

# **SAFEGUARDING POLICY (CHILDREN AND YOUNG PEOPLE)**

Version 1.2. Issued June 2018  
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**POWER  
THE  
FIGHT**

# CONTENTS

<b>1. POLICY</b>	<b>3</b>
1.1 Purpose and Scope	3
1.2. Legal Framework	3
1.3. Policy Statement	4
<b>2. POWER THE FIGHT CONTEXT</b>	<b>6</b>
2.1. Introduction	6
2.2. Services	6
2.3. Clinical and Therapeutic Roles at Power The Fight	6
<b>3. SAFER PARTNERSHIPS</b>	<b>8</b>
3.1. Introduction	8
3.2. Partnerships	8
3.3. Information Sharing	9
<b>4. WHAT IS CHILD ABUSE?</b>	<b>10</b>
4.1. Introduction	10
4.2. Types of Abuse	10
4.3. Indicators of Abuse	12
<b>5. CHILD PROTECTION PROCEDURES</b>	<b>14</b>
5.1. Safer Staff and Volunteers	14
5.2. Establishing Appropriate Behaviours	15
5.3. Behavioural Code of Conduct	16
5.4. Best Practice for Specific Exceptions	19
5.5. Use of Photographic/Filming Equipment	20
5.6. E Safety	20
5.7. Responding to suspicions and allegations	23
5.8. Monitoring	27
5.9. Quality Assurance	27
<b>6. ONLINE DELIVERY OF ACTIVITIES</b>	<b>29</b>
<b>APPENDIX 1 KEY REFERRAL CONTACTS</b>	<b>30</b>
<b>APPENDIX 2 USE OF PHOTO/FILM EQUIPMENT</b>	<b>32</b>
<b>APPENDIX 3 RISK ASSESSMENT</b>	<b>36</b>
<b>APPENDIX 4 CONTEXTUAL SAFEGUARDING</b>	<b>41</b>

# 1. POLICY

## 1.1 PURPOSE AND SCOPE

**1.1.1.** The purpose of this policy is to protect children and young people with whom Power the Fight works and to provide staff and volunteers with the over-arching principles that guide our approach to safeguarding, allowing them to make informed and confident responses to child protection issues. This policy sits alongside the Safeguarding Vulnerable Adults and Safeguarding Staff policies.

**1.1.2.** This policy applies to all staff, including the board of trustees, paid staff, volunteers and sessional workers, or anyone working on behalf of Power the Fight.

**1.1.3.** Power the Fight wants everything we do to help children and young people develop as individuals and to feel able to contribute in a positive manner to the community and society in which they live. We believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to act in ways that provide them with the highest possible standard of care.

**1.1.4.** Arising from this policy, Power the Fight is committed to having in place procedures that help achieve this goal.

## 1.2. LEGAL FRAMEWORK

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

- Children Act 1989 & 2004
- United Nations Convention of the Rights of the Child 1992
- Data Protection Act 1998 & General Data Protection Regulation 2018
- Sexual Offences Act 2003
- The Children and Social Work Act 2017
- Protection of Freedoms Act 2012
- Equality Act 2010
- Children & Families Act 2014
- Domestic Abuse Act 2021
- Modern Slavery Act 2015
- Relevant government guidance on safeguarding children including Working Together To Safeguard Children 2023, Keeping Children Safe in Education 2024, Serious Violence Duty 2023.
- Contextual Safeguarding Framework

**1.2.2.** Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

**1.2.3.** A child/young person is defined as a person under the age of 18 (Children's Act 1989).

**1.2.4.** It is noted that safeguarding children and young people where a disclosure of information is required by Child Support Legislation, the disclosure will not be in breach of the Data Protection Act 1998 or GDPR. This will be the case even though the child or young person may object to the disclosure of their personal information or may have not provided any specific permission. Regulation 9A of the Child Support (Information, Evidence and Disclosure Regulation 1992) permits the disclosure of information given by one party to the other in certain circumstances.

### **1.3. POLICY STATEMENT**

**1.3.1.** It is recognised that:

The welfare of the child is paramount as enshrined in the Children Act 1989.

All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have equal right to protection from all types of harm and abuse.

Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting children's/young people's welfare.

**1.3.2.** We will therefore seek to keep children and young people safe by:

- Valuing them, listening to them and respecting them
- Recruiting staff and volunteers safely and ensuring all necessary checks are made
- Adopting a code of conduct for staff and volunteers which reflects good practice
- Being sensitive to the cultural needs of children and young people and fostering a culture of cultural sensitivity and humility within the organisation
- Providing effective management for staff and volunteers through supervision, support and training
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Adopting child protection procedures that allow us to respond appropriately to suspected or alleged abuse
- Sharing concerns with agencies that need to know and involving parents and children appropriately.
- Taking a Contextual Safeguarding approach to extra-familial forms of harm.

**1.3.3.** The named person responsible for child protection at Power the Fight is Dr Ron Dodzro (designated the Safeguarding Officer) who collates and keeps all relevant records and reports to the Board of Trustees on all relevant Safeguarding matters. There are also two Deputy Safeguarding Officers – Vicky Faminu and Laura Price. These roles make up the Safeguarding Team.

Contact details for this team are as follows:

- Dr Ron Dodzro – e: [ronald@powerthefight.org.uk](mailto:ronald@powerthefight.org.uk) t: 07376174483
- Vicky Faminu – e: [vicky@powerthefight.org.uk](mailto:vicky@powerthefight.org.uk) t: 07534356876
- Laura Price – e: [laura@powerthefight.org.uk](mailto:laura@powerthefight.org.uk) t: 07376174483

**1.3.4.** We are committed to reviewing this policy and good practice annually.

**1.3.5. This policy will next be reviewed in April 2026.**

Signed: 

Date: 05/05/2025

Name: Ben Lindsay

Position: CEO

## **2. POWER THE FIGHT CONTEXT**

### **2.1. INTRODUCTION**

**2.1.1.** Power the Fight undertakes a range of charitable activities all of which involve working with children and young people mostly between the age of 10 and 18 from areas within London that are characterised by high scores on the English Indices of Deprivation as published by the Department for Communities and Local Government. These indices show the context in which the charity operates and that its safeguarding policy and procedures are deployed.

It should be noted, that although it is preferable from a risk standpoint for staff and volunteers not to be alone with a child or young person, there are types of work that make this necessary. We accept such situations for certain designated activities, provided appropriate mitigation and risk management processes are in place.

### **2.2. SERVICES**

#### **2.2.1. *Work in Schools***

Work carried out in school buildings is defined as a regulated activity and should operate under the frameworks established by each school. Those charity staff leading work in schools will need to be aware of these frameworks. This means that the presence of school staff can be taken into account when assessing whether it is appropriate to work on a one to one basis with a child, for instance to provide mentoring support as part of the Therapeutic Intervention For Peace (TIP) project.

#### **2.2.2. *Work in the community***

At present the majority of Power The Fight's work with young people takes place within education settings, however, there may be times when community work takes place for example students from the schools we are working with visiting the office or our work with the Therapeutic Intervention For Peace (TIP) Alumni. This work would usually take place in groups. If one-to-one work is necessary, it should be considered as "targeted interventions" and specific and appropriate risk assessment and monitoring processes will need to be put in place as set out below.

#### **2.2.3. *Events***

This work involves the staging of events, outward bound activities, and fundraising events to which young people are invited.

### **2.3. CLINICAL AND THERAPEUTIC ROLES AT POWER THE FIGHT**

**2.3.1.** Within the Power The Fight Team there are a number of therapeutic and clinical roles, including Clinical Psychologists, therapists and counsellors. It is expected that team members within these roles will work within the guidelines and remit of their profession. However, it is also acknowledged that the scope of Power The Fight is different to that of clinical settings and so it

is also important that all staff work within the scope of the organisation. Where safeguarding is concerned, this means that safeguarding responsibility sits with the Power The Fight Safeguarding Team.

## **3. SAFER PARTNERSHIPS**

### **3.1. INTRODUCTION**

**3.1.1.** The charity's work will involve partnerships that help us to best serve the needs of young people. For safeguarding purposes, it is necessary to understand the nature of each partnership and ensure good and appropriate information sharing.

### **3.2. PARTNERSHIPS**

**3.2.1.** Power the Fight is committed to working in partnership with children, young people, their parents, carers and other agencies. Partnership is most effective when there are clear and known roles within the partnership and those involved in the partnership communicate effectively with each other.

**3.2.2.** Power the Fight's partnerships can be informal or formal.

Informal partnerships involve various parties working together without any formal definition or agreement. This generally involves there being a working relationship and some information sharing. In these circumstances safeguarding responsibilities remain wholly with Power The Fight.

Formal partnerships involve a more structured collaboration. A formal service level agreement needs to be agreed that clearly states roles and responsibilities of each party, including who is leading the project, what protocols are being used on the project, and how information will be gathered and shared. In these circumstances safeguarding responsibilities will be clearly defined as part of the agreement and may or may not remain wholly with Power the Fight. Service level agreements, which include the agreement of safeguarding procedures and information sharing, are currently in place with all schools who are participating in the Therapeutic Intervention for Peace (TIP) project.

**3.2.3.** In some circumstances, Power The Fight staff are placed in services/projects where they are part of a team led by another organisation. In these circumstances joint protocols/Service Level Agreements will be put in place as described under 3.2.2.

This will support consistency in safeguarding practice and ensure compliance with Power The Fight's procedures and government legislation and guidance. Generally, this will require referrals from Power The Fight staff being made to the Named Safeguarding Lead in the host organisation (e.g. the Named Safeguarding Lead in a school) who is then responsible for making the referral to the Local Authority or police.

**3.2.4.** Power The Fight staff are responsible for ensuring they discuss any safeguarding concerns with the Power The Fight Safeguarding Team in the first instance and for following up with the Named Safeguarding Lead in the host organisation on the outcome of any referrals made.

**3.2.5.** Joint protocols should reflect that the Power The Fight Lead Safeguarding Officer for that service can decide to go direct to the Local Authority or police to make a safeguarding referral, if Power The Fight does not agree with the outcome of a referral made, or there is a difference of opinion between the Power The Fight Lead Safeguarding Officer and the Named Safeguarding



Lead in the host organisation about meeting the threshold for a referral to be made.

**3.2.6.** Joint protocols should also reflect that a referral should be made directly to the Local Authority or appropriate emergency service by Power the Fight staff if an immediate response is required, as there is a risk to the life of a child or a likelihood of serious immediate harm.

### **3.3. INFORMATION SHARING**

**3.3.1.** Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

**3.3.2.** Early sharing of information is key to providing effective help where there are emerging problems, and foundational to providing effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children.

**3.3.3.** Concerns about sharing information cannot be allowed to prevent the provision of appropriate safety and protection for children and young people. To ensure effective safeguarding arrangements no professional should assume that someone else will pass on information which they think may be critical to keeping a child or young person safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, they must share the information appropriately.

**3.3.5.** The charity has a clearly defined set of processes, procedures and principles, for sharing information internally, with external appropriate professionals and with the Local Safeguarding Children's Board (LSCB).

**3.3.6.** The *Information Sharing: Advice for practitioners providing safeguarding services (2018)* publication is used to support frontline practitioners working with child or adult services, regarding decisions to share personal information on a case by case basis.

## 4. WHAT IS CHILD ABUSE?

### 4.1. INTRODUCTION

**4.1.1.** Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability.

**4.1.2.** There are four main types of abuse: **physical abuse, sexual abuse, emotional abuse and neglect**. The abuser may be a family member, someone the young person encounters in residential care or in the community, including Youth work activities. Any individual may abuse or neglect a young person directly, or may be responsible for abuse because they fail to prevent another person harming the young person.

Power The Fight recognise that all of these types of abuse can occur outside of a family home environment, including in online spaces. This is known as extra-familial harm; this form of harm should be understood and addressed through a Contextual Safeguarding lens.

**4.1.3.** Abuse in all its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood.

**4.1.4.** Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

**4.1.5** Power The Fight recognises racism as a safeguarding issue that negatively impacts the welfare of many of the Black children the organisation works with, in line with the recommendations of *'Protecting Young Black Lives, Celebrating Black Professionals'* (Agboola & Firmin, 2024) and *"It's Silent": Race, racism and safeguarding children – Panel Briefing 4* (Child Safeguarding Practice Review Panel, 2025). It is also recognised that other forms of discrimination may result in safeguarding concerns.

### 4.2. TYPES OF ABUSE

#### 4.2.1. *Physical Abuse*

**4.2.1.1.** Where adults physically hurt or injure a young person (e.g., hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning). Giving young people alcohol or inappropriate drugs would also constitute child abuse.

#### 4.2.2. *Sexual Abuse*

**4.2.2.1.** Occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

**4.2.2.2.** There is evidence that some people have used open events involving young people as an opportunity to take inappropriate photographs or film footage of young people.

**4.2.2.3.** Sexual abuse can also take place between young people, this is often referred to as peer on peer sexual abuse or harmful sexual behaviour (HSB). This can include sharing of explicit images, sexual harassment or non-consensual sexual activity, as well as other forms of sexual abuse. *Ofsted's Review of Sexual Abuse in Schools and Colleges (2021)* contains important information and recommendations on this topic.

#### **4.2.3. Emotional Abuse**

**4.2.3.1.** The persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. This may involve telling a young person they are useless, worthless, unloved, inadequate, or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn.

**4.2.3.2.** Within the area of emotional abuse, spiritual abuse is the imposition of another person's values and beliefs on those in their care or in some way under their control. This may involve proselytism or a failure to respect the young person's own spiritual beliefs or opinions. Proselytism involves converting or attempting to convert from one religion/belief to another or promoting one belief system over another.

**4.2.3.3.** Ill-treatment of children, whatever form it takes, will always feature a degree of emotional abuse. This includes radicalisation which is a form of exploitation and may involve abuse. Power The Fight is aware of the Prevent strategy and will follow the safeguarding procedures laid out in this document, while also working with the relevant local authority, should any member of staff have concerns about a child being radicalised.

#### **4.2.4. Bullying**

**4.2.4.1.** May come from another young person or an adult. Bullying can be defined as deliberately hurtful behaviour, usually repeated over a period of time and often aimed at particular groups of people (e.g. because of race, religion, gender or sexual orientation), where it is difficult for those bullied to defend themselves.

**4.2.4.2.** There are four main types of bullying: physical (e.g., hitting, kicking, slapping), verbal (e.g., racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g., tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g., unwanted physical contact or abusive comments).

**4.2.4.3.** Emotional abuse including bullying can be perpetrated face to face or remotely, for example by using mobile devices, email, instant messenger or social networking sites when it is known as "online bullying." Opportunities for this kind of bullying are growing as technology develops and as children and young people make increasing use of digital ways of interacting. As recent tragedies have highlighted, online bullying can have a devastating impact on young people, partly because it is possible to circulate unkind and harmful rumours, messages or images to large numbers of people very quickly. Such material can be very difficult to destroy.

#### **4.2.5. Neglect**

**4.2.5.1.** Occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give love, affection and attention can also be a form of neglect.

### **4.3. INDICATORS OF ABUSE**

**4.3.1.** Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- a) 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
- b) An injury for which an explanation seems inconsistent
- c) The young person describes what appears to be an abusive act involving them
- d) Another young person or adult expresses concern about the welfare of a young person
- e) Unexplained changes in a young person's behaviour (e.g., becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper)
- f) Inappropriate sexual awareness
- g) Engaging in sexually explicit behaviour
- h) Distrust of adults, particularly those with whom a close relationship would normally be expected
- i) Difficulty in making friends
- j) Being prevented from socialising with others
- k) Displaying variations in eating patterns (including overeating or loss of appetite)
- l) Losing weight for no apparent reason
- m) Becoming increasingly dirty or unkempt
- n) Self-harm.

**4.3.2.** Signs of bullying can include:

- a) Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to get involved in activities
- b) An unexplained drop off in academic or other performance
- c) Physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing (e.g., on food, alcohol or cigarettes)
- d) A shortage of money or frequent loss of possessions.

**4.3.3.** It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place.

**4.3.4.** It is **NOT** the responsibility of those working with/for the Power The Fight to decide that child abuse is occurring. It **IS** our responsibility to act on any concerns and share appropriately.

## 5. CHILD PROTECTION PROCEDURES

### 5.1. SAFER STAFF AND VOLUNTEERS

#### 5.1.1. *Introduction*

**5.1.1.1.** Our workforce is our most important resource and it is therefore our aim to recruit and select the best people available, to provide the relevant knowledge, skills and abilities for the organisation.

**5.1.1.2.** We recognise that unsuitable people sometimes seek out opportunities via employment or volunteering to have contact with children in order to harm them. We will therefore take all reasonable steps to prevent recruiting such people.

**5.1.1.3.** As set out further in the charity's Equality and Diversity policy we will recruit, select and manage our staff in a way that complies with legislation designed to combat inequality and discrimination.

#### 5.1.2. *Recruitment*

##### 5.1.2.1. We will:

- Advertise all posts through appropriate media in a way that ensures that we attract high quality applicants; unless the Board of Trustees unanimously approve the selection of an applicant with a proven employment record suitable for the role.
- Ensure that all staff and volunteers complete a self-disclosure about any criminal record;
- Involve more than one person to short list applicants for interview;
- Require that all employees and volunteers undertake an interview carried out to acceptable protocol and recommendations;
- Obtain two confidential references, including one regarding previous work with children. These references **MUST** be taken up and confirmed through telephone contact;
- Obtain evidence of identity and right to work in this country (passport or other Home Office designated documents or driving licence with photo) and proof of any necessary qualifications;
- Require that all staff and volunteers have an up to date relevant DBS check including a check against the barred list if their post involves a regulated activity. This will be renewed or checked on the Update Service at least every 3 years;
- Appoint all staff and volunteers on a trial period initially with a review before they are confirmed in post.
- While Trustees will not generally come into contact with children and young people through Power The Fight's work, all Trustees must have an up to date Basic DBS check.

### **5.1.3. Induction**

**5.1.3.1.** All employees and volunteers will receive an appropriate induction which will include the following elements related to safeguarding:

- Introduction to Power the Fight's child protection policy and procedures so that they are aware how to keep children and young people safe in the charity;
- Instruction in the code of behaviour for staff;
- Procedures around keeping records, confidentiality, safe storage of information;
- Whistle blowing procedures;
- Information about the new person's trial period and on-going supervision;
- Information about any training they are expected to undertake.

### **5.1.4. Training**

**5.1.4.1.** The safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against what is deemed good practice so as to ensure their practice is likely to protect them from false allegations;
- Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse;
- Respond to concerns expressed by a child;
- Work safely and effectively with children.

**5.1.4.2.** All employees (including senior managers) and volunteers undertake relevant level of safeguarding training when joining the organisation to ensure their practice is exemplary and to facilitate the development of a positive culture towards good practice in protecting children and young people with whom we work. Refresher training will be completed by all employees and volunteers every two years.

## **5.2. ESTABLISHING APPROPRIATE BEHAVIOURS**

**5.2.1.** To provide children with the best possible experience and opportunities in their relationships with the charity, staff and volunteers must operate within an accepted ethical framework, Power the Fight's behavioural Code of Conduct, which is described below.

**5.2.2.** Following this code will help to protect children from abuse and inappropriate behaviour from adults. It will also help staff and volunteers to maintain the standard of behaviour expected of them and will reduce the possibility of unfounded allegations of abuse being made against them.

**5.2.3.** All members of staff and volunteers are expected to report any breaches of this code to the Safeguarding Officer or, if necessary, using the whistle-blowing procedure.

**5.2.4.** Staff and volunteers who breach this code of behaviour may be subject to the charity's

disciplinary procedures. Any breach of the code involving a volunteer or member of staff from another agency may result in them being asked to stop working with the charity and will be reported to their management.

**5.2.5.** Serious breaches may also result in a referral being made to a statutory agency such as the police, the local authority children's social care department and/or the Independent Safeguarding Authority.

## **5.3. BEHAVIOURAL CODE OF CONDUCT**

### **5.3.1. *Introduction***

**5.3.1.1.** When working with children and young people all staff and volunteers are acting in a position of trust. It is important that staff and volunteers are aware that they are seen as role models by children and young people and must act in an appropriate manner at all times.

**5.3.1.2.** The code of conduct requires the following from each member of staff or volunteer:

In summary,

operate within the charity's broader Ethos and Values statement (Appendix 7)

follow the charity's Safeguarding policy and procedures at all times

report all allegations/suspensions of abuse and do not allow allegations made by a young person to go unchallenged, unrecorded or not acted upon.

### **5.3.2. *Positive Relationships***

#### **5.3.2.1. Do:**

listen to and respect children at all times

treat children and young people fairly, without favouritism, prejudice or discrimination

value and take children's contributions seriously, actively involving children and young people in planning activities wherever possible

always give enthusiastic and constructive feedback rather than negative criticism

recognise that special caution is required when you are discussing sensitive issues with children or young people

Respect and be sensitive to young people's spiritual and cultural backgrounds.

#### **5.3.2.2. Do not:**

patronise or treat children and young people as if they are silly

make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people

make inappropriate promises to children and young people, particularly in relation to confidentiality



reduce a young person to tears as a form of control

let children and young people have your personal contact details (mobile number or address)

use personal social media or gaming accounts to communicate with young people,

Where staff have personal social media accounts that are public a note should be made in the Bio explaining that Direct Messages are not monitored.

### **5.3.3. *Acting as role models***

#### **5.3.3.1. Do:**

be an excellent role model providing examples of good conduct you wish children and young people to follow (this may include not smoking or drinking alcohol in the company of young people)

always ensure your language is appropriate and not offensive or discriminatory

challenge unacceptable behaviour

Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.

#### **5.3.3.2. Do not:**

Allow young people to use inappropriate language unchallenged;

### **5.3.4. *Physical proximity***

#### **5.3.4.1. Do:**

ensure any contact with children and young people is appropriate and in relation to the work of the project;

Avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly, with the consent of the young person and be neither intrusive or disturbing; never touch any child or young person in any area that would be covered by a bathing costume or kiss a child or young person. Workers should be sensible and sensitive to the needs of a child or young person when in their presence. Children and young people should be encouraged to sit near to or opposite you but never on you;

always work in an open environment, avoiding private or unobserved situations and encouraging open communication with no secrets;

ensure that whenever possible, there is more than one adult present during activities with children and young people or if this isn't possible, that you are within sight or hearing of other adults, that other people have free access to the room/area where you are and that any doors to the room/area are left fully open; **(see below for guidance on exceptional activities where this is not possible)**

where possible avoid giving lifts (in a vehicle) to a child or young person;

if a child specifically asks for or needs some private time with you, ensure other staff know where you and the child are;

Respect a young person's right to personal privacy. Workers should remember to preserve a child's personal space when sitting near them;

Never hit a child or young person or administer any form of physical punishment to them. If a situation arises that requires physical contact with a child (e.g., to break up a fight or to stop dangerous behaviour), utmost care should be taken and only the absolute minimum physical contact required to resolve the situation should take place, preferably witnessed by another leader;

#### **5.3.4.2. Do not:**

Conduct a sexual relationship with a child or young person or indulge in any form of sexual contact with a child or young person. Any such behaviour between an adult member of staff or volunteer and a child or young person using our services represents a serious breach of trust on the part of the staff member or volunteer and is not acceptable under any circumstances;

take young people to your home where they will be alone with you;

share a room with a young person;

Engage in rough, physical or sexually provocative games, including horseplay;

Do things of a personal nature that the young person can do for themselves [e.g. getting changed after sports activity, drying hair, using the toilet etc.];

#### **5.3.5. *Physical safety***

##### **5.3.5.1. Do:**

always ensure equipment is used safely and for its intended purpose;

Recognise the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for personal achievements. This means avoiding excessive competition and not pushing young people against their will;

If during your care you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as soon as possible to another colleague and make a written note of it. Parents should also be informed of the incident;

#### **5.3.6. *Parental/carer involvement***

##### **5.3.6.1. Do:**

involve parents/carers wherever possible (e.g., where young people need to be supervised in changing rooms, encourage parents/carers to take responsibility for their own child).

obtain written parental consent for any significant travel arrangements (e.g., overnight stays);

where possible obtain written parental consent if Power the Fight staff are required to transport young people in their cars;

where possible secure written parental consent where Power the Fight is acting in loco parentis, so as to receive permission for the administration of emergency first aid or other medical treatment if the need arises. Keep a written record of any injury that occurs, plus details of any treatment given.

## **5.4. BEST PRACTICE FOR SPECIFIC EXCEPTIONS**

### **5.4.1. *Work in Schools***

**5.4.1.1.** The charity, while working within a school establishment, will adhere to the school's relevant policies. Staff should seek clearly to identify the school's requirements and review these with school staff.

**5.4.1.2.** While doing specific mentoring or 1-to-1 work in schools, best practice is that you obtain guidance from the school as to how they want you to work. Care should be taken in picking the type of room and the specific needs of the young person, taking into account any history of violence, and relevant details should be recorded in the corresponding risk assessment for the activity.

### **5.4.2. *Work in the community (Targeted Interventions)***

**5.4.2.1.** Power The Fight's work in the community will predominantly be with parents/carers and adults working or volunteering for community organisations. Where a specific need for 1-2-1 support for a young person has been identified by Power The Fight, a young person, parents or partnership organisation, support may be offered for a specific time.

**5.4.2.2.** Such targeted interventions should always be set up with parents/carers' permission and it should be made clear what confidentiality and safeguarding means in this circumstance. The utmost care should be taken when meeting the young person, making sure parents/carers are informed and where possible that you are meeting the young person in an open public space and never alone in their home.

**5.4.2.3.** The worker must make sure that their line manager is informed about the 1-2-1 intervention and this will be discussed regularly in supervisions. Case notes for young people are being worked with in this way should be recorded on Charitylog. All contact with parents/carers will be facilitated via the school, we will keep parents/carers contact details on record where we have permission from the parents/carers to do so.

### **5.4.3. *Events***

Power The Fight events may include visits from funders, conferences or Alumni visits to the office to meet with the wider team.

**5.4.3.1.** It is recognised that events are places where young people will come into contact with adults who do not specifically need DBS checks or other checks as part of safe recruiting. Therefore the supervision of young people at events must be such that their safety is maintained throughout the event. Good practice would be to assign a specific staff member/accredited volunteer to supervise such young people at each event. It should also be agreed how young people will travel to/from any event and a phone call arranged before and/or after an event to ensure the young person's wellbeing.

## 5.5. USE OF PHOTOGRAPHIC/FILMING EQUIPMENT

5.5.1. Power the Fight is committed to the appropriate and safe use of photographic and filming equipment in connection with young people at the charity's events or on the charity's projects. Guidelines on this area are set out in Appendix 8 – Use of Photo/Film Equipment.

## 5.6. E SAFETY

5.6.1. Power the fight are committed to:

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

5.6.2. Legal framework – the key legislation and guidance relating to e-safety are available on:

- online abuse [learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse](https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
- bullying [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)
- child protection [learning.nspcc.org.uk/child-protection-system](https://learning.nspcc.org.uk/child-protection-system)

5.6.3. We believe that children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

5.6.4. We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Power The Fight's network and devices
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

5.6.5. We will seek to keep children and young people safe by:

- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others

- supporting and encouraging parents and carers to do what they can to keep their children safe online
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person

**5.6.6.** As an organisation we will ensure information relating to young people is stored and used appropriately by:

- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

#### **5.6.6. What is online abuse?**

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2021; Welsh Assembly Government, 2018). It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

#### **5.6.7. Types of online abuse**

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)

- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

#### **5.6.8. Responding to online abuse**

All Power The Fight staff should follow the procedures outlined in Appendix 5 of this document when responding to incidents of online abuse.

Where the online abuse is disclosed within Power The Fight's work with schools or other partners, the safeguarding procedures of that school or partner should be followed.

Power The Fight staff should familiarise themselves with the partner's policies and procedures relating to online abuse and follow these, as well as reporting the concerns to a member of the Power The Fight Safeguarding Team.

Power The Fight will use the following guidance to inform the response to online abuse and how we will work with schools/partners to address it:

- [NSPCC online abuse and bullying prevention guide\\_3.pdf \(publishing.service.gov.uk\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people GOV.UK \(www.gov.uk\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)

#### **5.6.9. Prevention**

Power The Fight recognise that online spaces are an integral part of all our lives, including young people's. There are risks as well as opportunities that come with this and the organisation aims to take a proactive stance on creating e-safety for and with young people.

Therefore, online spaces will be considered in relevant risk assessments, project planning and work with young people.

We will take a contextual approach to e-safety, recognising that online spaces transcend the physical boundaries of family, peers and community.

Where appropriate Power The Fight will promote safe and positive use of online spaces and technologies, using guidance such as [Education for a Connected World – GOV.UK \(www.gov.uk\)](#)

As technology is ever-evolving, Power The Fight will also keep up to date with current developments, guidance and best practice relating to e-safety.

## 5.7. RESPONDING TO SUSPICIONS AND ALLEGATIONS

### 5.7.1. Introduction

**5.7.1.1.** It is not the responsibility of anyone working for the charity in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by contacting the appropriate authorities so that they can then make inquiries and take necessary action to protect the young person.

**5.7.1.2.** This applies **BOTH** to allegations/suspensions of abuse occurring within the charity and to allegations/suspensions that abuse is taking place elsewhere. This section explains how to respond to allegations/suspensions.

### 5.7.2. Receiving Evidence of Possible Abuse

**5.7.2.1.** We may become aware of possible abuse in various ways: we may see it happening; we may suspect it is happening because of signs such as those listed above, or it may be reported to us by someone else or directly by the young person affected.

**5.7.2.2.** In the last of these cases, it is particularly important to respond appropriately. If a child or young person says or indicates that they are being abused, you should:

**a) Stay calm** so as not to frighten the young person. Whatever the child discloses, don't look shocked or use phrases such as **"never"**, **"are you sure?"**, or **"that's horrible"**.

**b) Reassure the child** that they are not to blame and that it was right to tell you.

**c) Listen to the child**, showing that you are taking them seriously.

**d) Keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict in this area and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. If you need to clarify your understanding, only ask questions where you repeat back to the child what you think they have said using their words and terminology. Do not ask for all details of the incident(s) – it is not up to you to investigate, only to report. After the disclosure, it is important to assess the young person's safety in the moment as well as the after the information is shared with the relevant professionals/agencies.

**e) Be honest and clear about confidentiality.** If a child or young person asks you to keep what they want to say a secret, never promise to do this but tell them you are willing to listen. Tell the child that everything they tell you will be treated respectfully and that if it needs to be disclosed it will almost always be disclosed with their knowledge to specific people. The priority is their safety and sometimes to keep them or someone else safe this does mean that sensitive information may need to be shared with people who can help keep them or others safe. Doing this will ensure that if a child discloses something that suggests abuse you are able to talk to someone else without breaking their expectations of confidence.

**f) Ensure the safety of the child.** If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue (with support from school if onsite). Following an allegation of abuse do not stop a child or young person from returning home unless the setting and/or Power the fight Safeguarding Officer feels that doing so places the child or young person in further immediate danger. If this is the case, follow the advice given by the police or social

services. Do not confront the alleged abuser, but leave further enquiries to the police and social services department. If you think the child may be in immediate danger from themselves or someone else, you should call 999.

**g) Record all information.** Compile a written report of everything the child said to you whilst it is still fresh in your memory. Ensure that all information is factual and accurate – and include your actions following disclosure, sign the report, recording the time and date and location. This may be used later as evidence. (See below for the kind of information that should be recorded.)

**h) Report the incident.** If you suspect abuse, ensure that at least one other worker joins you sensitively to hear what the child or young person says. Where possible this should be the Power the fight team leader on site. If a child or young person discloses suspected abuse, inform the Power The Fight Safeguarding Officer as soon as possible, if they were not present when the disclosure was made, and then report the incident to the school Safeguarding Lead. (For further advice on reporting incidents see below).

#### **5.7.2.3.** In dealing with any allegation of abuse it is vital:

not to jump to conclusions about others without checking facts

not either to exaggerate or trivialise child abuse issues

not to rely on your reputation or that of the organisation to protect you.

#### **5.7.3.** *Recording Information*

**5.7.3.1.** To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions.

**5.7.3.2.** Information, which should be set out in the contact form shown below, should include the following:

**a)** The child's name, age and date of birth.

**b)** The child's home address and telephone number.

**c)** Whether the person making the report is expressing their concern or someone else's.

**d)** The nature of the allegation, including dates, times and any other relevant information.

**e)** A description of any visible bruising or injury (e.g., location, size etc.), and any indirect signs (e.g., behavioural changes).

**f)** Details of witnesses to the incidents.

**g)** The child's account, if it can be given, of what has happened and how any bruising/injuries occurred.

**h)** If there is anyone else at risk e.g. siblings, if the abuser has access to other young people for example, if they are a teacher?

**i)** Have the parents been contacted? If so what has been said?



j) Has anyone else been consulted? If so, record details.

k) Has anyone been alleged to be the abuser? If so, record details.

#### **5.7.4. Reporting the Concern**

**5.7.4.1.** All suspicions and allegations **MUST** be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected about a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

**5.7.4.2.** Power the Fight expects its members and staff to discuss any concerns they may have about the welfare of a child immediately with the person in charge and subsequently to check that appropriate action has been taken. If the nominated Safeguarding Officer is not available you should take responsibility and seek advice from the NSPCC helpline, the duty officer at your local social services department, or the police. Telephone numbers can be found in your local directory or in the Appendices below.

**5.7.4.3.** A summary of reporting procedures is also provided in the Appendix 5 below.

**5.7.4.4.** Reports to statutory bodies should be made using the appropriate referral form or Common Assessment Framework (CAF) forms for children and young people. These forms are found online on local safeguarding agencies websites.

#### **5.7.5. Complaints against employees or volunteers**

**5.7.5.1.** Where there is a complaint against an employee or volunteer, there may be three types of investigation:

**a) Criminal:** in which case the police are immediately involved.

**b) Child protection:** in which case the social services (and possibly the police) will be involved.

**c) Disciplinary or misconduct:** in which case the Power the fight CEO and Board of trustees will be involved.

**5.7.5.2.** As mentioned previously in this document, Power the Fight are not child protection experts and it is not their responsibility to determine whether or not abuse has taken place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection.

**5.7.5.3.** Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

**5.7.5.4. NB: If there is any doubt, you must report the incident; it may be just one of a series of other incidences which together cause concern.**

**5.7.5.5.** Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Power The Fight Safeguarding Officer who will take appropriate steps to ensure

the safety of the child in question and any other child who may be at risk. This will include the following:

- a)** The charity will refer the matter to social services department.
- b)** The parent/carer of the child will be contacted as soon as possible following advice from the social services department.
- c)** The CEO of the charity will be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings.
- d)** The Safeguarding Officer will notify the relevant organisations the employee/volunteer in question works with.
- e)** If the Safeguarding Officer is the subject of the suspicion/allegation the report must be made to the appropriate manager who will refer the matter to social services.

**5.7.5.6.** Allegations of abuse are sometimes made some time after the event. Where such an allegation is made, you should still follow the same procedures and have the matter reported to social services as others may be at risk from the alleged abuser. Anyone who has a previous conviction for offences related to abuse against children is automatically excluded from working with children.

#### **5.7.6. *Internal Inquiries and Suspension***

**5.7.6.1.** Power the Fight's Safeguarding Team will make an immediate decision, in consultation with the CEO and Board of Trustees, about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

**5.7.6.2.** Irrespective of the findings of the social services or police inquiries, Power the Fight's CEO will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision, especially where there is insufficient evidence to uphold any action by the police. In such cases Power the Fight's CEO and Board of Trustees must reach a decision based upon the available information which could suggest that on the balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

#### **5.7.7. *Concerns outside the Immediate Youth Work Environment (e.g., a parent or carer)***

- a)** Report your concerns to the Safeguarding Officer.
- b)** If the Safeguarding Officer is not available, contact the school Safeguarding Lead or your local social services department or the police immediately.
- c)** Social Services, the Safeguarding Officer and school Safeguarding Lead will decide how to inform the parents/carers.
- d)** The Safeguarding Officer should also report the incident to the Power the fight CEO and Board of Trustees. The CEO will ascertain whether or not the person/s involved in the incident play a role in the organisation and act accordingly.
- e)** Maintain confidentiality on a need-to-know basis.

### **5.7.8. Confidentiality**

**5.7.8.1.** Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This may include the following people:

- a) The Safeguarding Officer.
- b) The parents/carers of the child.
- c) The person making the allegation.
- d) School Safeguarding Lead, Social Services and/or the police.
- e) The head of the charity (CEO).
- f) The alleged abuser (and parents if the alleged abuser is a child). NB: seek the advice of social services on who should approach the alleged abuser.

**5.7.8.2.** All information should be stored in a secure place with limited access to designated people, in line with data protection laws.

## **5.8. MONITORING**

**5.8.1.** As noted above, excellent recording of incidents or suspected or actual abuse is essential.

**5.8.2.** Responsibility for monitoring safeguarding issues rests with the Board of Trustees but day to day monitoring is delegated to the CEO. At each trustees' meeting a report on safeguarding performance and issues will be given including a report, if it is the case, that there are no issues currently being dealt with. If major events take place between trustees' meetings, the Chair of Trustees will be informed by the CEO and they will together decide what further communication needs to take place to other trustees.

**5.8.3.** The Safeguarding Officer will inform the CEO of any major safeguarding issues which arise immediately and agree a course of action with them. The Safeguarding Officer will also prepare a quarterly report for the Board of Trustees summarising any new incidents reported in that quarter and the progress made with dealing with previously reported cases which are still open.

## **5.9. QUALITY ASSURANCE**

**5.9.1.** Power The Fight is committed to ensuring that all monitoring and recording is of a high standard in order to support our work with young people. All staff are expected to make good quality records that are kept up to date and relevant to the work taking place. We will take the following measures to ensure that high standards are maintained:

**5.9.2.** Senior Clinical Psychologist and TIP Development Manager to regularly check the quality of case/workshop recording.

**5.9.3.** Line managers to review case/workshop recording on a quarterly basis and discuss within supervision.

**5.9.4.** Quality of recording will be viewed through two lenses: recording for risk and safeguarding purposes and culturally sensitivity.

## 6. ONLINE DELIVERY OF ACTIVITIES

**6.1.** Remote or online delivery of activities with young people raises additional safeguarding concerns, such as young people and/or staff appearing on camera in their home environment, lack of access to confidential space for young people and/or staff, and therefore the risk of additional harm to young people who are not able to disclose concerns due to the possibility of being overhead in their homes.

**6.2.** To mitigate against these risks, Power The Fight has drawn up the following guidelines:

- Staff are to deliver online content from booked meeting rooms at the Power The Fight office. If this is not possible, staff are to deliver online content from confidential space at home, carefully considering imagery in the backgrounds (NOT from bedrooms)
- Young people should not to take part in sessions in their bedrooms – if this is the only confidential space they have access to at home then to review with them the appropriateness of this and set ground rules to manage the boundaries of this (e.g. no nightwear, ideally sat at table / chair rather than on bed, how they will debrief after session when difficult conversations may happen in their safe space). It may be that this is not an appropriate space and means sessions cannot be offered online to them in their home.
- Staff are not to carry out household activities whilst delivering online sessions
- Staff and young people are to be fully dressed during online sessions (no pyjamas)
- Online sessions are to take place at pre-arranged times through Power The Fight's software accounts or the partner organisation's remote learning system, within business or school hours
- Online delivery is to take place on Zoom or Teams using meeting passwords.
- Online sessions are not to be recorded unless with the prior agreement of partner organization staff and all participants
- Confidential notes on each online session are kept by Power The Fight staff on a secure electronic system
- Online sessions are to be debriefed between Power The Fight and partner staff

**6.3.** Safeguarding concerns related to online activities are to be immediately escalated to the partner organization's Safeguarding Lead, (or Power The Fight's Safeguarding Officer if not working through a partner organization) bearing in mind that the young person may not have been able to disclose the full extent of risk.



<p><b>LAMBETH</b></p> <p><b>Telephone:</b> 020 7926 3100 (Monday to Friday, 9am-5pm)</p> <p>020 7926 5555 (out of hours)</p> <p><b>Email:</b> helpandprotection@lambeth.gov.uk</p> <p><b>Secure Email:</b> helpandprotection@lambeth.cjsm.net</p>	<p><b>GREENWICH</b></p> <p>Multi-Agency Safeguarding Hub (MASH)</p> <p><b>Telephone Referrals:</b> 020 8921 3172 (Mon-Thur, 9.00-5.30pm, Fri 9.00-4.30pm)</p> <p><b>Out of Hours:</b> 020 8854 8888</p> <p><b>Secure Email:</b> mash-referrals@royalgreenwich.gov.uk</p>
<p><b>SOUTHWARK</b></p> <p>Multi-Agency Safeguarding Hub (MASH)</p> <p><b>Telephone:</b> 020 7525 1921</p> <p><b>Out of Hours:</b> 020 7525 5000 (after 5pm or weekends)</p> <p><b>Secure Email:</b> mash@southwark.gov.uk</p>	<p><b>LEWISHAM</b></p> <p>Multi-Agency Safeguarding Hub (MASH)</p> <p><b>Telephone:</b> 020 8314 6660</p> <p><b>Out of Hours:</b> 020 8314 6000 (after 5pm or weekends)</p> <p><b>Secure Email:</b> mashagency@lewisham.gov.uk</p>





The following guidelines should be followed at all times:

1. Use of a parental permission form to obtain consent for a child to be photographed/ videoed should always be sought.
2. Obtain the child's permission to use their image.
3. Avoid using children's names (first name or surname) in photograph captions. If the child is named, avoid using his or her photograph. If the photograph is used, avoid naming the child.
4. Only use images of children in suitable dress to reduce the risk of inappropriate use. Some activities – swimming, drama, gymnastics and athletics for example – present a much greater risk of potential misuse.
5. Ensure correct use of images of children on the organisation's website. Images accompanied by personal information, e.g., this is X who likes to collect stamps – could be used by an individual to learn more about a child prior to grooming them for abuse.
6. Make clear in writing our expectations of professional photographers or the press who are invited to an event, in relation to child protection.
7. Do not allow photographers or videographers unsupervised access to children.
8. Do not approve photography sessions outside the event or at a child's home.
9. If at any time people who are not part of the charity, or who are not authorised by charity, try to take photos of the projects being run or the young people in attendance, they should be challenged by the team leader. If they refuse to stop, you should contact the police.

All parents and young people should be made aware when Power the Fight staff will be using video or photography equipment as part of the event being run. Furthermore, before undertaking this activity in a school setting, the permission of the school should be sought.

The consent forms below should be used to gain consent from parents and young people. For photographs and written work consent will be sought on a one-off basis. For videos, consent will be sought to continue using the video footage on an annual basis until the young person leaves the school when Power The Fight will cease to use the footage. This is to ensure that the information being used is up to date and that the children and young people have ongoing control over the use of their information.

## POWER THE FIGHT - MULTIMEDIA CONSENT FORM

Power the Fight would like your permission to gather and use video (photographs/video stills) and/or (written/audio) information from you/your child related to your/their experiences of the Therapeutic Intervention for Peace (TIP) programme. This information will be available to young people who are interested in attending the programme, key stakeholders who would like to know more about Power the Fight and members of the public accessing our website and social media pages. It may be shared on printed and digital materials and social media and websites, produced for Power the Fight, (such as, posters, leaflets, websites, case studies text and images, promotional videos and multimedia presentations).

The video and/or information will be stored securely for as long as is necessary and in line with the General Data Protection Regulation (GDPR). For video recordings we will seek your consent to continue using the footage annually until you/your child leaves the school.

☐ I have read and understood the above information and give my permission for my / my child's information to be used.

☐ I understand this information may be used in publications (both printed and online), leaflets, posters, audio-visual presentations, promotional literature, social media and/or other related websites. I understand that the materials may be viewed by the general public worldwide.

**Please tick the boxes below where you consent to the use of your/ your child's:**

☐ Image/photograph

☐ Video recording

☐ Audio

☐ Written (e.g. full testimonial and/or testimonial quote/ art work)

**I prefer that:**

☐ No name be used

☐ A pseudo (fake) name be used

☐ I understand that Power the Fight will delete materials on request.

**Parent's Full Name:**

**Date:**

**Parent's Signature:**

**Child/Children's Name/s:**

**Child/Children's Signature:**

## POWER THE FIGHT - VIDEO CONSENT FORM

You have previously consented for Power The Fight to use you/your child's information, via video recording/footage, related to your/their experiences of the Therapeutic Intervention for Peace (TIP) programme. For video recording and footage we ask for updated consent on an annual basis. If we do not receive updated consent we will cease using the video recording/footage of you/your child.

### Purpose:

The video footage will be available to young people who are interested in attending the programme, key stakeholders who would like to know more about Power the Fight and members of the public accessing our website and social media pages. It may be shared on digital materials, social media and websites produced for Power the Fight.

The video footage will be stored securely and in line with the General Data Protection Regulation (GDPR) until we seek consent again in 12 months time or you/your child leaves the school.

☐ I have read and understood the above information and give my permission for video footage of me / my child to be used by Power The Fight.

☐ I understand this information may be used in publications (including online), audio-visual presentations, promotional materials, social media and /or other related websites. I understand that the materials may be viewed by the general public worldwide.

### I prefer that:

☐ No name be used

☐ A pseudo (fake) name be used

☐ I understand that Power the Fight will delete materials on request.

**Parent's Full Name:**

**Date:**

-----

**Parent's Signature:**

-----

**Child/Children's Name/s:**

**Child/Children's Signature:**

-----



NAME OF PERSON COMPLETING ASSESSMENT	
DATE OF ASSESSMENT	
SIGNATURE	
LOCATION	

REASON FOR ASSESSMENT Please Tick✓	New Procedure/ Task/Area		Changes in Task/ Procedure/Area	
	Relocation of Task/ Area		Following Observation	
	Following Safety Alert/Concern		Following Accident / Incident	
	Union/Employee/ Rep. Request		Review of Risk Assessment*	

REVIEW PERIOD	
DATE THE NEXT REVIEW IS REQUIRED	

PEOPLE TAKING PART IN ACTIVITY	NUMBER OF PEOPLE TAKING PART	DURATION OF ACTIVITY

<b>WORK ACTIVITY COVERED BY THIS ASSESSMENT:</b>	<b>GROUP WORK</b>
<b>DESCRIPTION OF THE ACTIVITY:</b>	

<b>UNDER 18 INVOLVED IN ACTIVITY?</b>		<b>IF YES, HAS A SPECIFIC RISK ASSESSMENT BEEN DONE:</b>	
<b>PREGNANT WOMAN INVOLVED IN ACTIVITY?</b>			
<b>PEOPLE WITH DISABILITIES INVOLVED INACTIVITY?</b>			

## RISK ASSESSMENT MATRIX

		SEVERITY					
		INSIGNIFICANT 1	MINOR 2	MODERATE 3	MAJOR 4	FATALITY 5	MULTI FATAL 6
L I K E L I H O O D	HIGHLY LIKELY 6	6	12	18	24	30	36
	LIKELY 5	5	10	15	20	25	30
	POSSIBLE 4	4	8	12	16	20	24
	UNLIKELY 3	3	6	9	12	15	18
	RARE 2	2	4	6	8	10	12
	VERY RARE 1	1	2	3	4	5	6

$$\text{Risk Rating(RR)} = \text{Severity(S)} \times \text{Likelihood(L)}$$

VERY HIGH RISK	Intolerable – Do not perform work activity
HIGH RISK	Work activity can only commence with extensive reassessment of the risk levels and additional control measures
MEDIUM RISK	Tolerable – Reduce where practicable
LOW RISK	Safe Condition

**RISK** can be defined as the combination of the likelihood of a harm being realised coupled with the severity of the consequence as a result of exposure to the hazard.

**HAZARD** can be defined as a Situation, Object, or Behaviour, that has the potential to cause harm in terms of injury, ill health, or damage to property or the environment.

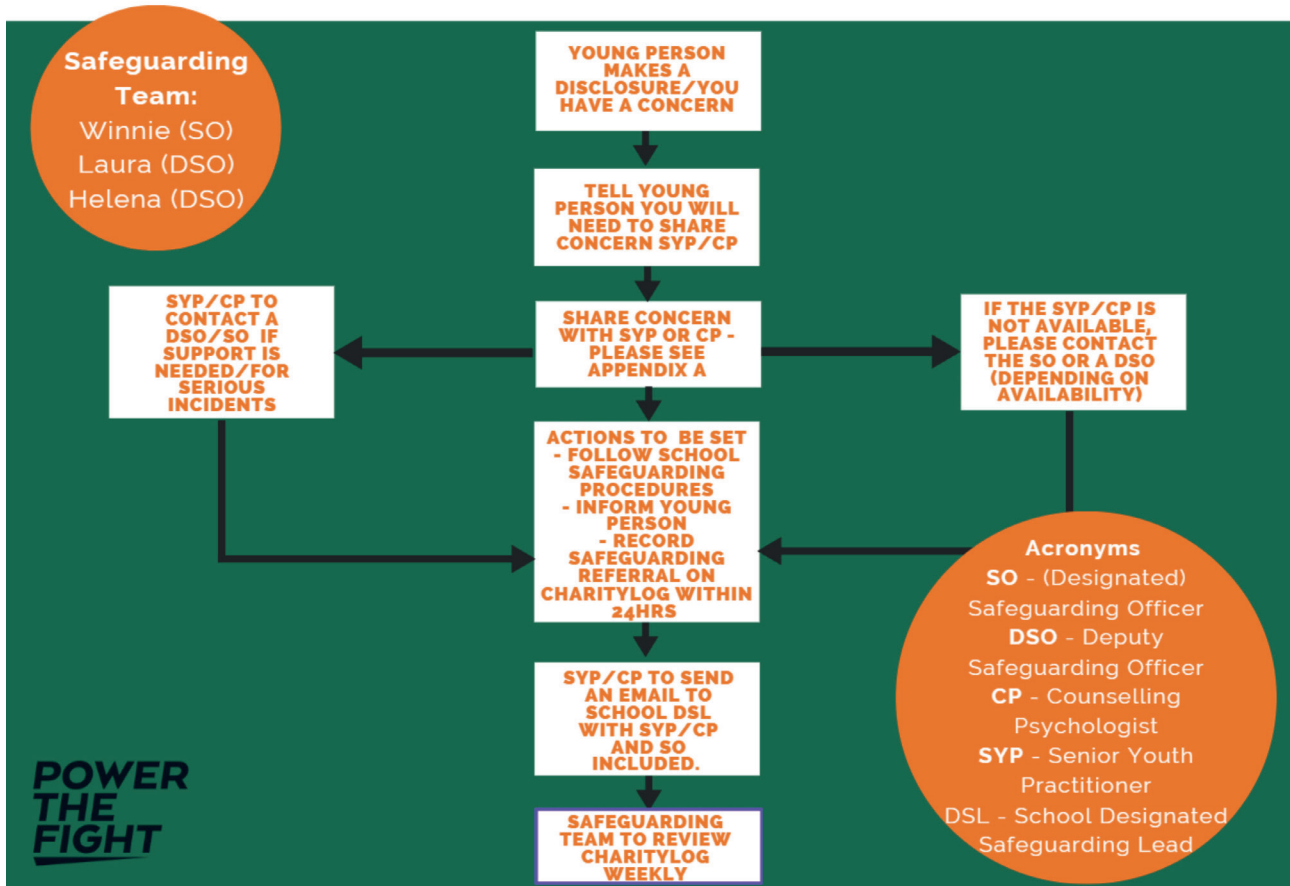
When assessing the level of risk an activity represents the assessor will need to take into account the activity being undertaken, any work equipment involved, the level of competence of the person/s involved, the time spent doing the activity, the location/area the activity is taking place, the person/s involved in the activity (physical, and other, limitations), the surroundings and anything else the assessor may deem to be relevant.

[illegible]

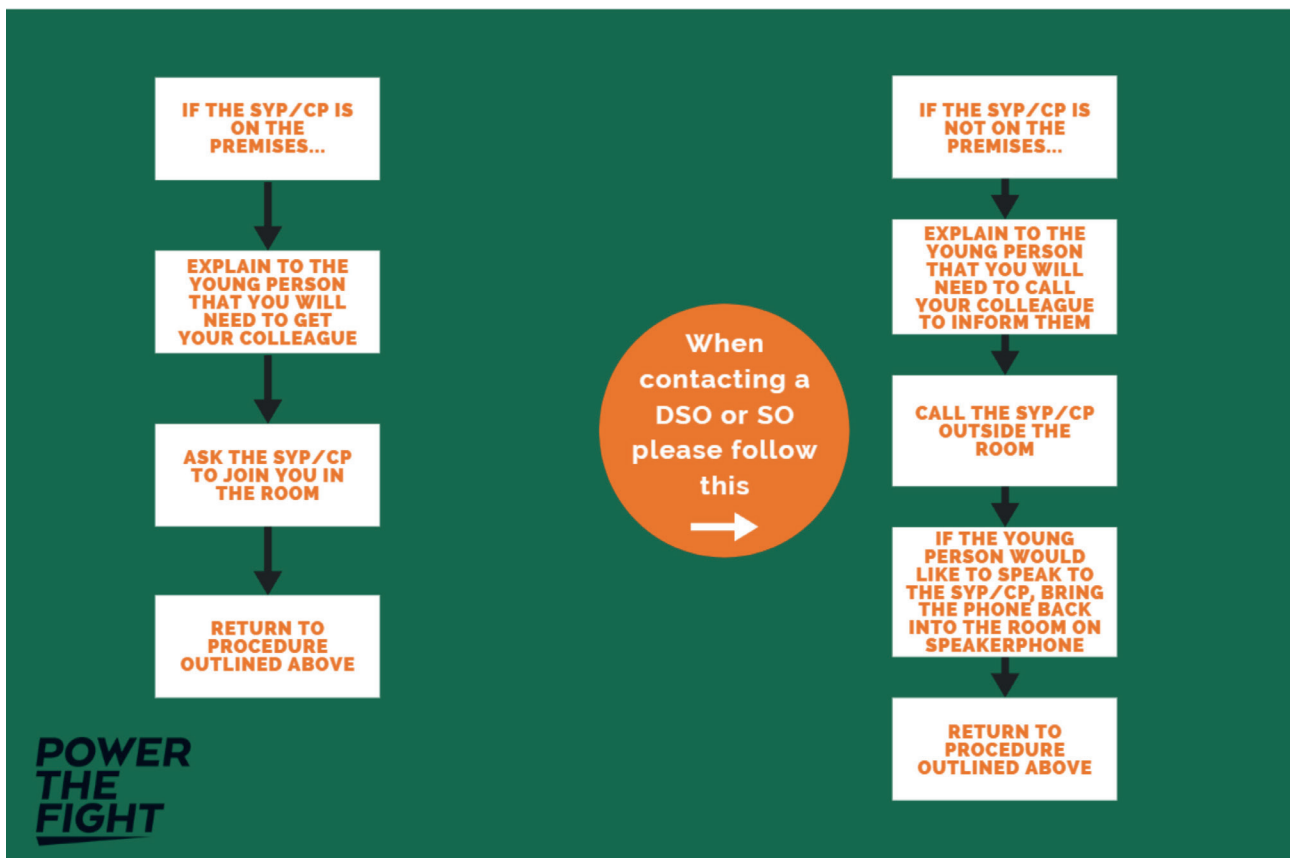




## SAFEGUARDING FLOWCHART - YOUNG PEOPLE



## APPENDIX A



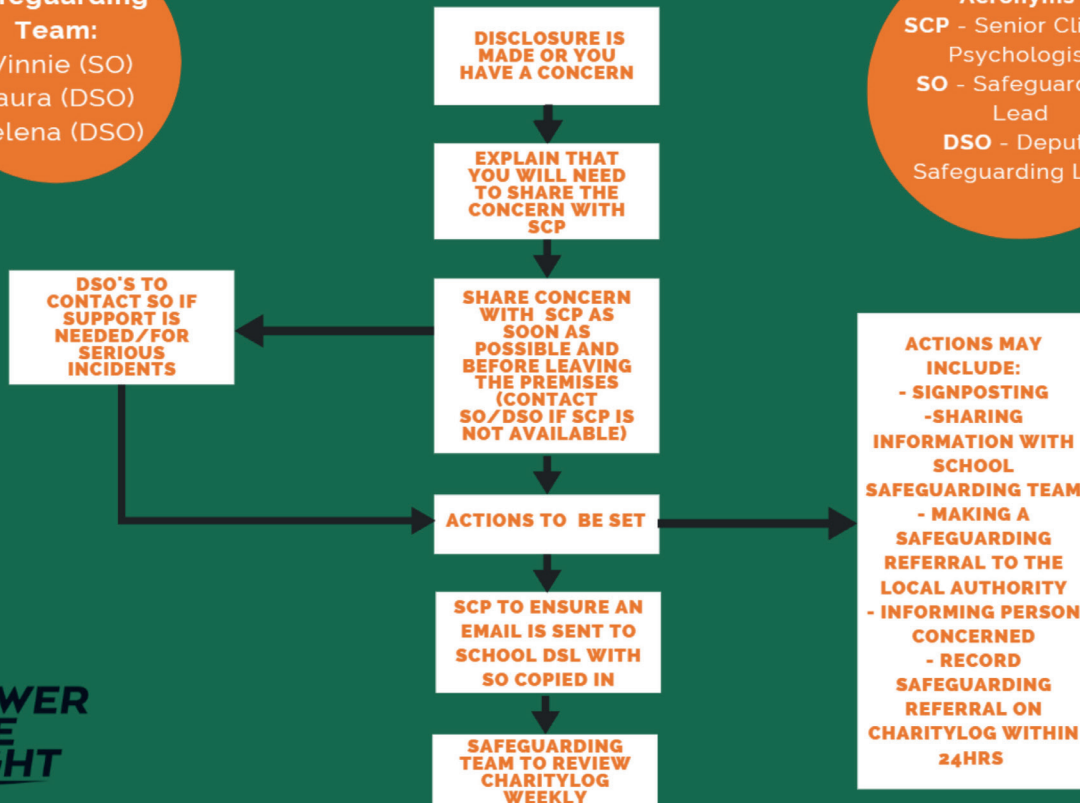
# SAFEGUARDING PROCEDURE FLOWCHART- ADULTS

## Safeguarding Team:

Winnie (SO)  
Laura (DSO)  
Helena (DSO)

## Acronyms

SCP - Senior Clinical Psychologist  
SO - Safeguarding Lead  
DSO - Deputy Safeguarding Lead



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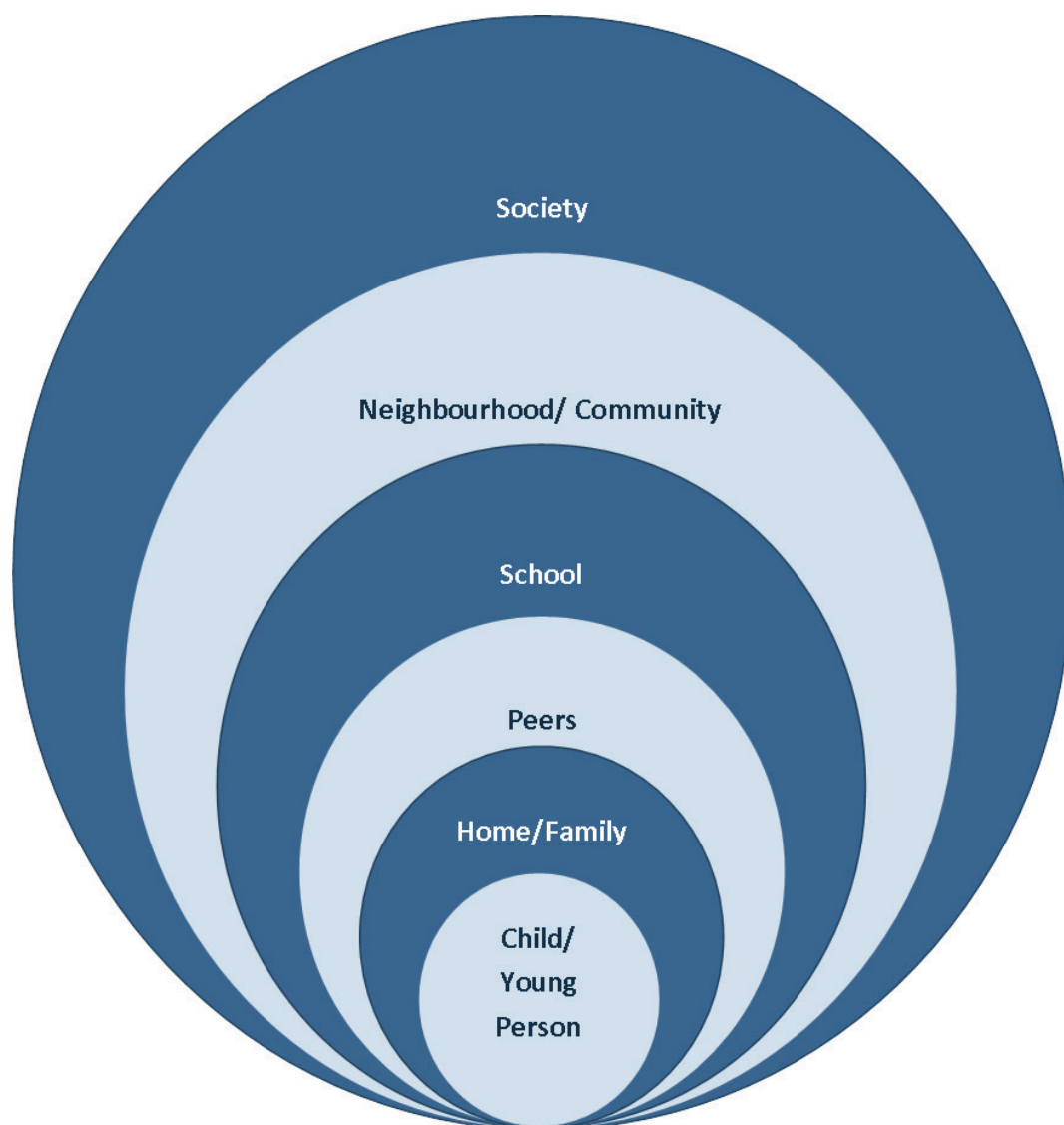
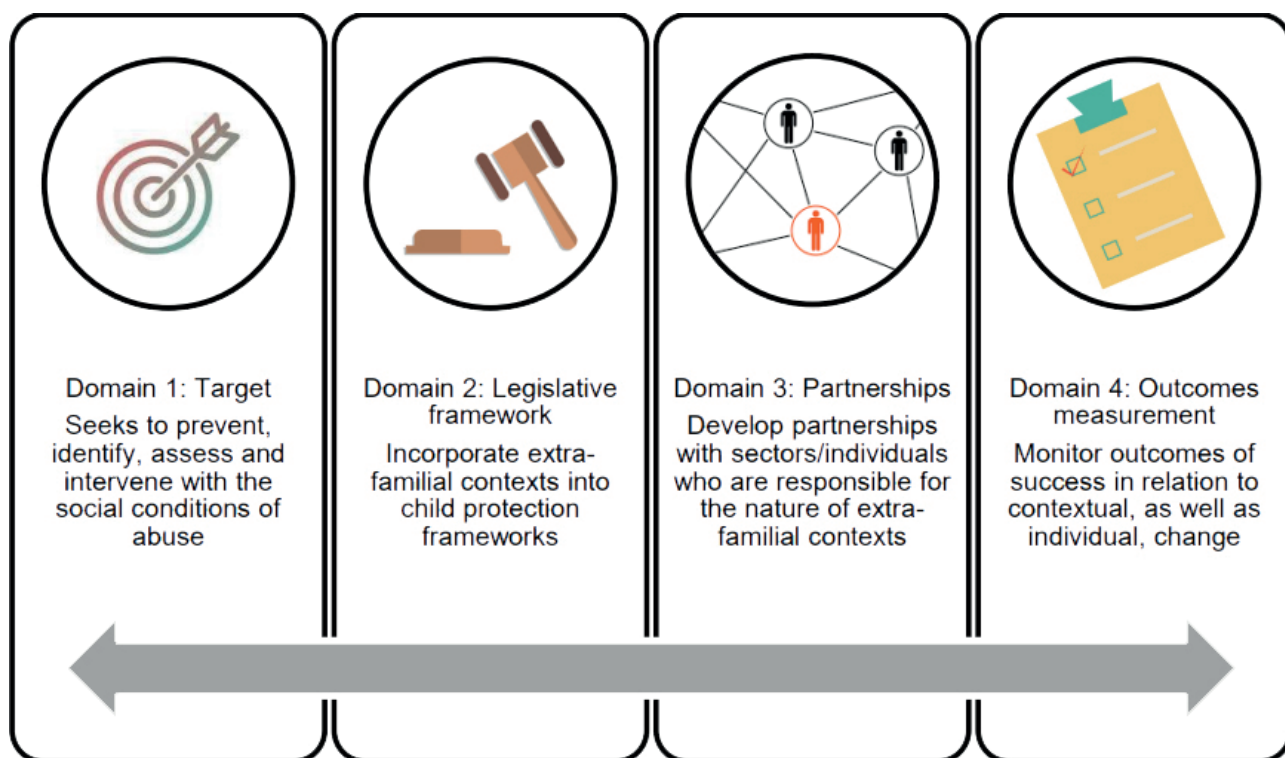
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