



CHILD PROTECTION POLICY

NOTES FOR THE GUIDANCE OF CHILD PROTECTION
CO-ORDINATORS, WORKERS & VOLUNTEERS

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1. REACH PROTECTION POLICY

This policy is available to all involved in the organisation including children, young people, schools, parents, staff/volunteers and management committee members. Our policy is accessible on our website www.reachmentoring.co.uk

The Reach board takes seriously its responsibility to protect and safeguard the welfare of children and young people entrusted to Reach's care.

"Reach Mentoring is committed to a practice which protects children from harm.

All workers are legally obliged to place the welfare of children / young persons in their care above other considerations such as loyalty or personal preference.

We commit ourselves to co-operate fully with the appropriate statutory services when they are conducting an official investigation into the physical, emotional or sexual abuse of children or young persons by an adult or young person."

We will endeavour to safeguard children by:

Adopting child protection guidelines through a code of behaviour for staff and volunteers

Sharing information about child protection and good practice with children, parents, staff and volunteers

Sharing information about concerns with agencies who need to know, and involving parents and children appropriately;

Following carefully the procedures for recruitment and selection of staff and volunteers;

Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice at regular intervals.

Anyone who has been convicted of a physical assault on a child or young person may only work with children or young people in Reach with the express consent of the Reach Board. No one who has been convicted of a sexual assault may ever work with children or young people or be party to the policy making or staff recruitment for Reach.

2. WHY HAVE A CHILD PROTECTION POLICY?

'Experience has shown that children can be subjected to abuse by those who work with them in any and every setting.

All allegations of abuse of children by a professional, staff member, or volunteer should therefore be taken seriously and treated in accordance with local child protection procedures.

'..organisations which provide services for children (including day-care, leisure, churches, other places of worship and voluntary services) should have a procedure for handling such allegations' – Working Together to Safeguard Children (Home Office 1999).

The Children (NI) Order 1995 became law in March 1995; its main provisions were implemented in November 1996. The Department of Health, Social Services and Public Safety produced guidance on how statutory and voluntary organisations should work together to protect children. The DHHS&PS recommend that all organisations undertake this 'duty of care' by implementing written child protection policies and procedures.

The Protection of Children and Vulnerable Adults (NI) Order 2003 (POCVA) commenced on 1st April 2005 (with the exception of Article 46) and enhanced the arrangements for safeguarding vulnerable members of society by providing a legislative basis for pre-employment checking and for maintaining two lists:

- The *Disqualification from Working with Children (DWC (NI)) List* which is a list of individuals who are considered unsuitable to work with children and;
- The *Disqualification from Working with Vulnerable Adults (DWVA (NI)) List* which is a list of individuals who are considered unsuitable to work with vulnerable adults.

POCVA includes protective provisions over and above those available under corresponding legislation in other parts of the UK. It provides for the voluntary accreditation of non child care organisations as well as a whistle blowing facility when child care organisations fail to comply with the requirements of POCVA.

3. AREAS OF POLICY

Reach Mentoring recognises that many children and young people today are the victims of neglect, physical, sexual and emotional abuse. Accordingly, Reach Mentoring has adopted the policy contained in this document, (hereafter “the policy”). The policy sets out agreed guidelines relating to the following areas:

- Responding to allegations of abuse (including digitally), including those made against leaders or members of Reach Mentoring
- Appointing children / youth workers
- Supervision of activities and practical issues

These guidelines have been prepared following the printed guidance of Social Services, Child Care Policy Directorate DHSSPS, *Churches Child Protection Advisory Service (CCPAS)*, *NSPCC* and the *Volunteer Development Agency*.

A list of useful contacts, including the local Social Services team, is available at Appendix A.

Reach is committed to an on-going training programme for all those working with children / youth and this policy will form the basis of an annual seminar for all children / youth workers. Date of last policy review is on the front cover page. The policy review will take place annually.

4. DEFINITIONS OF ABUSE

4.1 Neglect

Neglect is the persistent failure to meet a child's physical and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate foods, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

4.2 Physical Abuse

Physical abuse is the deliberate physical injury to a child or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. For children with disabilities it may include confinement to a room or cot, or incorrectly given drugs to control behaviour.

4.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

4.4 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment 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 involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Over-protection can also be a form of abuse. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose children to emotional abuse.

4.5 Bullying

In all aspects of participation with Reach Mentoring, positive behaviour will be encouraged by those taking part. Any kind of bullying behaviour, at any time, is unacceptable. .

Bullying in itself is not a form of abuse, but a child who is bullied may be suffering any of the types of abuse mentioned above. It may take many forms but the mains types are:

- Physical (eg hitting, kicking, theft)
- Verbal (eg sectarian/racist remarks, name calling)
- Indirect (eg spreading rumours)

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, causes them significant harm. In these circumstances bullying should be considered as child abuse and treated as such.

Cyberbullying includes: sending threatening or abusive text messages; creating and sharing embarrassing images or videos; 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games; excluding children from online games, activities or friendship groups; setting up hate sites or groups about a particular child; encouraging young people to self-harm; voting for or against someone in an abusive poll; creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

4.6 Domestic Abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse.

Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

4.7 Child Trafficking

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

5. RECOGNISING AND RESPONDING TO ABUSE

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

5.1 Physical signs of abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc
- Injuries which have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/substance abuse

5.2 Indicators of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia

5.3 Signs of emotional abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Note: It is normally only a combination of several of these which should raise concern.

6. PROCEDURES WHEN CHILD ABUSE IS SUSPECTED / ALLEGED

6.1 The co-ordinator's actions following allegations of physical injury or neglect

If a child has a physical injury or symptom of neglect, the Co-ordinator will:

1. Make immediate contact with the school safeguarding officer. Or if outside of school, Contact Social Services for advice in cases of deliberate injury or where there is concern about the child's safety. The parents should not be informed by Reach in these circumstances.
2. Where emergency medical attention is necessary it will be sought immediately. The Co-ordinator will inform the doctor of any suspicions of abuse.
3. In other circumstances speak with the parent/carer and suggest that medical help/attention is sought for the child. The doctor (or health visitor) will then initiate further action, if necessary. If appropriate the parent/carer will be encouraged to seek help from the Social Services Department.
4. Where the parent/carer is unwilling to seek help, if appropriate, the Reach Co-ordinator should offer to go with them. If they still fail to act, the Co-ordinator should, in cases of real concern, contact Social Services for advice.
5. Where the co-ordinator is unsure whether or not to refer a case to the Social Services, then advice from the Social Services Gateway team can be sought and followed.

6.2 The co-ordinator's actions following allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse outside of school, the Co-ordinator will:

1. Contact the Social Services duty social worker for children and families or Police Child Abuse and Rape Enquiry Unit. The Co-ordinator must NOT speak to the parent (or anyone else).
2. If, for any reason, the Co-ordinator is unsure whether or not to follow the above, then advice from Gateway can be sought and followed.
3. Under no circumstances should the Co-ordinator attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the Co-ordinator is to collect and clarify the precise details of the allegation or suspicion and to provide this information to Social Services, whose task it is to investigate the matter under Article 66 of the Children (Northern Ireland) Order 1995.
4. The Reach Oversight will support the Co-ordinator or Deputy in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.
5. A critical incident form should be completed by co-ordinator and/or volunteer involved immediately giving factual detail of what was shared by the child and the procedures that followed.

6.3 How to respond to a child wanting to talk about abuse

6.3.1 General points

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

6.3.2 Helpful things you may say or show

- I believe you (or showing acceptance of what the child says)
- Thank you for telling me
- It's not your fault
- I will help you

6.3.3 Don't say

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

6.3.4 Concluding

- Again, reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to Social Services or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse)
- Contact the Child Protection Co-ordinator, or contact an agency such as CCPAS for advice, or go directly to Social Services/Police/NSPCC
- Consider your own feelings and seek pastoral support if needed

6.4 What to do once a child has talked to you about abuse

6.4.1 The Procedure

1. Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said. Write what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes securely, even if these have been typed subsequently. See next page, and use the form [F 07]
2. You should not discuss your suspicions or allegations with anyone other than School safeguarding officer, Social Services, or the Police.
3. Once a child has talked about abuse the Co-ordinator should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact Social Services and/or police to discuss putting into effect safety measures for the child so that they do not return home. In the case of the disclosure happening within school, this procedure will be taken up by the school safeguarding officer.

Reporting allegations or suspicions of abuse

Everyone in Reach should be aware of the designated person in your organisation who should ALWAYS be informed of any concerns about a child being abused...

Name	Jonny Hampton and Aaron Riddle
Job / role / title	Organisation Lead (Secondary Designated Child Protection Officer) Schools' Lead (Primary Designated Child Protection Officer)
Address	Reach Mentoring, 15 High Street, Lurgan, BT66 8AA
Tel:	07900512979 / 07738592836

For professional immediate advice in an emergency when no-one else is available:

Craigavon Gateway Team
028 38343011

Local Police Station
101

7. APPOINTMENT OF WORKERS

Reach takes seriously its responsibility to protect and safeguard the welfare of children and young people entrusted to the Reach's care.

7.1 The Selection Process

NO ONE IS NOW ALLOWED TO WORK WITH CHILDREN UNDER ANY CIRCUMSTANCES UNTIL THEY HAVE BEEN FIRST CLEARED BY ACCESS(NI). A CONFIRMATION LETTER WILL BE SENT TO REACH WHEN THE APPLICATION HAS BEEN CLEARED.

The selection process will include:

- All prospective workers with children and young people will be required to complete an Application Form. This information is strictly confidential and will be securely stored and not disclosed to any other person except for the purpose for which it has been obtained, namely Child Protection.
- All prospective workers with children and young people will be required to complete a Consent Form allowing Reach to apply for an Access(NI) service check.
- An interview, conducted by two persons, of the potential worker to find out about their past and ensure that they are suitable and safe persons to be involved with children.
- Taking up formal references and where necessary, talking to others who may know the person, e.g. previous employee, friends, home group leader etc.
- Discussing with the applicant in detail Reach's policy on safeguarding children's welfare and expectations in relation to practice issues e.g. supervision of children's activities and workers etc
- Induction process - Attaching the new appointee to a more experienced worker, or supervisor, for a period of time e.g. three months
- Receiving feedback from other workers on the progress during and at the end of this probationary period.
- Only then confirming the appointment – where necessary with regular reviews and support where there are particular concerns.
- Where a children/youth worker by the nature of the post held will involve any access to children / young people he/she will be required to undergo a check with Access(NI) as part of the selection process. An Access(NI) check includes protective provisions over and above those available under corresponding legislation in other parts of the UK. It provides for the voluntary accreditation of non child care organisations as well as a whistle blowing facility when child care organisations fail to comply with the legal requirements. Access(NI) checks are renewed every three years where relevant.
- Relevant training is provided by organisations for both staff and volunteers for continuous professional development appropriate to the job role. Safeguarding training is refreshed every two years.
- Regular supervision is provided by management to all working staff as well as termly support meetings with volunteers organised by co-ordinators for support and feedback.

7.2 If candidates are unsuitable

Where a decision has been taken not to appoint a potential worker the matter must be discussed with the applicant. This is particularly important where past offences have come to light which were not disclosed on application.

Candidates for positions as children's workers need sensitive and honest feedback on both their interview and any references taken up, particularly where you decide not to appoint.

Where a person has been considered unsuitable, for whatever reason, the people may need help in directing their abilities into other areas of Reach life.

7.3 Appointment of helpers

A young person who has a National Insurance Number must be checked by Access(NI).

A young people under 16 can assist in order to gain experience, citizenship development, personal development, they will not be required to be checked with Access(NI). Please Note that they must not be left in charge of any group.

7.4 Workers from overseas

Where individuals coming from abroad undertake teaching with children or young people in Reach whatever possible checks must be carried out and information received from reliable sources. Individuals must not have unsupervised contact with children and young people and each individual will be required to work alongside an approved worker.

7.5 Appointment of volunteers and interns

All volunteers and interns must go through an application and interview process as well as be checked by Access (NI). Volunteers and interns are carefully selected for their suitability of working with vulnerable children and young people. If selected, volunteers go through mentoring and safeguarding training and their work is overseen by Reach staff co-ordinators. Termly reviews are also carried out by co-ordinators with volunteers. Volunteers and interns undergo a 3 month probationary period. If volunteers wish to report a grievance against another volunteer or staff member they can do so by requesting an outline of the grievance procedures policy from the Reach HR handbook.

7.6 Grievance procedure

It is important that if staff feel dissatisfied with any matter relating to your employment you should have an effective means by which your grievance may be heard. All full outline of procedures for this can be found in the Reach mentoring policies handbook.

Parents and young people engaging in the service are entitled to report a complaint or grievance to Reach management. This made clear to all young people when commencing the service.

7.7 Making a protected disclosure

If you have concerns regarding our organisation's performance, standards or conduct, you should be free to raise those concerns. Any concerns that are personal to your particular circumstances should be dealt with under our grievance procedure found in our HR policies handbook.

7.8 Managing allegations against an adult working or volunteering in Reach Mentoring

In the event of a disclosure or allegation of abuse concerning a member of Reach Mentoring staff, this should be reported to the designated officer within school as per normal procedure. Due to the nature of those involved this should also be reported to organisation lead (Jonny Hampton) or to the chairperson of Reach Mentoring board of trustees (Sonya Rowe) in order for the appropriate action to take place in accordance with policy and procedure.

7.8.1 Whistleblowing Policy

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices. If you have any concerns about a child within the work of Reach Mentoring you should raise this with the organisational safeguarding lead in the first instance, however, if you wish to raise a concern you may contact the NSPCC Whistleblowing helpline on 0800 028 0285

You should contact the Whistleblowing Advice Line if:

- your organisation doesn't have clear safeguarding procedures to follow
- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern but it hasn't been acted upon
- you're worried about being treated unfairly.

You can contact them about an incident that happened in the past, is happening now or you believe may happen in the future.

7.9 Disciplinary procedure and sanctions

All staff and volunteers should understand that a breach is a serious issue that will be investigated. Clear sanctions that will be applied in the event that the code of behaviour is breached with less than dismissal being applied are:

- initial meeting and investigation
- verbal warning
- written warning
- final written warning

Any staff and volunteers who breach any code of behaviour involving a child or young person will not be tolerated. Please refer to the Reach Mentoring policies handbook for a detailed description of disciplinary procedures. Any breach of policy involving a child and/or young person will be forwarded to the relevant authorities.

8. CODE OF BEHAVIOURS WHEN WORKING WITH CHILDREN AND YOUNG PEOPLE

Before any activity with a child or young person within a school setting and outside of a school setting, written consent is received from the parents or legal guardians of the child. Appropriate information is gathered about the child including medical needs and allergies.

It is the Co-ordinator's responsibility to ensure that all departments and every children's worker are made familiar with the following aspects of "good practice".

This section contains code of behaviours and guidelines in relation to and supervision of children and specific activities. It is easy to assume that everyone knows what is appropriate in the circumstances and is working to the same end. This is rarely the case when there is an absence of specific expectations. Clear guidance is required in order to protect children from abuse and workers from false accusations.

The official Guidelines leaflet should be given and explained to every children's worker when they apply for the work.

8.1 Protecting children and workers

In order to reduce likely situations of abuse and help prevent false accusations the department leader should ensure that workers should adhere to the following:

- Avoid spending excessive amounts of time alone with children away from others
- Avoid taking children alone in a car on journeys, however short
- Avoid taking children to their home

When it is unavoidable that these things do happen, they should only occur with the full knowledge and consent of someone in charge of the organisation and/or the child's parents. Children/Youth workers should never:

- Engage in rough physical games including horseplay, apart from structured sports activities
- Engage in sexually provocative games
- Allow or engage in inappropriate touching of any kind
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments about or to a child even in fun
- Let allegations a child makes go unchallenged or unrecorded
- Do things of a personal nature for children that they can do for themselves

It may sometimes be necessary for workers to do things of a personal nature for very young children. 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 as soon as it is reasonably possible.

In such circumstances it is important that workers ensure that they are sensitive to the child and undertake personal care tasks with the utmost discretion.

8.2 Supervision of children

Levels of supervision must be adequate whether carried out at Reach or on a journey/visit. Children must be supervised at all times until they are released (with consent) or collected by a parent or guardian. When deciding how many workers are required to supervise the following should be considered:

- The number of participants in the group
- The nature of the site/venue
- The activities to be undertaken
- Each individual supervisor must know the responsibility that he/she is expected to bear
- No journey should be undertaken without a minimum of two adults being present, one of whom must be a worker
- Where a party consists of children of both sexes, both male and female supervision must be provided unless otherwise agreed

The standard recommended ratios are:

0-2 years : 1 worker to 3 children

2-3 years : 1 worker to 4 Children

3-7 years : 1 worker to 8 children

8 years + : 2 workers (one of each gender) to 20 children and 1: 10 thereafter

Group Leaders and workers must ensure that: -

- An information / consent form (use the Parental Consent Form 01) has been completed for every child.
- Where additional activities, other than those normally carried out by the group, are to be carried out (e.g. trips to centres/parks etc) an appropriate consent form must have been completed by the parent/guardian (see the Activities and Day Visits Guidance Form [F04])
- Leaders must be satisfied that those workers who accompany group parties are fully competent to do so
- Children are supervised at all times
- Children are not left unsupervised at any venue whether indoors or out of doors
- Workers know at all times where children are and what they are doing
- Any activity using potentially dangerous equipment should be constantly supervised
- Groups, where possible, should be supervised by at least two or more adults
- Dangerous behaviour is not permitted by any children
- All accidents and incidents are reported using online critical incident form (Appendix H). Any incidents must be reported to management after form is completed.
- All staff and volunteers are made aware of appointed staff first aiders, Aaron Riddle and Jonny Hampton, this is clearly visible within office premises. All school coordinators are familiar with the designated First Aider within each of their schools if needed in an emergency.

8.3 Physical contact with children

Guidelines on physical contact when working with children.

- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors
- Physical contact should be initiated by the child rather than the worker
- Avoid any physical activity that is, or may be thought to be, sexually stimulating to the adult or the child
- Workers should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything which could be misunderstood.

8.4 Boundaries

The areas, which need to be considered, include the following:

- Only in exceptional circumstances should a worker change a baby's nappy or provide assistance to a young child at the toilet.
- Workers should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.
- Ensure that arrangements for transporting children are with the knowledge of the group leader and have parental approval. In normal circumstances it is unwise to carry a particular child on their own (Appendix E).
- When transporting children workers should ensure that a seat is available for every child and where seat belts are available they must be worn (Appendix E).
- Make sure that the only people allowed into a children's activity are the workers assigned to that group. You should not allow other adults to have free access.

8.5 Safety Matters

The following areas must be considered:

- Specific issues relating to the use of premises/equipment e.g. buildings well lit and maintained, and potentially dangerous activities properly supervised
- Internal and external to the building, fixtures, fittings and equipment should meet adequate safety standards. Report hazardous things to the Reach leadership.
- Anyone attending activities within Reach Mentoring premises are aware of emergency exits and fire assembly point. Fire risk assessment is completed and continually reviewed. Staff partake in regular fire drills and are recorded. When working within school premises all Reach staff and volunteers follow emergency procedures for individual school.
- If food is being prepared ensure hygiene requirements are observed.
- Having if possible an experienced first-aider and an adequate first aid kit for them.
- Check that drivers carry a full driving licence and valid insurance and that seat belt are worn at all times when available in all vehicles.
- Have an annual safety review to consider all aspects of safety for children and young people.
- Please see Appendix E for information on guidelines for transporting children and young people safely within Reach Mentoring activities.

- Risk assessments are completed before events and shared with all staff and volunteers involved. Please see Appendix I.
- During residential activities, careful advanced planning is carried out in relation to what sleeping arrangements are as well as adult: child ratios and gender balanced supervision. This is integrated and taken into consideration as part of risk assessment procedures. See Appendix J for residential planning checklist.

8.6 Supporting/supervising workers

Whilst Child Protection procedures are primarily about protecting children and young people, workers will be protected by following guidelines and procedures. Workers must feel valued and supported by the department leaders and the Reach oversight.

This can be done by:

- Encouraging teamwork and mutual accountability
- By accepting that anyone seeing another worker acting in a way which could be misinterpreted should be able to speak to the individual or the supervisor about the concern
- Arranging meetings with group leaders to review procedures to ensure common approach, sharing of concerns and identifying other matters which may need clarification and guidance
- Placing an emphasis on following Reach's guidelines and in circumstances where it is necessary to depart from agreed procedures, say in an emergency or for some valid reason (perhaps to protect a child), permission should be sought in advance from a leader or reported immediately afterwards where this is not possible
- Providing feedback about incidents during which the guidelines have not been adhered to. This provides protection to the individual and draws the leadership's attention to shortcomings and problem areas.
- Keeping a written record of issues/decisions discussed at meetings and emailed to staff.
- Attendance of training is recorded.
- A record is kept of staff reviews and appraisals.

8.7 Photography / video / mobile phones / internet

Occasionally groups may wish to take photographs or video for use internally within the Reach or for publication in magazines / web site.

Prior to taking any photographs or video footage, permission in writing must be sought from the parent/guardian of any child who is to be photographed or videoed. This permission letter must be kept on file. It is advisable to renew this permission each year as part of the departments planning. The reason and purpose to which the images will be used must be fully communicated to the parent/guardian.

Images where children are unsuitably dressed e.g. swimming activities will not be used to reduce the risk of such images being inappropriately used.

Where images are displayed / published the details or full names of any child will not appear without good reason and only with expressed parental consent.

Use the “Using Images of Children” Form [F05].

REMEMBER NO PHOTOGRAPHS OR VIDEO FOOTAGE SHOULD BE TAKEN BY ANYONE WITH A MOBILE PHONE OR CAMERA UNLESS PRIOR PERMISSION HAS BEEN OBTAINED.

Additional Guidance advice

Workers should not contact children by email, text messages or social media, unless written consent has been obtained from the parent/guardian. This consent form must be held by Reach CPO.

Workers should under no circumstances give their mobile phone or email contact details to children.

With the increased usage of the internet by everyone i.e. Twitter, Facebook etc. It is most strongly advised that leaders do not contact a minor via these means. This means anyone under the age of consent.

8.8 Anti-bullying policy

“Bullying” is defined as offensive, abusive, intimidating, malicious or insulting behaviour which makes the recipient feel upset, threatened, humiliated or vulnerable.

The following is an illustrative, non-exhaustive list of behaviours that may constitute bullying and harassment.

1. physical contact ranging from touching to serious assault;
2. verbal and written harassment through jokes, racist remarks, offensive language, gossip and slander, sectarian songs, threats and letters;
3. visual displays of posters, graffiti, obscene gestures, flags, bunting or emblems or any type of offensive material;
4. isolation or non co-operation at work or exclusion from social activities;
5. coercion, including pressure for sexual favours, pressure to participate in political or religious groups; and
6. intrusion by pestering, spying, following etc.

You should note that it is the impact of the behaviour which is relevant and not the motive or intent behind it.

Your responsibilities

Reach mentoring staff have a responsibility to help ensure a working environment in which the dignity of all employees, volunteers and children and young people are respected. Everyone must comply with this policy and you should ensure that your behaviour to employees, volunteers and children and young people does not cause offence and could not in any way be considered to be harassment.

You should discourage bullying and harassment by making it clear to all employees, volunteers and children and young people that such behaviour is unacceptable and by supporting those who suffer such treatment and are considering making a complaint. Any employee who is aware of an incident of bullying and harassment should alert a member of management.

Our responsibilities

We have a duty to implement this policy and make every effort to ensure that bullying and harassment does not occur. We will ensure that all employees, volunteers and children and young people are made aware of and understand the terms of this policy and will support any employee who makes a complaint.

8.9 Diversity and additional needs

Everyone within Reach mentoring must take into consideration diversity in the needs and practices of those who use the service. All employees and volunteers should respect the cultural needs within the organisation and not discriminate against children and young people who have different cultural backgrounds and beliefs. As an organisation we are committed to ensuring all staff and volunteers are open to and aware of diversity in the beliefs and practices of children and young people and their families. Anti-discriminatory practice is at the core of Reach mentoring's ethos and a zero tolerance towards discriminatory practice is implemented. Reach mentoring has a responsibility to ensure that any child or young person with additional needs is treated with equity and a policy of inclusion is implemented by all staff and volunteers.

In order to implement this, we shall:-

- Communicate the policy directly to all employees, volunteers and relevant others
- Provide training and guidance as appropriate
- Ensure non-discriminatory selection techniques at recruitment exercises
- Obtain commitments from other persons or organisations such as partnering agencies that they too will comply with the policy in their dealings with us
- Ensure that adequate resources are available to fulfil the objectives of this policy
- Take affirmative action in the event of a complaint being raised

9. DATA PROTECTION

Within the Reach Mentoring policies handbook our Data Protection Policy can be found which gives details about the type of information that we keep about our employees and the purposes for which we keep it.

With regards to children and young people, Appendix G outlines the following information which is kept whilst they are availing of the service and for a duration of time afterwards as required. This information is protected and stored securely using Google Drive and can be accessed only by staff members.

10. DIGITAL SAFEGUARDING

Aims of Digital Safeguarding Policy

To highlight the responsibility of Reach Mentoring as an organisation working in partnership with local schools, mentoring coordinators, volunteer mentors and service users (mentees) to mitigate risk when engaging online through training, education and effective planning.

Objective of Digital Safeguarding Policy

Digital safeguarding within a Reach Mentoring context:

- Is focused upon safeguarding children and young people in the digital world.
- Will implement and follow each individual partner school's safeguarding policies and procedures when mentoring in that particular environment.
- Focuses on the education of the risks as well as the benefits so each young person can feel confident and safe online and use new technologies in a positive way.
- Is dedicated to helping children and young people identify unsafe situations and how to respond accordingly.
- Will focus on a holistic approach to educate and provide young people with a confident approach to engaging in an online world safely and enjoyably.

Roles and Responsibilities of:

Organisation:

"Online safety relates to all engagement in the online world. It means supporting and empowering children and young people to engage in online activities in an educated, safe, responsible and respectful way." (Northern Ireland Executive, 2021, p.7).

Reach Mentoring, along with its employees, have a duty of care for those young people they mentor. All policies are written and updated by the designated child protection officer and deputy officer in association with the board of trustees and it is reviewed on a yearly basis.

Reach Mentoring adheres to each individual school's Digital Safeguarding policies and procedures when providing mentoring services in that particular environment. Through a one-to-one mentoring relationship, pupils will continually discuss the benefits of digital technology and online usage whilst being educated on the following risks. This is outlined by the UK Safer Internet Centre (2021) as Conduct, Content, Contact and Commercialism:

Conduct:

Pupils will be made aware that their choices and online conduct will have consequences. They will be familiarised with the impact their online footprint has as it continues to be created. Pupils will understand the importance of reporting inappropriate images, messages, conversations, worrying behaviours and the processes and procedures for reporting them both inside and outside of school.

Content:

- Pupils will be continually educated on the dangers of inappropriate content online and how this is not restricted to just “searches” but also may be integrated into social media and gaming platforms. Pupils have the opportunity to gain skills such as discernment through being empowered to understand that certain online material may not be true or written from a particular point of view and that there are legal ramifications and consequences of using or downloading copyrighted material.
- Contact: The dangers of anonymity will be continually reinforced with the practicalities of who to report this to being readily available.
- Commercialism: Pupils will be made aware of the hidden costs and advertising within online games, apps and websites. The ability to inadvertently pay subscriptions and money online can readily occur as well as being exposed to illegal or age restricted products or services.

Mentors:

During weekly sessions, mentors have the responsibility to educate young people about the risks outlined above whilst identifying unsafe situations and equipping them to respond accordingly.

- Education and Prevention: All staff and volunteers are trained biannually and regularly updated through supervision of any current aspects or changes around online safety. As mentoring is based upon a positive, significant relationship that is a support and role model for the young person, prevention will always be at the forefront of our practice by educating the young people we work with around each of the four areas of conduct, content, contact and commercialism.
- Recognise: All mentors will be equipped to recognise any dangers or risks within the context of *conduct*, *content*, *contact* or *commercialism* during conversations with the pupil they are mentoring. Mentors will be vigilant to recognise any dangers or risks through interactions during mentoring sessions or in the case of a direct disclosure.
- Respond, Report and Record: All volunteers will respond accordingly in line with each individual school's Safeguarding Policy by listening, reassuring, explaining to the pupil what will happen next, reporting to the school Child Protection Officer and recording clearly and concisely using Reach Mentoring's Critical Incident Form (Appendix K).

Pupils:

The purpose of this policy is to first and foremost keep the young people in the care of Reach Mentoring safe when engaging in the digital world. During mentoring sessions a pupil's online engagement will be limited due to the nature of the sessions, however, there will be an expectation that pupils will:

- *Conduct* themselves appropriately with how they engage online with any matters concerning Reach Mentoring, the participating mentors and any related social media.
- Only access suitable *content* if the opportunity arises during sessions and pupils will not access internet via phone or tablet during sessions unless instructed to do so by mentor (in accordance with guidelines from each individual school).
- Any pupil wanting to *contact* Reach Mentoring outside of sessions may do so via the Reach Mentoring Facebook page. This page is supervised by Reach Staff between the hours of 9am – 5pm and any contact or follow up will be relayed through partnership with the school.
- Pupils may not use video or capture images during sessions at any point.

Responsible use of Internet, Email and Portable Devices by Staff:

- Portable Devices and Internet usage: Each staff member is issued with a Chromebook laptop to be used solely for Reach Mentoring business. Each laptop is password protected with access and use of Reach Mentoring Google Drive heavily restricted by administrators. Each Chromebook functions from each individual staff member's Reach Mentoring Google domain name and password. Only content related to the functioning of Reach Mentoring should be accessed from this device.
- Email: All staff will be reminded that just as in the business world, work email accounts should not be considered as private and therefore treated as such. Staff are encouraged to always use work email accounts (@reachmentoring.com domain) when liaising with schools and parents.
- Portable Devices: Staff are prohibited from capturing images or video footage on personal devices during Reach Mentoring sessions. Designated camera is to be used for this purpose in conjunction with suitable permission that may be gathered (Appendix K).

Reach Social Media Usage:

Reach Mentoring has an online presence via Facebook, Instagram and Twitter and relies heavily on social media platforms to:

- Inform pupils, parents and the wider community of the current work of Reach Mentoring in schools.
- Educate pupils, parents and the wider community on relevant issues and difficulties that young people may be facing.
- Raise support and awareness of the work of Reach Mentoring.
- Each of these social platforms are set with a number of administrators between the hours of 9am – 5pm made up from the Reach Mentoring staff team.

- If a pupil contacts Reach Mentoring via Social Media, this conversation will always be supervised by more than one staff member and will be relayed through the appropriate channels of communication in school.

Preventative Strategies:

When related issues might occur, Reach Mentoring are committed to equipping staff and pupils to operate through a preventative approach as opposed to a reactive one. This is implemented through the adhering to of the following commitments:

- Use of online tool 360 Degree Safe to review the online safety policy and practice of Reach Mentoring.
- Yearly review of policy and biannual training of staff and volunteers.

Remote Mentoring:

- Ideally mentoring will always take place face-to-face in the school in the school environment. In the case of working with a pupil non-engaging within school (such as a school refuser), mentoring sessions via phone call may be offered. This will always be organised through communication with a parent/guardian. Permission for this is obtained at the beginning of term via Appendix K.

Infringement/Breaches/Sanctions:

Both Reach Mentoring staff members and those pupils being mentored are expected to adhere to this policy fully in order to protect and safeguard those pupils using Reach Mentoring's services. In the event that any of these guidelines are breached, the following policies apply:

- Staff of both Reach Mentoring and School have the right to view files saved or stored on devices that are in question and report this to the relevant team (such as the school's child protection officer, school principal and/or any relevant outside agency).
- Advice can be sought from the EA Child protection Team and PSNI and reported accordingly.

APPENDIX A - LIST OF USEFUL CONTACTS

Reach Mentoring - Primary Designated Child Protection Officer (DCPO)

Name: Aaron Riddle

Tel: 07738592836

Reach Mentoring - Secondary Designated Child Protection Officer (DCPO)

Name: Jonny Hampton

Tel: 07900512979

Social Services

Duty Social Worker

At your local Social Services dept

PSNI Child Abuse & Rape Enquiry Unit

Contact through your local PSNI Station

Volunteer Development Agency

129, Ormeau Road

Belfast

BT7 1SH

Tel: 028 9023 6100

NSPCC

Jennymount Court

North Derby Street

Belfast

Tel: 028 9035 1135

0808 800 5000 (Child Protection Helpline)

Child Line (Northern Ireland)

Tel: 0800 1111

APPENDIX B - WORKING WITH CHILDREN IN THE COMMUNITY

The following information is intended to supplement the Reach child protection policy.

Visiting children at home

Children's workers and leaders will need to visit children and their families at home from time to time. The parents may or may not be Reach attendees. The following guidelines are recommended:

- If possible, take another worker along with you.
- Inform your group leader of the proposed visit.
- Never go into a child's home if a parent is absent.
- Keep a record of the visit, noting date and purpose (eg in a record card system, register etc).
- If the parent/carer is absent when you call, leave some means of identification/ explanation that can be handed to them if the child is at home alone/with other children.
- Provide information about your group to the parent/carer – to include contact telephone numbers etc.

In appropriate circumstances you may wish to consider maintaining a more detailed written record of the visit, giving such details as:

- Purpose of visit
- Time and length of visit
- Who was present
- Record of discussion

Unaccompanied children

Sometimes children playing outside or wandering the streets with no adult supervision will join in Reach organised activities without the knowledge of their parents. We recommend the following:

- On arrival, welcome the child/children and attempt to gain some factual information about them, i.e. *name, age, where they live, telephone number*, and record in a register.
- Enquire if the child's parents are aware of where they are, and whether they are expected home at any particular time. If they are and this is before the end of your group you would, of course, encourage the child to return home, suggesting that their parent might be willing for them to come to the group the following week (or ring to check with parents that it's OK for them to stay).
- Link the child with another child to introduce the visitor to the group and the routines etc.
- On leaving, give the child a leaflet about the group with contact telephone numbers etc with perhaps a standard letter to parents inviting them to make contact if they wish.

Additionally, you will need to consider the following:

Without quizzing the child, you will need to find out as soon as you can whether the child has any special needs, *eg is the child on any medication*, so that you can respond appropriately in any emergency.

APPENDIX C - WORKING WITH DISRUPTIVE CHILDREN

The following information is intended to supplement the Reach child protection policy. Sometimes children and young people can become very upset and disruptive and occasionally their behaviour may be assessed as possibly dangerous to themselves or others. Some guidelines to consider:

If a child/young person has disruptive behaviour, an attempt should be made to speak to the individual to:

1. Request that the behaviour stops;
 2. Speak with the child to find out the cause(s) of upset;
 3. Warn the child that they will be asked to leave if the behaviour continues;
 4. Warn the child that continued disruptive behaviour might result in longer term exclusion from the activity.
- If a child/young person is harming him/herself or another person or property other children/young people should be escorted to vacate the place/area where the disruption is occurring. At the same time, and with a second worker present, request the child/young person to STOP.
 - If your request is ignored, you might need to warn that you might have to call for additional help, e.g. Police.
 - In exceptional circumstances and with the help of another, whilst police help is awaited, you might need to prevent the child/young person from harming themselves.

In all circumstances, workers involved should record as soon as possible, i.e. once the situation is resolved/or immediately after the activity, details of:

- What activity was taking place;
- What might have caused the disruptive behaviour;
- The child's/young person's behaviour;
- What you said/how you responded
- Others present who might have witnessed the event.

The incident should be recorded on a critical incident form and signed by the group leader. If the matter is a serious one it should be brought to the attention of the Co-ordinator who in turn will notify the Reach Board.

APPENDIX D - TALKING AND LISTENING TO CHILDREN

The following information is intended to supplement the Reach child protection policy.

Children and Young People will often decide with whom they will talk and share. They might test someone out beforehand. Because of this, all workers and adults in a Reach need to understand the importance of listening to children and responding appropriately.

How to advertise the listener's role

It is important to identify ways by which you can communicate to children/young people that they are valued, that what they say is important and that there are individuals who are happy to listen to them.

Points to note:

- A child/young person may not be talking about an abusive situation;
- Remember not to promise confidentiality;
- Offer the child/young person privacy but remember their and your safety;
- Suggest where you might meet;
- Be aware of how to respond if a child/young person does disclose abuse;
- Should you make public the "listener's" phone number and/or address? It is more appropriate for children to make contact via the Reach mentoring facebook page as all conversations can be monitored by all Reach Staff.

APPENDIX E - TRANSPORTING CHILDREN

The following information is intended to supplement the Reach child protection policy.

These guidelines should apply to all drivers involved in the transportation of children and young people, which is organised by or on behalf of your organisation. Private arrangements for transport made directly between those with parental responsibility and others should not be covered by these guidelines.

Our advice on transporting children is as follows:

- Only those who have gone through the organisation recruitment procedures for workers should transport children.
- All drivers should have read the child protection policy of Reach and agree to abide by this.
- Parental consent should be given and all journeys should be carried out with the knowledge of the leadership.
- Seat belts should be worn, the driver should have adequate insurance and the vehicle should be road worthy.
- Drivers should not spend unnecessary time alone in a car with a child. If a child wants to talk to a driver about something and has waited till other children have been dropped off, the driver should explain that it isn't convenient to talk and then arrange to meet with the child / young person at a location where there can be other adults around. (Remember a child / young person may want to talk to the driver about an abusive situation).
- Having checked drivers (application form, interview, references etc) it is reasonable to expect that they may be alone with a child for short periods e.g. dropping off the last child. Ensure a discussion takes place as to the most suitable child to be dropped off last and plan routes accordingly.
- At collection or dropping off points do not leave a child on their own. Make sure that children are collected by an appropriate adult.
- Consider instances where it may be unwise for a particular driver to transport a child e.g. where they have had a disagreement that evening, where a child / young person has a 'crush' on a driver etc., and arrange for someone else to transport the child / young person.

In addition to the above, consider the following arrangements when using mini buses:

- Ensure that the driver is insured to drive that vehicle – and has the proper license.
- Ensure that you have adequate supervision. As well as a driver, another responsible adult sitting with the children/ young people will be needed.
- Ensure the responsible adult has also undergone appropriate recruitment and selection in accordance with the organisation's procedures.

See FORMS - [F03] & [F04]

APPENDIX F - SWIMMING TRIPS

Swimming in the sea or other natural waters

Swimming in the sea or other natural waters are potentially dangerous activities.

This should only be allowed as formal and supervised activities, preferably in recognised bathing areas which have official surveillance e.g. where there is a qualified lifeguard present.

Even with lifeguard cover all children and young people should always be in the sight of the group leader and team.

One person should always stay out of the water for better surveillance.

Ideally the group leader should hold a relevant life saving award, even where there is life guard cover.

Increase ratios of adults to children and young people.

Swimming Pools

Ascertain before any visit to a swimming pool:

- The level of supervision provided by the pool staff, are they qualified in life saving? Is there constant pool supervision?
- Are there signs indicating the depth – eg shallow end. (Depending on the age of the group you are taking, is the shallow end shallow enough?)
- Does the deep end allow for safe diving? (if the depth is less than 1.5 metres diving should not be permitted)
- Is there a changing room for each sex?
- Are the changing and showering facilities safe and hygienic?

(By only using council run swimming pools the above can be assumed.

If using e.g. a school swimming pool, you need to check these points)

- Have the children and young people been instructed on how to behave in and around water?
- Ensure that children and young people have not eaten (at least half an hour) before swimming


See FORM [F06]

APPENDIX G - REFERRAL FORM FOR REACH MENTORING

Reach Mentee Referral Form

This form is to be filled in **after** a young person has been confirmed a place on the Reach Mentoring programme by the school's pastoral head.




 Not shared

* Indicates required question

Date *

Date

dd/mm/yyyy 

Name *

Your answer

Year Group *

Choose

Has this pupil previously been mentored in your school? *

Yes

No

Next

Clear form

Reach Mentee Referral Form



 Not shared

* Indicates required question

Religious Background *

- Protestant
- Catholic
- Christian
- Hindu
- Muslim
- Buddhist
- Jewish
- Other

Name, contact and role of teacher making the referral *

Your answer

Background information: Health, emotional & behavioural difficulty (if relevant); other agencies involved *

Your answer

Reason for referral: Why is the pupil being referred to Reach Mentoring? Are there any underlying concerns or significant incidents that have taken place that you are aware of? *

Your answer

Are the pupil and parent/guardian aware that you are making this referral? *

Yes

No

Back

Submit

Clear form

APPENDIX H - INCIDENT REPORT FORM (INCLUDES CRITICAL INCIDENTS)

Critical Incident Form 23/24

If an incident takes place in school, this form should be completed in the school and the school's coordinator should be informed.

Please ensure that you have indicated on the form the nature of the incident and recorded clear, accurate and concise details.



 Not shared

* Indicates required question

Staff / Volunteer Name *

Your answer

Name of **pupil** concerned *

Your answer

School *

Your answer

Date / Time *

Date

Time

dd/mm/yyyy



:

AM



Description of incident *

Your answer

Remedial Action *

What action has been taken to prevent recurrence, risk assess, or report to senior staff?

Your answer

Names / Roles of all involved *

First name, Last name, Role in incident, contact details, if none state 'none'

Your answer

Type of incident *

- Safe Guarding Incident
- Hazard / Slip / Trip / Fall
- Note of Concern
- Conflict / Behaviour
- Activity
- Policy Breach
- Theft
- Vandalism

School Notified? *

- Yes I notified the Safe Guarding officer in school
- No
- Other

How did you notify the school?

- In person
- Phone
- Email

Who did you pass the information on to?

Your answer _____

Location of Incident/Disclosure *

- School mentoring room
- Cluster room
- Outside cluster walk
- Other: _____

Reporting procedures

All incidents need to be reported to the Schools Coordinator in charge as soon as possible and before leaving school premises.

Mentee should be made aware that a disclosure has been made and that procedures will have to be started with school as soon as possible but they will be supported through the process.

All child protection issues or other serious incidents must be reported immediately to the Designated Child Protection Officer at Reach who will take the lead from that point on, e.g. dealing with parents & school.

Primary Designated Child Protection Officer (DCPO):

Aaron Riddle
07738592836

Secondary Designated Child Protection Officers (DCPO):

Jonny Hampton
079005129979

If the DCPOs are not available (annual leave or out of the county) contact Sonya Rowe on 07753900774

In all cases, email aaron@reachmentoring.co.uk

Submit

Clear form

APPENDIX I - RISK ASSESSMENT

Reach Mentoring:

Date:

What are the hazards?	Who might be harmed and how? (Describe the risk)	What are your action steps?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done

Appendix J - RESIDENTIAL PLANNING CHECKLIST

Group/Organisation: _____		
Date of visit: _____		
From: _____ To: _____		
Venue: _____		
Group Leader: _____		
	Yes	No
The nature of the visit has been established	<input type="checkbox"/>	<input type="checkbox"/>
The target group has been identified	<input type="checkbox"/>	<input type="checkbox"/>
All the relevant information regarding the proposed visit has been resented to management e.g. destination, itinerary, timescales etc	<input type="checkbox"/>	<input type="checkbox"/>
Management has approved the proposed visit	<input type="checkbox"/>	<input type="checkbox"/>
A risk assessment has been undertaken for all aspects of the visit and appropriate control measures have been put in place and recorded:		
• hazards have been identified;	<input type="checkbox"/>	<input type="checkbox"/>
• people who may be at risk have been identified;	<input type="checkbox"/>	<input type="checkbox"/>
• evaluation of the risk has been undertaken;	<input type="checkbox"/>	<input type="checkbox"/>
• additional safety and/or control measures have been established;	<input type="checkbox"/>	<input type="checkbox"/>
• information has been disseminated to all relevant persons and appropriate records maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons	<input type="checkbox"/>	<input type="checkbox"/>
The number of leaders in attendance has been agreed:		
• a group leader has been identified;	<input type="checkbox"/>	<input type="checkbox"/>
• accompanying staff/volunteers have been identified;	<input type="checkbox"/>	<input type="checkbox"/>
• Appropriate AccessNI checks have been undertaken.	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Leaders are made fully aware of:		
• their roles and responsibilities;	<input type="checkbox"/>	<input type="checkbox"/>
• the standard of conduct required of them during the visits.	<input type="checkbox"/>	<input type="checkbox"/>
Young people and parent/guardians have been informed/briefed and understand the implications of their participation in the visit	<input type="checkbox"/>	<input type="checkbox"/>
Parents/guardians have given written consent for their child to participate in the visit	<input type="checkbox"/>	<input type="checkbox"/>
All relevant information (medical, dietary and contact details) pertaining to the young people participating in the visit has been obtained, recorded and appropriate action taken where necessary	<input type="checkbox"/>	<input type="checkbox"/>
The transport arrangements for the group are appropriate for the nature/type of journey(s) planned	<input type="checkbox"/>	<input type="checkbox"/>
Adequate insurance is in place to cover all aspects of the visit, including transport	<input type="checkbox"/>	<input type="checkbox"/>
Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:		
• its suitability for the group;	<input type="checkbox"/>	<input type="checkbox"/>
• its compatibility with the objectives of the visit;	<input type="checkbox"/>	<input type="checkbox"/>
• safeguarding reporting procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Where the visit involves outdoor or adventurous activities, management and the group leader are satisfied that:		
• appropriate management structures and systems are in place in relation to safeguarding and health and safety;	<input type="checkbox"/>	<input type="checkbox"/>
• staff are competent to provide the activities;	<input type="checkbox"/>	<input type="checkbox"/>
• all relevant checks have been undertaken to ensure the above are in place.	<input type="checkbox"/>	<input type="checkbox"/>
Management has approved the operational arrangements for the visit(s)	<input type="checkbox"/>	<input type="checkbox"/>
Employing authority approval obtained (where appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____		
Group leader: _____		
Head of the organisation: _____		
Date: _____		

ACKNOWLEDGEMENTS

This policy is based on the following child protection guidelines:-

- “Choosing to protect” [POC(NI)]
- CCPAS Guidance to Reaches, 10th edition issued by the Reaches’ Child Protection Advisory Service (disk version for N.I.)
- Our Duty to Care 3rd edition issued by the Volunteer Development Agency
- Keeping Children Safe:Our Duty to Care. Standards & Guidance for Safeguarding Children & Young People 2017
- Northern Ireland Executive (2021) *Keeping children and young people safe: an Online Safety Strategy for Northern Ireland 2020-25*, available at <https://www.safeguardingni.org/sites/default/files/2021-07/online-safety-strategy%20-%20published.pdf>
- UK Safer Internet Centre (2021) *What are the issues?* available at <https://saferinternet.org.uk/guide-and-resource/what-are-the-issues> (Accessed 22/12/21).