden change in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper).
- The child describes what appears to be an abusive act involving him/her.
- A change observed over a long period of time (e.g. the child losing weight or becoming increasingly dirty or unkempt).
- A general distrust and avoidance of adults, especially with whom a close relationship would be expected.
- An unreasonable reaction to normal physical contact.
- Difficulty in making friends or abnormal restrictions on socialising with others.

3.2 However, it is important to note that a child could be displaying some or all of these signs, or behaving in a way which is worrying - this does not necessarily mean the child is being abused. Similarly, there may not be any signs, you may just feel something is wrong. If you are worried, it is NOT your responsibility to decide if it is abuse BUT it is your responsibility to act on your concerns and do something about it.

3.3 There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015).

3.3.1 Physical Abuse - May involve hitting, shaking, throwing, poisoning, burning/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.

3.3.2 Emotional Abuse - Is 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 children 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 the 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.

3.3.3 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 or 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.

3.3.4 Neglect - Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

3.4 Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse.

#### **4. What should I do if there are allegations of abuse?**

4.1 Always:

- Stay calm - ensure the child is safe and feels safe.
- Show and tell the child that you are taking what s/he says seriously.
- Reassure the child and stress that s/he is not to blame.
- Be honest, explain you will have to tell someone else to help stop the alleged abuse.
- Make a note of what the child has said as soon as possible after the event.
- Maintain confidentiality - only tell others if it will help protect the child.

4.2 Never:

- Rush into actions that may be inappropriate.
- Make promises you cannot keep – nothing can be 'kept a secret' or 'promise not to tell'.
- Ask inappropriate questions, which may jeopardise any impending police investigation.
- Take sole responsibility - consult someone else (the person in charge or someone you can trust) so you can begin to protect the child and gain support for yourself.

4.3 Taking appropriate action if you are worried about abuse is never easy - it takes courage but it protects a young life. You may be upset about what the child has said or you may worry about the consequences of your actions. Sometimes people worry about children being removed from their families as a result of abuse but in reality this rarely happens. However, one thing is certain - you cannot ignore it. The effects of abuse on children can be devastating, especially if children are left unprotected or do not receive help to cope with the abuse.

4.4 The most serious effect is that children can and do die as a result of abuse. They can develop behavioural difficulties, problems at school, their development can be delayed and they can become depressed and withdrawn. Some of these problems, if left untreated, can persist into adulthood.

4.5 When recording information, it is important that you do not carry the process beyond gathering information about the allegation, into beginning an investigation. Unnecessary interviews with child complainants could prejudice the integrity of evidence that may eventually have to be presented in court.

4.6 There are particular problems with regard to gaining information from children with limited communication skills. Care should be taken that appropriate means are used to find out what the allegation is about without "leading" the child.

4.7 The environment for recording information needs to be considered carefully. Try and ensure that you are in sight of another adult, but that your conversation won't be overheard. You also need to be careful about physical contact during an interview because it may not be what the child wants.

The rule is to let the child initiate any actions and to remain positive and supportive throughout.

## 5. Reporting Concerns

- 5.1 In the first instance, if a member of staff has a concern about a vulnerable child/adult, they should report this immediately to the Designated Safeguarding Lead (DSL). However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.
- 5.2 If the DSL is not available concerns should be reported to the Deputy Designated Safeguarding Lead (DDSL) or the Secretary of the Meeting (SoM). Any concerns raised via the DDSL or the SoM will be reported back to the DSL to make any further reports, second party notifications or possible referrals.
- 5.3 If there is an immediate concern about the welfare of a child or a member of their family and there is no DSL, DDSL or SoM available, **any** member of staff can phone the Multi-Agency Safeguarding Hub (MASH). They are a single point of contact for all safeguarding concerns regarding children and young people in each county which includes front door access for Early Help. You will need to contact the relevant MASH for where the child/adult lives, if in doubt call the **police**. Contact details for West Sussex are:
  - Email: [MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk)
  - Telephone: 01403 229 900
  - Out of Hours: 0330 222 6664
- 5.4 Report any such action to the DSL as soon as possible. The DSL will keep records of ALL concerns. The DSL will confer closely with the Designated Safeguarding Trustee (DST) to ensure all procedures have been adequately followed and decide if any issues need to be raised with the Charity Commission.

## 6. Roles and Responsibilities

- 6.1 The DSL is the central point of contact for all staff. They should be formally trained and be:
  - Confident in knowing what to do and where to go if you have concerns;
  - Able to keep records up to date, safely and securely;
  - Making sure that all staff and trustees are aware of their safeguarding responsibilities;
  - The initial point of contact for external agencies in relation to safeguarding issues; and
  - Promoting awareness of safeguarding in relation to the children, all staff, the governing body and parents.
- 6.2 The DDSL should be trained to the same level as the DSL.
- 6.3 The DST or Essential Trustees is the link between the staff and the board of Trustees and should ensure strong governance through:
  - Planned work of the organisation so as to minimise situations where the abuse of children can occur;
  - Appointing DST/DSL/DDSL and providing clear job roles;
  - Ensuring policies are appropriate, proportional, implemented and reviewed on a regular basis in line with current legislation;
  - Reviewing concerns in-line with procedures and current policy;
  - Training staff and volunteers, line-managers or supervisors, and policy makers in the prevention of child abuse; and
  - Creating a culture which allow children's complaints to be heard.

## 7. Allegations against staff

- 7.1 Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

7.2 In all instances the DSL must be informed. If the DSL is not available then the DDSL should be advised.

7.3 If the allegation concerns the DSL then the CEO and DST must be informed.

7.4 In all situations regarding an allegation of abuse against a member of staff / volunteer / trustee Greenpower Education Trust must not act alone and must seek advice and make a referral where necessary.

7.5 In such circumstances our DSL, or DST (if the allegation is against the DSL) will:

- Contact the LADO in the relevant county for advice; the LADO for West Sussex County Council is:

Lindsey Tunbridge-Adams

Tel: 0330 222 3339 Email: [Lindsey.Tunbridge-Adams@westsussex.gov.uk](mailto:Lindsey.Tunbridge-Adams@westsussex.gov.uk)

The Assistant LADO is Anne Richards

Tel: 0330 222 7191 Email: [Anne.Richards@westsussex.gov.uk](mailto:Anne.Richards@westsussex.gov.uk)

- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

## 8. Good Practice Guide

### 8.1 Senior Officials

Child abuse is a very difficult situation for senior officials. Having the right systems in place can help all concerned. Abusers have great difficulty operating in a well-run organisation with good quality management and training.

8.1.1 Taking leadership responsibility for the organisation's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis.

8.1.2 That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority.

8.1.3 Ensuring that there is an Essential Trustee for Child Protection and Safeguarding and this person has received appropriate training for their role.

8.1.4 The designated safeguarding Trustee regularly reviews safeguarding within the organisation and includes within visits regular discussions with staff and beneficiaries of services.

8.1.5 Ensuring that there is a DSL for Child Protection, appointed from the Senior Management Team and a DDSL.

8.1.6 That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.

8.1.7 Safeguarding is an agenda item at a Trustee meeting at least once a year.

8.1.8 That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the organisation) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.

8.1.9 That there is a current whistle blowing policy in place.

8.1.10 That all Staff, (including volunteers and frequent visitors) who will be working for Greenpower Education Trust are given a mandatory induction which refers to safeguarding issues and where to find the policies and procedures.

- 8.1.11 That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- 8.1.12 That the board understand the need to identify trends and patterns regarding safeguarding concerns.
- 8.1.13 Making sure that the Child Protection/Safeguarding Policy is available to all beneficiaries including displaying on the website.
- 8.1.14 That all relevant safeguarding policies are reviewed on a regular basis and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures.

## 8.2 Mentors/Volunteers/All Staff

8.2.1 Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about any action to take. Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. A mentor, teacher, official or volunteer may have regular contact with young people and be an important link in identifying cases where a young person needs protection. All suspicious cases of poor practice should be reported to Greenpower Education Trust.

8.2.2 All personnel in sport should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate within sport:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment (e.g. No secrets).
- Treating all young people/disabled adults equally, and with respect and dignity
- Always putting the welfare of each young person first, before winning or achieving goals.
- Maintaining a safe and appropriate distance with participants (e.g. It is not appropriate to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
- Making sport fun, enjoyable and promoting fair play.
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the MSA. Care is needed as it is difficult to maintain hand positions when the child is constantly moving. Young people should always be consulted and their agreement gained. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Keeping up to date with the technical skills, qualifications and insurance.
- Involving parents/carers wherever possible.
- Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and disabled adults – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to acting in loco parentis, if the need arises to give permission for the administration of emergency first aid and/or other medical treatment
- Awareness of any medicines being taken by participants, or existing injuries.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if organisation officials are required to transport young people in their cars.

8.2.3 You should never:

- Engage in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in inappropriate touching of any form.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Let allegations a child makes go unchallenged or unrecorded; always act.
- Do things of a personal nature that children can do for themselves.

8.2.4 However, it may be sometimes necessary for staff/ volunteers to do things of a personal nature for children, particularly if they are very young or disabled. These tasks should only be carried out with the full understanding and consent of parents. In an emergency situation, which requires this type of help, parents should be fully informed. In such situations, it is important to ensure all staff/volunteers are sensitive to the child and undertake personal care tasks with the utmost discretion. In addition, medical consent should be obtained in the event where medication or treatment is required to be administered in the absence of the parent/guardian; this includes hospitalisation. Such procedures would cover the organisation from accusations of neglect.

## 9. Guidelines for Use of Photographic Filming Equipment at Events

- 9.1 There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young and disabled participants in vulnerable positions. Greenpower Education Trust adheres to the appropriate guidelines given below:
- 9.1.1 Students or amateur photographers/film/video operators wishing to record the event and not part of a participating team should seek accreditation with the event organiser by producing their student club or registration card and a letter from their club/educational establishment outlining their motive for attending the event.
- 9.1.2 All other spectators wishing to use photographic/film/video equipment with a telescopic or zoom lens should register their intent with Greenpower at the event.
- 9.1.3 Accreditation procedure: a system is in place whereby a record is made of the individual's name and address. Professionals should register prior to the event and their identification details should be checked with the issuing authority prior to the event. On registering, promoters of events should consider issuing an identification label on the day, which can serve to highlight those who have accreditation but must ensure that where regular events occur, the identifying label is changed to prevent unofficial replication.
- 9.1.4 Public information: the specific details concerning photographic/video and filming equipment should, where possible, be published prominently in event programmes and must be announced over the public address system prior to the start of the event.
- 9.1.5 The recommended wording is: In line with the recommendation in the Organisation's Child Protection Policy, the promoters of this event request that any person wishing to engage in any video, zoom or close range photography should register their details with staff at the Race Administration desk before carrying out any such photography. The promoter reserves the right of entry to this event and reserves the right to decline entry to any person unable to meet or abide by the organiser's conditions.
- 9.1.6 If you have concerns: if you are concerned about any photography taking place at an event, contact the event organiser (SoM) and discuss it with them. If appropriate the person about whom there are concerns should be asked to leave and the facility managers should be informed.
- 9.1.7 Videoing as a coaching aid: there is no intention to prevent club mentors, volunteers and teachers using video equipment as a legitimate coaching aid. However, participants and their parents/carers should be aware that this is part of the programme and care should be taken in the storing of such films.

## 10. Safer Recruitment

Greenpower Education Trust operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme

## 11. Disclosure and barring Service

- 11.1 Whilst being able to access criminal records can be seen as a positive move for organisations in the private and voluntary sectors, it is important not to see it in isolation. The DBS has been set up to increase access to information, in order to help provide protection for children and



vulnerable people against those who might wish to harm them. The aim is to make justifiable levels of information available to people responsible for recruitment decisions so that they can decide for themselves if someone has an unsuitable background. Greenpower Education Trust will request DBS checks for all employees and any volunteers working unsupervised with children.

- 11.2 As an organisation using the Disclosure and Barring Service to help assess the suitability of applicants for positions of trust, Greenpower complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of disclosures and disclosure information.
- 11.3 It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of disclosure information and has written policy on these matters, which is available to those who wish to see it on request.
- 11.4 Disclosure information is kept securely, in lockable, non-portable, storage containers with access to strictly controlled and limited to those who are entitled to see it as part of their duties.
- 11.5 In accordance with Section 124 of the Police Act 1997, disclosure information is only passed to those who are authorised to receive it in the course of their duties. Greenpower maintains a record of all those to whom disclosures or disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.
- 11.6 Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.
- 11.7 Once a recruitment (or other relevant) decision has been made, Greenpower does not keep disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep disclosure information for longer than six months, Greenpower will consult DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.
- 11.8 Once the retention period has elapsed, Greenpower will ensure that any disclosure information is immediately destroyed by secure means, e.g. by shredding. While awaiting destruction, disclosure information will not be kept in any insecure receptacle (e.g. waste bin). Greenpower will not keep any photocopy or other image of the disclosure or any copy or representation of the contents of a disclosure. However, notwithstanding the above, they may keep record of the date of issue of a disclosure, the name of the subject, the type of disclosure request, and the position for which the disclosure was requested, the unique reference number of the disclosure and the details of the recruitment decision taken.

## **12. Complaints Procedure**

Any individual or organisation wishing to make a complaint against a Greenpower employee or volunteer, within the context of the Child Protection Policy should follow the procedure below:

- Report the matter to the employer of the person concerned and to the Greenpower DSL. (NB. Employer in this instance refers to the parent club/organisation at which the event is taking place).
- Complaints that refer to the protection of children should be dealt with in accordance with the procedures in this policy.

## **13. Geographical variations**

- 13.1 The Greenpower Policy has been written as an umbrella document for universal application across the United Kingdom and its British Islands. However, it is acknowledged and understood that different legislatures may impose varying interpretations and indeed content to the requirements of the Children Acts specifically for England and Wales.
- 13.2 In such cases, the requirements of the Greenpower Safeguarding Policy should be viewed as a minimum requirement, and it is the responsibility of the individual Associations and Clubs

concerned to ensure that they additionally comply with any supplementary requirements of child protection legislation generally across the UK.

#### **14 Supporting Staff**

14.1 Greenpower Education Trust recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

14.2 The organisation hopes in such situations that the individual staff member would be able to talk to a member of staff especially the DSL who can make enquiries into what support may be available for the individual member of staff.

14.3 There are many organisations who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**  
[www.nspcc.org.uk](http://www.nspcc.org.uk)
- **ChildLine: 0800 1111** [www.childline.org.uk](http://www.childline.org.uk)

If you have had an allegation made against you, advice and support can be gained from the following sources:

Local Citizens' Advice Bureau:

Refer to Web search for contact details

MSA Head Office:

01753 765000 (Allan Dean-Lewis, MSA Child Protection Coordinator)

Email: [childprotection@msauk.org](mailto:childprotection@msauk.org)

The DSL and DST will take responsibility for updating this policy and information all staff and the Governing Body of key changes