

Safeguarding Children Policy and Procedure:

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Appendices	1 – LA safeguarding reporting links B – Further reading

1 Policy

- The Safeguarding Children Policy sets out our approach to safeguarding those aged 17 and below. This can include an unborn child. The status or entitlement to a service does not change because a child is older than 16 years under the children's Act 1989.
- We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to work in a way that protects them.
- We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.
- We recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.

At SYHA we will meet our commitment to keeping children safe by:

- Listening to children and respecting them.
- Following this safeguarding procedure.
- Making sure all staff and volunteers understand and follow the safeguarding procedures offering regular refresher training.
- Building a safeguarding culture where staff and volunteers know how they are expected to behave and feel comfortable about sharing concerns.
- SYHA staff promote wellbeing, prevent harm and respond effectively to safeguarding concerns, reporting any safeguarding concerns to the Police in an emergency situation and always to the Local Authority concerned.

2. Guidelines:

- The main difference between safeguarding adults and safeguarding children is an adult's right to self-determination. Adults may choose not to act at all to protect themselves, and it is only in extreme circumstances that the law intervenes. This will often only happen when an adult is assessed to lack capacity, or where the concerns may extend to children, such as when they are living in the same household. This is not the case for children.
- Safeguarding children is defined in 'Working Together to Safeguard Children 2015' as:
 - Protecting children from maltreatment.
 - Preventing impairment of children's health or development.
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

2.1 Working Together to Safeguard Children states:

- Everyone who works with children has a responsibility for keeping them safe.
- No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing?

information and taking prompt action.

- In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals.
- Any professionals with concerns about a child's welfare should make a referral to Local Authority children's social care. Professionals should follow up their concerns if they are not satisfied with the Local Authority children's social care response.
- This policy and procedure has been developed with guidance available from the NSPCC.

and procedures, particularly:

- PiPoT policy
- Code of Conduct
- Whistleblowing
- Professional Boundaries
- Lone working
- Anti-Social Behaviour
- Safeguarding adults
- Disciplinary
- Confidentiality and Data Protection
- SYHA Behaviours
- Safeguarding is on the SYHA corporate risk register. Risks are escalated from the Safeguarding risk register as appropriate.

2.2 The Care Act 2014 sets out the 6 principles of safeguarding which apply to children as adults:

- 1. Empowerment:** Complicated in child protection. It is around encouraging the child to speak out. Also used in relation to parents after the individual investigation has taken place.
- 2. Prevention:** It is better to act before harm occurs.
Customer experience: I receive age appropriate clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.
- 3. Proportionality:** The least intrusive response appropriate to the risk presented.
Customer experience: I am sure that the professionals will work in my interest, as I see them, and they will only get involved as much as needed. I get help and support to report abuse and neglect. I get help so that I can take part in the safeguarding process to the extent I want to.
- 4. Protection:** Support and representation for those in greatest need.
Customer Experience: I get help and support to report abuse and neglect. I get help so that I can take part in the safeguarding process to the extent to which I want.
- 5. Partnership:** Local solutions through services working with their communities. Communities have a part to play in preventing, detecting, and reporting neglect and abuse.
Customer experience: I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.
- 6. Accountability:** Accountability and transparency in delivering safeguarding.
Customer experience: I understand the role of everyone involved and so do they.

2.3 Making Safeguarding Personal: In addition to the six principles above the Care Act gives direction around making safeguarding personal: 'We all have different preferences, histories, circumstances and lifestyles. Making safeguarding personal means it should be person-led and outcome-focused.'

2.4 SYHA overarching safeguarding principles.

- Everyone should be able to live a life that is free from harm and abuse.
- When abuse does take place or we suspect that it has we will follow the Safeguarding Procedure (below) quickly, effectively, and proportionately, with the customer at risk staying in control of the decision making as much as possible.

2.5 Mental Capacity Act and Safeguarding:

The [Mental Capacity Act \(MCA\) 2005](#) and safeguarding are intrinsically linked, as the MCA provides the legal framework to protect vulnerable adults who lack the mental capacity to make their own decisions. Safeguarding is the process of preventing harm, and the MCA ensures that this process is carried out in a way that respects the autonomy of the individual, following five key principles: a person is assumed to have capacity, all practicable steps to support them must be taken first, decisions must be in their best interests, and any actions should be the least restrictive option.

Key principles of the Mental Capacity Act

- **Assume capacity:**

Every adult is presumed to have the mental capacity to make their own decisions unless it's proven they lack capacity.

- **Support to make decisions:**

Individuals must be given all possible help and support to make their own decisions.

- **Unwise decisions:**

A person cannot be considered unable to make a decision just because it seems unwise to others.

- **Best interests:**

If a decision needs to be made for someone who lacks capacity, it must be done in their best interests.

- **Least restrictive option:**

Any action taken must be the least restrictive of the person's rights and freedom of action.

The link to safeguarding

- **Decision-making in safeguarding:**

When a safeguarding concern arises, decisions will need to be made about the individual's care, treatment, and finances. These decisions must be made in line with the MCA principles.

- **Protecting vulnerable people:**

The MCA provides a legal foundation to protect those who are vulnerable due to illness, injury, or other issues, from abuse and neglect.

- **Ensuring a person-centered approach:**

By following the MCA, safeguarding becomes a person-centered process that prioritizes the individual's wishes and well-being, even if they are unable to express them directly.

- **[Deprivation of Liberty Safeguards \(DoLS\)](#):**

An amendment to the MCA, DoLS provides a legal framework to authorise deprivation of liberty in specific circumstances, but only after a stringent process and when it is in the person's best interests.

2.6 Key Categories of Child Abuse: (note: Safeguarding duties are not an alternative to reporting these to the police).

a. Physical abuse:

Definition: Hurting or injuring a person / child on purpose.

Includes: assault, hitting, slapping, pushing, misuse of medication, restraint, inappropriate physical sanctions.

b. Domestic abuse:

Definition: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Includes: but is not limited to psychological, physical, sexual, financial, emotional abuse, so called ‘honour’ based violence. Coercive control (A new offence of coercive and controlling behaviour in intimate and familial relationships was introduced into the Serious Crime Act 2015. The offence will impose a maximum 5-year imprisonment, a fine or both – see appendix 2)

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

Children may experience domestic abuse directly, but they can also experience it indirectly by:

- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed.
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse.
- not getting the care and support they need from their parents or carers as a result of the abuse (Holt, Buckley and Whelan, 2008).

c. **Neglect** – Definition: not meeting a child’s basic physical and psychological needs.

It is a form of child abuse that can have serious and long-lasting impacts on a child’s life - it can cause serious harm and even death.

The four main types of neglect are:

- physical neglect: not meeting a child’s basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety.
- educational neglect: not making sure a child receives an education.
- emotional neglect: not meeting a child’s needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them.
- medical neglect: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations.

Neglect can happen at any age, sometimes even before a child is born e.g. Substance misuse in the mother. Neglect can affect brain development, physical development, physical health, mental health, relationships and attachments, risk taking behaviour and safety.

d. Child sexual abuse

Definition: Child sexual abuse (CSA) is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline. Children and young people may not always understand that they are being sexually abused.

Contact abuse involves activities where an abuser makes physical contact with a child.

Includes: sexual touching of any part of the body, whether the child is wearing clothes or not. Forcing or encouraging a child to take part in sexual activity. Making a child take their clothes off or touch someone else's genitals. Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.

Non-contact abuse involves activities where there is no physical contact. It

Includes: Flashing at a child, encouraging or forcing a child to watch or hear sexual acts, not taking proper measures to prevent a child being exposed to sexual activities by others, making a child masturbate while others watch, persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child), making, viewing or distributing child abuse images, allowing someone else to make, view or distribute child abuse images, meeting a child following grooming with the intent of abusing them (even if abuse did not take place)

Child sexual exploitation: exploiting a child for money, power or status.

Includes: rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts or sexual assault.

e. Bullying:

Definition: when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021). It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Includes:

- **Physical abuse:** hitting a child, pushing a child, physical assault, emotional abuse, making threats, undermining a child, excluding a child from a friendship group or activities, cyberbullying/online bullying, excluding a child from online games, activities or friendship group sending threatening, upsetting or abusive messages, creating and sharing embarrassing or malicious images or videos, 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games voting for or against someone in an abusive poll, setting up hate sites or groups about a particular child, creating fake accounts, hijacking or stealing online

identities to embarrass a young person or cause trouble using their name. Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Sexting definition: When people share a sexual message and/or a naked or semi-naked image, video or text message with another person. It's also known as nude image sharing. Children and young people may consent to sending a nude image of themselves. They can also be forced or coerced into sharing images by their peers or adults online. If a child or young person originally shares the image consensually, they have no control over how other people might use it. If the image is shared around peer groups, it may lead to bullying and isolation. Perpetrators of abuse may circulate a nude image more widely and use this to blackmail a child and/or groom them for further sexual abuse. It's a criminal offence to create or share explicit images of a child, even if the person doing it, is a child. If sexting is reported to the police, they will make a record but may decide not to take any formal action against a young person.

- f. **Harmful sexual behaviour (HSB) definition** is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.
- Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.
 - Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected, sexualised behaviour which doesn't have an overt element of victimisation or abuse.
- g. **County lines definition:** A form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse. Children and young people may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime. County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police. Perpetrators use children and young people to maximise profits and distance themselves from the criminal act of physically dealing drugs (National Crime agency, 2019). Young people do the majority of the work and take the most risk.

Dedicated mobile phone lines or "deal lines" are used to help facilitate county lines drug deals. Phones are usually cheap, disposable and old fashioned, because they are changed frequently to avoid detection by the police. Gangs use the

phones to receive orders and contact young people to instruct them where to deliver drugs. This may be to a local dealer or drug user, or a dealer or drug user in another county.

Phrases that young people may use to refer to county lines include: 'running a line', 'going OT/out there' 'going country' 'going cunch'.

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Department for Education (DfE) and Home Office, 2011; Department of Health, Social Services and Public Safety and Police Service of Northern Ireland, 2011; Scottish Government, 2013; Wales Safeguarding Procedures Project Board, 2020).

h. **Child trafficking** is a form of modern slavery.

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

child sexual exploitation, criminal activity, including cannabis cultivation, street crime - such as pickpocketing, begging and bag theft, moving drugs, benefit fraud.

immigration fraud, selling pirated goods, forced marriage domestic servitude, including cleaning, childcare, cooking, forced labour, including working in restaurants, nail bars, factories, agriculture, illegal adoption, unreported private fostering arrangements (for any exploitative purpose).

i. Emotional abuse:

Definition: Emotional abuse is the ongoing emotional maltreatment of a child, which can have a severe and persistent negative effect on the child's emotional health and development. It's also known as psychological abuse. Exposing a child to aggression, cruelty or abuse between others is also a form of emotional abuse.

Most forms of abuse include an emotional element, but emotional abuse can also happen on its own.

Children can be emotionally abused by anyone: parents or carers, family members, other adults, other children.

Includes:

Emotional neglect, ignoring the child, not showing affection, not responding to a child's emotional needs, Rejection, telling a child they aren't good enough, physical abandonment, excluding the child from activities, not listening to a child or letting them express their views, belittling a child, not communicating with the child, Isolating, putting unreasonable limitations on a child's freedom, restricting or preventing social interaction.

Manipulation Coercing or persuading a child to take part in activities that: they aren't comfortable with, aren't appropriate for their age or stage of development, are unsafe.

- Gaslighting is also a form of manipulation. This is where perpetrators make someone doubt their own perception, judgment and/or memory.

Terrorising: Threatening violence, deliberately frightening a child, deliberately putting a child in a dangerous situation.

Bullying: Verbal humiliation, name-calling, undermining or mocking a child.

Physical bullying can also have emotional effects.

j. Financial or material abuse:

Financial abuse is the main form of abuse investigated by the Office of the Public Guardian both amongst adults and children at risk. Financial abuse can occur in isolation, but where there are other forms of abuse, there is likely to be financial abuse occurring.

Includes: theft, fraud, internet scamming, coercion in relation to a child's financial affairs or arrangements.

k. Discriminatory abuse:

Definition: abuse that focuses on a difference or perceived difference. This may involve any of the protected characteristics of the Equality Act 2010: race, gender, disability, or age, gender reassignment, marriage, or civil partnership (in employment only) pregnancy and maternity, religion or belief, sexual orientation.

Includes:

Direct discrimination - treating someone with a protected characteristic less favourably than others.

Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.

Harassment – subjecting someone to unwanted conduct.

Victimisation - treating someone unfairly because they've complained about discrimination or harassment.

l. Organisational abuse:

Definition: mistreatment of children brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting.

Includes: neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-

treatment. It can be through neglect or poor professional practice because of the structure, policies, processes, and practices within an organisation.

m. Female Genital Mutilation (FGM): Female genital mutilation is a procedure where the female genitals are deliberately cut, injured, or changed, but there's no medical reason for this to be done. It's also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

n. Honour based abuse: A term used to describe a combination of practices used principally to control and punish the behaviour of a member of a family or social group, to protect perceived cultural and religious beliefs in the name of 'honour'. Although predominantly associated with women and girls, male members of a family can also be victims. Violence and abuse may occur when it is felt that an individual's behaviour has broken the 'honour code', bringing disgrace to their family or social group. Perpetrators will feel that they need to restore their loss of face and standing within their community. There is often an element of approval and social acceptance from other family members and the community.

o. Forced marriage: A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- **physical:** for example, threats, physical violence, or sexual violence
- **emotional and psychological:** for example, making someone feel like they are bringing 'shame' on their family. This is dealt with by the Forced Marriage unit.
- **Financial abuse,** for example taking someone's wages, may also be a factor.

p. Hate crime: Any crime that is perceived by the victim, or any other person, to be racist, homophobic, transphobic, or due to a person's religion, belief, gender identity or disability.

Includes: physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson.

threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate a person and unfounded, malicious complaints.

verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

Q. Mate crime is a form of exploitation which occurs when a person is harmed or taken advantage of by someone, they thought was their friend.

R. Radicalisation: The process by which people come to support terrorism and violent extremism and, in some cases, to participate in terrorist activities.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

S. Online abuse: Online abuse is any type of abuse that happens on the internet, for example through social media, or mobile phones. Online abuse covers a wide range of behaviours and technologies. Social networking sites are often used as an easy way to access and target children who are at risk of abuse. Some examples of online abuse can include abusive images, trolling, stealing someone else's identity, cyber-stalking, cyberbullying.

2.7 Patterns of abuse: Incidents of abuse may be One-off, multiple, affecting one customer or more. Serial abuse, in which the perpetrator seeks out and 'grooms' individuals. There may also be different types of abuse happening at the same time.

3. Safeguarding Children Procedure: Roles and responsibilities:

3.1 Guidance:

- **Anyone can raise a safeguarding concern.** It is the responsibility of all SYHA employees and volunteers to do so if they suspect abuse. **In cases of an emergency** dial 999 immediately. **If a crime has been committed** dial 101.
- A concern is a suspicion or belief that a child / young person is suffering abuse. A child may tell you this themselves, you may witness something directly, or be told information from a third party.
 - All safeguarding concerns about the wellbeing and safety of a child must always be taken seriously, this includes situations where the original person alerting wishes to remain anonymous.
- **Preserve evidence.** Do not touch or wash anything. Do not wash anything that is blood stained or which may contain evidence or repair anything that is torn or damaged. Do not touch anything which may contain fingerprints or DNA.
- **Gather as much information as you can.**
- **You do not have to be 100% certain that abuse is taking place.** Whilst it might turn out that there is not a problem or the problem is not about abuse, it doesn't matter. What matters is that concerns are always reported.
- **Clarify facts** as much as possible and keep evaluating the risks.
- **Remain impartial and objective.**
- **Report every concern:** to your Line Manager or designated person.
- **Keep any evidence:** original handwritten notes etc.
- **Consider links to other SYHA policies and procedures (see page 1):** e.g., Anti-Social Behaviour, Safeguarding Adults, etc.
- **If the allegation is about a member of staff** (paid or unpaid) or anyone working with/for SYHA in a voluntary capacity (e.g., caterers, volunteers, hairdressers), this must always be reported to a Line Manager and HR so the PiPoT procedure can be followed. All allegations will be treated in confidence.
- **If your Line Manager is implicated,** you should contact a Senior Manager to follow the PiPoT procedure: SYHA will respect, support, and not penalise anyone who speaks out about suspicions of abuse or other inappropriate behaviour. No action will be taken against a member of staff who makes an

allegation if it subsequently transpires to be unfounded, if they did so in good faith.

- **Ask 'open' questions.** They may appear judgmental. We need to gather the key facts and not investigate why something has happened.
- **Don't** discuss directly with the person who may be causing the abuse.
- **Training:** All SYHA employees must complete all safeguarding e. learning and workshops added from time to time as directed to achieve aim of 100% of employees have this completed.

3.2 Frontline Staff responsibilities (excluding NEAT and HMT_who should refer to section 3.4):

To follow this policy.

To complete all safeguarding e. learning and workshops added from time to time as directed.

- **In cases of an emergency** dial 999 immediately.
- **If a crime has been committed** dial 101.

If you are supporting someone (e.g. you are a LiveWell Keyworker), and you suspect, or are aware of possible abuse, then you should contact the relevant Local Authority Safeguarding Team to express your concerns within the same working day (see appendix 1 for links to the Local Authority websites).

- Tell your Line Manager at the earliest opportunity who will then follow the Line Manager responsibilities, as outlined below. All staff members in LiveWell frontline services and in Housing Services should record the concern and all relevant information electronically on Inform / CX.
- For those in LiveWell frontline services and Housing Services Neighbourhood team you should record the concern and all relevant information electronically on Inform / CX (following the system recording process and minimum data set). See Keep Learning Site on Base - recording on Inform. Please note this does not replace completing the Local Authority online reporting form which should be completed as first priority.
- **Update the Risk Assessment and risk management plans:** If a Risk Assessment form is not used (Housing Services) then full notes should be recorded to show how the risk assessment was reached.
- **Following up on the concern with the Local Authority:** Contact the LA for an update if no information is received within 72 hours of reporting it. Speak to your line manager if you do not get any response.
- **If you are not supporting the person e.g., NEAT operative, Customer Services Assistant:** seek advice from a manager.

3.3 Line Manager responsibilities (excluding HMT and NEAT managers who should refer to section 3.4): For clarity, a Line Manager in this case is Team Leaders, LiveWell Project Leads and Contract managers who have overall operational responsibility for an operational service/project area. Housing Managers, LiveWell Service Managers can support in the absence of the above. The responsibility lies with the Line Manager to offer support to staff who must never be left to deal with situations of abuse or suspected abuse on their own.

The Line Manager has overall responsibility for:

Overseeing what action to take: e.g. reporting to the Local Authority, reporting to People Team for Professional Boundaries Policy to be followed. If in any doubt, the Local Authority or Health & Social Care Safeguarding Manager should be contacted for peer advice. If in any doubt, Line Managers should seek advice from their Manager, Safeguarding Lead or when there is a staff member implicated H.R. / Peoples Partners.

- Ensuring that immediate actions are taken to help address the customer's safety.
- Establishing what outcomes the customer wants to happen (if possible).
- Deciding which staff need to be directly involved.
- Providing support and guidance to staff.
- Keeping other appropriate staff informed. In deciding what to do, the decision of the Line Manager will be based upon their evaluation of the situation and the information known at that point, including an evaluation of the risk.
- Ensuring that all safeguarding concerns for their scheme have been recorded on Inform / Cx. as appropriate. This includes cases that we have been involved in where SYHA was not the person / organisation raising the alert.
- Ensuring that the concern has been followed up after 72 hours if there has been no information from the Local Authority.
- Review and sign off Safeguarding cases signing off on appropriate systems e.g. Inform / Cx. Spreadsheet.
- Ensure all safeguarding is showing on systems and reports e.g. Safeguarding report Inform/Cx. Spreadsheet.
- To complete all safeguarding e. learning and workshops added from time to time as directed.

- **Don't** discuss directly with the person who may be causing the alleged abuse. (Unless this is agreed as part of a protection plan or specifically instructed e.g., to suspend a member of staff who has been accused)

3.4 HMT and NEAT

NEAT and HMT operatives:

- To complete all safeguarding e. learning and workshops added from time to time as directed.
- Ensure that immediate actions are taken to help address the customer's safety. In an emergency phone 999. If a crime has been committed phone 101. Get guidance from managers at the earliest opportunity and the same working day.
- Report all safeguarding concerns to your line manager or another NEAT / HMT manager as soon as possible and the same working day.
- To complete all safeguarding e. learning and workshops added from time to time as directed.

NEAT and HMT Managers:

- Ensure that immediate actions are taken to help address the customer's safety. This includes calling 999 and reporting to the Police in an emergency and where required getting guidance from Housing Services Neighbourhood managers at the earliest opportunity and the same working day.
- If the concern relates to a LiveWell customer contact the Project Lead / Service manager for guidance at the earliest opportunity and the same working day. Complete Safeguarding Concern Pro Forma for HMT/NEAT in appendix 3 with the required information of the safeguarding concern.
- Pass all relevant information on the safeguarding concern to Neighbourhood managers / LiveWell Project Lead / Service Manager via email to the Housing Neighbourhood Team mailbox or the relevant LiveWell scheme inbox on the same working day. This is so the concern can be reported to Local Authorities within 24 hours of receipt of the completed pro forma and recorded on SYHA systems.
- To complete all safeguarding e. learning and workshops added from time to time as directed.

External contractors:

- Ensure that immediate actions are taken to help address the customer's safety. In an emergency phone 999. If a crime has been committed phone 101. Get guidance from managers at the earliest opportunity and the same working day.
- Complete the Safeguarding Concern Pro-Forma for External Contractors in appendix 4 pro forma with details of the safeguarding concern. Pass to the

relevant SYHA Contract Manager who will then refer to the Line Manager responsibilities under section 3.2.

Concerns must always be reported to the Local Authority where there is a risk. young person.

3.5 SYHA leadership team responsibilities: The Leadership team are responsible for ensuring that all staff are aware of safeguarding issues, are aware of their safeguarding responsibilities and that this policy is implemented.

3.6 SYHA Safeguarding Lead responsibility: Leads on reporting to Board on Safeguarding. Chairs Safeguarding Steering Group. Shares learning and best practice as decided by SSG. Lead on reporting to Board on Safeguarding.

3.7 Safeguarding Steering Group responsibilities:

- Ensuring that our safeguarding processes and approaches are high quality and help reach the best possible outcomes for our customers.
- To ensure our approaches meet all legislative requirements.
- To have data-driven oversight of all activity related to our work on safeguarding.
- Reviewing insight from our respective departments on our approach, challenges, and successes.
- To ensure that safeguarding continues to high prevalence in our organisation, operationally, strategically and in how we are evaluated.
- To identify and share best practice: both from within and externally.
- To keep our policy and practice up to date because of learning from case review, changes to local/national legislation, or by reflecting on our data.
- To promote the customer voice within all our safeguarding work and ensure that this is at the heart of our decision making.
- To maintain a 'one SYHA' approach to our work on safeguarding and ensuring that our processes are consistently applied, where relevant and applicable.

There is no reference to the Annual Safeguarding Report provided to the Board

3.8 SYHA Quality Improvement Lead responsibility:

- Annual audit of 10% of cases to ensure quality of notes reporting and closing off cases.
- Reporting quarterly and annual data in to Safeguarding Steering Group.
- Being a member of Safeguarding Steering Group and deputising for Chair of Steering Group.

3.9 SYHA ELT Health and Safety Lead: Commission external audit of 10% of cases every 5 years.

3.10. Local Authority responsibility: If there are concerns about a child or young person's safety then a social worker must carry out an assessment under section 47 of the Children Act 1989 which includes seeing the child or young person.

Parents are normally asked for their consent before an assessment begins but a safeguarding assessment can take place even if parents don't agree to it.

Appendix 1: Reporting to the Local Authority:

Sheffield reporting: email form below to: asc.howdenhouse@sheffield.gov.uk or phone 0114 2734855

<http://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care>

Rotherham: report online form: <https://www.rotherham.gov.uk/xfp/form/261>

Report by phone: 01709 336080

Doncaster: Report by phone: 01302 737 777

Report online for none urgent:

<https://www.doncasterchildrenstrust.co.uk/worried-about-a-child>

Barnsley: Report online: <https://my.barnsley.gov.uk/form/safeguarding-adults-enquiry/your-details>

Or call **(01226) 772423**. or urgent concerns **(01142) 202020**

Chesterfield/ Derbyshire: Phone 01629 533190

NSPCC: For advice: call 0808 800 5000. Our voice Helpline operates between the hours of 8am and 10pm Monday to Friday and 9am and 6pm at the weekends. You can contact us outside of these hours by email at help@nspcc.org.uk. It's free and you don't have to say who you are.

<https://learning.nspcc.org.uk/child-abuse-and-neglect>

Appendix 2: Further reading:

Further information and advice

Relevant legislation	Summary	Further info
	Working Together – national guidance Safeguarding Children	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf
The Care Act 2014	Overarching legislation	Working Together to Safeguard Children 2018. Children Act 2004: The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area. Section 175 of the Education Act 2002 Childcare Act 2006 Section 40 requires early years providers registered on the Early Years Register

		<p>and schools providing early years childcare to comply with the welfare requirements of the Early Years Foundation Stage.</p> <p>Crime and Disorder Act 1998</p> <p>Section 38 requires local authorities to include the provision of persons to act as appropriate adults to safeguard the interests of children and young persons detained or questioned by police officers.</p>
Modern Slavery and human trafficking	Further Information and guidance	http://www.humantraffickingfoundation.org/sites/default/files/Booklet.pdf
Female Genital Mutilation (FGM)	Further Information and guidance	https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines
Forced marriage	Further Information and guidance	http://www.fco.gov.uk/resources/en/pdf/3849543/forced-marriage-guidelines09.pdf
Hate crime	Further Information and guidance	https://www.gov.uk/government/policies/reducing-and-preventing-crime--2/supporting-pages/hate-crime
Coercive control	Guidance	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/482528/Controlling_or_coercive_behaviour_-_statutory_guidance.pdf