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## 1. The Linking Network Statement of Intent

The Linking Network has a legal and moral duty to create and maintain the safest possible environment for children and young people to enjoy any programme operated by TLN, or in partnership with other organisations and agencies, including the community and voluntary sector. This policy aims to help safeguard children with whom The Linking Network works directly, or we have a 'transient duty of care' i.e. those we come into contact with through activities (including our digital or online activities). Our usual work is to support schools to carry out work with their pupils and they retain responsibility for the safeguarding of their pupils while we are working with them.

The Linking Network is fully committed to safeguarding the welfare of all children and young people. We recognise our responsibility to take all reasonable steps to promote safe practice and to protect children from harm, abuse and exploitation. We acknowledge our duty to act appropriately to any allegations, reports or suspicions of abuse.

We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise 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.

Paid staff and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of children, young people.

This policy states how we aim to safeguard children that come into contact with us as an organisation and the procedures within the policy outline how these will be implemented.

It includes what we will do to protect the safety and welfare of children in our care and what staff and volunteers should do if they are concerned about a child.

Our written policy and procedures make it clear to everyone working in the organisation what their safeguarding responsibilities are and what they should do if they are concerned about a child. They demonstrate to parents/carers and children and organisations who access the service The Linking Network's commitment to keeping children safe from harm. TLN aims to give the message that the organisation takes safeguarding children very seriously and can contribute to deterring any individuals who may wish to harm children and young people. Written procedures do not in themselves protect children and young people – protection comes from the implementation and practice. To that end we will ensure that the policy and procedures become embedded in the way our organisation works and underpins the organisation's practice.

We believe Safeguarding Children and Young People and Vulnerable Adults is Everyone's Business. We believe it is important that there is a culture of safeguarding where all staff involved in the work of The Linking Network should be alert and professional curious.

- Safeguarding is about managing a safe environment for children and young people to access. It combines an approach to safety that draws together both reactive and preventative approaches to the management of children's safety and wellbeing.
- We believe we must take all reasonable steps to prevent, wherever possible, situations arising in the first place as well as recognising that any group that provides or organises activities for children and young people should be able to deal with situations when they arise.
- A Safeguarding system that is shared and used by everyone involved with the group will promote confidence and trust. More importantly it will help to act as a deterrent for those individuals who may wish to harm children and young people.

## 2. The Linking Network's Commitment

As an organisation we recognise the need to provide a safe and caring environment for children, young people and adults at risk. We acknowledge that children, young people and adults at risk can be the victims of physical, sexual and emotional abuse, and neglect. Headed by the Trustees, the organisation is committed to:

- Valuing children and young people, listening to them and respecting them.
- Promoting a safer environment and culture.
- Working to ensure we provide a safe physical or virtual environment for children, staff and volunteers by conducting appropriate level risk assessments and by applying health and safety regulations in accordance with the law and regulatory guidance.
- Safely recruiting all those with any responsibility related to children, young people and adults at risk, including, including the use of criminal records disclosures and relevant vetting and barring checks.
- Supporting, resourcing and training staff who undertake work with children, young people and adults; ensuring that they have the confidence and skills to recognise and respond to abuse. This includes ensuring they have read and understood this policy.
- Responding promptly to every safeguarding concern or allegation.
- Showing care for victims/survivors of abuse and other affected persons.
- Responding swiftly to circumstances that may pose a present risk to others.
- Recording and storing information professionally and securely and complying with data protection legislation
- Ensuring access to this policy to all children, young people, vulnerable adults and parents/carers, schools and older people's groups we work with via our website.

The Trustees/Organisation undertake to:

- Endorse and follow all national and local safeguarding legislation and procedures, including The Children Act 1989/2004, Human Rights Act 1998, Children and Social Work Act 2017, the Mental Capacity Act 2005, Working Together to Safeguard Children (updated 2023), Keeping Children Safe in Education; Data Protection Act; United Nations Rights of the Child; and Safeguarding Vulnerable Groups Act 2006. This policy aims to ensure we achieve the standards required in the legislation.
- Ensure appropriate policies and procedures are in place and followed.
- Appoint a Designated Safeguarding Lead and a Deputy.
- Support the Designated Safeguarding Leads in their work and in any action, they may need to take in order to protect children and adults at risk.
- Operate within the guidance "Working together to safeguard children 2018".
- Review the implementation of the Safeguarding Protection Policy, Procedures and Practices at least annually.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.' *Keeping Children Safe in Education 2023*

### 3 Definitions

**Safeguarding is about embedding practices throughout the organisation to ensure the pro-active protection of children. In contrast child protection is about responding to circumstances that arise,**

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of The Linking Network, full time, part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18. We are aware that schools may have students on roll aged 18 or over (for example retaking A-Levels) We would safeguard these students in the same way as we do their 'sixth form/college 'peers who are under 18 who attend a school or educational setting.

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

**DSL** refers to the nominated Designated Safeguarding Lead or their Deputy for The Linking Network.

**Abuse and Neglect** refers to behaviour that causes or is at risk of causing significant harm. It can also refer to the omission of care required to prevent serious harm or the risk of serious harm. Abuse is not restricted to any socio-economic group, gender, age or culture. Abuse can take many different forms including:

- Physical Abuse
- Sexual Abuse
- Psychological or Emotional Abuse
- Financial or Material Abuse
- Neglect
- Peer on peer abuse
- Discrimination
- Gangs and Youth Violence
- Trafficking
- Forced Marriage
- Child Sexual Exploitation
- Extremism and Radicalisation
- Institutional Abuse

More information on types of abuse and signs to look for with children and adult see Appendix L. More information available through the following links.

Children – <https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

Adults - <https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>

For the purposes of this policy **contact** is any communication between two or more people. It includes communications made on and offline. Where physical contact is specifically meant it will be described as such.

#### 4. TLN's approach to safeguarding

This policy seeks to ensure that all staff, volunteers and trustees of The Linking Network understand and practise their responsibilities with regards to safeguarding children and the procedures that they should follow if they have any concerns about the welfare of a child or the behaviour of an adult.

##### 4.1 The Linking Network recognises that:

- i) Safeguarding is everyone's responsibility, and the welfare of the child is paramount.
- ii) All children have an equal right to protection from all types of abuse and or harm regardless of age, ethnic or cultural heritage, gender or gender identity, disability, religion and belief or sexual orientation.
- iii) We start with the assumption that 'it could happen here'. • Nothing is too small to report (about a member of staff, parent or child). • Low level concerns about a colleague must never be ignored and must be reported to the DSL who must decide whether to just record, follow up, or seek advice from the LADO (even if low level a pattern may emerge). • It could always happen here (and is more likely to if we are not vigilant). • You can never be too risk averse with safeguarding children. • Safeguarding is our primary statutory duty, nothing trumps it. • We don't just want to be compliant; we want to be extremely competent and have a culture of safeguarding where everyone knows it is their responsibility to keep children safe. • We don't do things just for regulators, it is for our children and always in their best interests. • The main areas of safeguarding are hyper vigilance and reporting, securing early help, the preventative curriculum, training for staff, IT safety and safer recruitment. • The Co-Directors have a duty to keep children safe and although they may delegate responsibility for aspects of safeguarding, they are always accountable.
- iv) **Working away from the usual premises a child attends is obviously a feature of our linking work.** When children or adults at risk are taken to places off their usual premises the school will undertake a risk assessment to ensure that they are protected and at no preventable risk of abuse. If they are going to activities organised by another organisation then their risk assessments will be used, while under their supervision. This applies to all Linking Visits hosted by schools or other organisations.
- v) **Contact should not be made with any of the children or vulnerable adults with whom we are working** for any reason unrelated to the particular work. In particular, our employees, workers and volunteers are required to maintain our reputation for integrity and responsibility and should not enter into any social or other non-work-related arrangements with those with whom we are working including online. Our employees, workers and volunteers may connect with other organisations (e.g. schools, care homes) through approved organisational channels but should not use personal accounts for such communications.
- vi) **Working with Offenders** When someone attending our organisations events or services is known to have abused or is a risk to children or adults at risk, the organisation will ensure appropriate supervision of the individual concerned. In adherence to its safeguarding commitment to the protection of children and adults at risk, boundaries will be set for that person, which they will be expected to keep to and may be monitored. **At all times the safety of any children or adults at risk will be our primary concern, above and beyond any right to access services.**

- vii) **Retention of Records is vital.** Safeguarding records will be stored securely and only available to authorised personnel. Should the organisation cease its activities, suitable, secure appropriate arrangements will be made for the storage of records.
- viii) **Health and safety is intertwined with safeguarding** All staff must ensure that they:
  - Read and understand the Health and Safety Policy
  - Comply with Health and Safety Regulations or instructions and use any safety equipment required in buildings they work in
  - Comply with any hygiene requirements
  - Comply with any accident reporting requirements
  - Never act in a way which might cause risk or damage to any other members of TLN or partner communities, or visitors.
- ix) **Partnership work is a major part of our approach– detailed information follows in 4.2.**

## 4.2 Working in Partnership

**In order for safeguarding systems to be effective a partnership approach is essential with children, their responsible adults and/or carers and the schools, local authorities, voluntary sector organisations, educational institutions, other private providers, older people’s settings and other organisations we work with to deliver programmes.** The diversity of organisations and settings we work with means there can be variations in practice when it comes to safeguarding children, young people and adults at risk. We will discuss our safeguarding expectations with our partners and, where appropriate, have an agreement for safeguarding for joint work.

At TLN we deliver our activities with schools and children’s organisations with partners. In the majority of cases these organisations will have their own policy regarding children in their care and any TLN staff present at these events will be expected to follow their procedures.

**Schools** deliver our activities in their own building and also working with partners such as other linked schools, groups of schools, local authorities, educational institutions, cultural, outdoor learning or sporting organisations, older peoples’ settings or groups, third sector organisations, businesses, libraries, local authority or civic venues.

**Staff** from a range of partner organisations as well as TLN staff may deliver sessions for children while the children are under the supervision of their teachers.

**TLN** develops programmes and resources to be delivered by staff, teachers, volunteers and external professionals to children and young people and older people within a range of settings. These include online meetings led at all times with a member of school staff present. We develop and deliver workshops with young people in person and live online with their teachers present.

**Safeguarding responsibility for all linking meetings lies with the participating schools.** At all stages the linked schools negotiate about the policies and procedures they each need to follow with their partner schools or with older people’s settings in Intergenerational Linking programmes.

Though working with TLN partners we will seek to keep children safe by:

- i) Acknowledging that all schools have their own policy with regards to safeguarding children in their care and throughout the time that their pupils are working on our programmes the school and the school staff retain safeguarding responsibility for their pupils booking and arranging the visits with the venues or staff that visit their school. Schools follow their usual safeguarding processes in assessing risks of all activities they undertake. Where there are two schools linking the hosting school takes responsibility for the safeguarding within their building, but the visiting school staff know their pupils and so take responsibility for their pupils in the context of the visit.

- ii) Ensuring that any concerns raised about children from any TLN partners are shared with the appropriate Designated Safeguarding Lead in that organisation so that their procedures can be followed. In the vast majority of instances children and vulnerable adults will be under the care of their own organisation who will manage the safeguarding process through their DSL.
- iii) Communicating with partners in training that, where children and young people exchange digital and paper information between students and older people, all material exchanged must be exchanged only by adults in the schools so that they can ensure it is appropriate.
- iv) Only sharing images (moving and still) and quotes by children and young people involved in our programmes that schools have given permission by parents/carers to share publicly.
- v) Requiring those individuals or organisations that are funded or commissioned to provide any services on behalf of TLN to operate robust safeguarding policies and procedures.
- vi) Conducting an appropriate level of risk assessment based on the needs of their students when preparing to deliver any programme or one-off session to students in a virtual or digital context. Further guidance in Appendix H: Safeguarding in a digital context.
- vii) Reminding schools/partner organisations to have recruitment and vetting procedures and adequately supervise children they involve in physical or virtual events. - including appropriate child to adult ratios and ensuring that children are in spaces with members of their own school staff.
- viii) Dealing with the concerns through our own safeguarding policy and procedure if we feel that the partner organisations safeguarding policy and procedures are inadequate or ineffective.
- ix) Deciding not to work with any partner organisation that gives us ongoing concerns around the safety and welfare of the children in their care.

## 5 Management of safeguarding

The Linking Network Designated Safeguarding Lead is Linda Cowie [linda.cowie@thelinkingnetwork.org.uk](mailto:linda.cowie@thelinkingnetwork.org.uk) 07969 720150.

The Linking Network Deputy Designated Safeguarding Lead is Meg Henry– [meg.henry@thelinkingnetwork.org.uk](mailto:meg.henry@thelinkingnetwork.org.uk) 07814213935.

The Linking Network Lead Trustee for Safeguarding is Denise Poole.

### 5.1 Responsibilities of Designated Safeguarding Lead/s or Trustees

The role of the Designated Safeguarding Lead is to be responsible and accountable for ensuring that TLN has a strong organisational commitment to safeguarding across all core staff and volunteers and that is clearly reflected in the culture, working practices, attitudes and behaviours. They are responsible for dealing with any child protection or safeguarding concerns unless the matter concerns one of them in which case responsibility would be taken by a trustee.

This will involve ensuring that they:

- i) Refresh their own training at least every 3 years as well as updating their knowledge on an ongoing basis.
- ii) Promote a culture that ensures children are listened to and respected as individuals.
- iii) Work with core staff leading sessions to ensure that we effectively safeguard children throughout our programmes, resources and events, reviewing as appropriate and in the light of any incident or environmental change.
- iv) Monitor the effectiveness of policy and procedures and review the policy at least annually. However where there are legislation changes, if a significant incident occurs or if there are major external considerations then the policy will be reviewed more often.
- v) Provide induction and Safeguarding training for all staff whose work involves direct contact with children (either face-to-face or online) which includes familiarisation with this Safeguarding Policy and Procedures and ensure that records of this are kept. Through this ensure all staff are aware of what they should do and who they should go to if they are concerned a child/young person is subject to abuse or neglect or have any concerns about their wellbeing. We are proactive, promoting a safer culture with informed vigilance as well as reactive responding to concerns.
- vi) Ensure any concerns about a child/young person are acted on immediately. If the child or vulnerable adult is under the supervision of adults from their own school/college/older person's setting, ensure information is passed to the DSL of their organisation.
- vii) Record any reported incidents in relation to a child/young person/vulnerable adult or breach of Child Protection policies and procedures. This will be stored in the safeguarding file and its contents will be kept confidential and secure.
- viii) Refer concerns about extremism and radicalisation.
- ix) Refer cases where a crime may have been committed to the Police as required.
- x) Receive staff concerns about safeguarding and respond to all seriously, swiftly and appropriately and are recorded. The DSL will make a decision as to whether to make a referral to Bradford Children's Social Care Initial Contact point or if the concern is located in another local authority refer to the relevant body. Complete a Referral form and send to Bradford Children's Social Care or other local authority area where necessary. This document can be found along with other safeguarding documents for professionals here: <https://lcsportal.bradford.gov.uk/web/portal/pages/home> Ensure the referral is acted upon.
- xi) To provide advice and support to staff and volunteers who have concerns a child or vulnerable adult is at risk of or is suffering from abuse.
- xii) Ensure safeguarding policies are known, understood and used appropriately by staff and volunteers and parents/carers where relevant.
- xiii) Establish robust processes for recording incidents, concerns and referrals and storing these securely in compliance with relevant data protection legislation.
- xiv) Develop clear processes for dealing with complaints about unacceptable and/or abusive behaviour towards children, with clear timescales and procedures for managing, responding to and resolving these complaints.



- xv) Update staff on new safeguarding developments and address any deficiencies in knowledge or understanding which reduce the effectiveness of our ability to safeguard children.
- xvi) Implement good practice guidelines in relation to the use of use of electronic communication and social media (see Appendix F)
- xvii) Implement good practice guidelines in relation to the use of photography/video equipment (see Appendix D) and photo/video consent (see Appendix G)
- xviii) Make contact details for TLN designated safeguarding lead, statutory agencies, and the NSPCC Child Protection Helpline readily available for all staff and volunteers and through the contact details on the website. ?
- xix) Make arrangements for supervision and support to be provided to staff and volunteers during and following an incident or allegation.
- xx) Liaise with and make referrals to external agencies when appropriate and support them in their investigations. This may include contributing to the assessment of children by working with all appropriate agencies and the local authority, including attendance at strategy discussions and multi-agency meetings.
- xxi) ) Refer any cases to the Local Authority Designated Officer (LADO) about any child protection or safeguarding concerns relating to a staff member or other organisations.
- xxii) Establish a system of reporting any safeguarding incidents that occur to the Safeguarding Trustee on an ongoing basis and to the Board of Trustees at every Board Meeting to enable them to monitor safeguarding across TLN and, in turn, make decisions about what needs to be reported to the Charity Commission
- xxiii) Ensure that in serious or emergency situations regarding safeguarding, matters are reported to the inform the Chair and/or other Trustees. Refer to charity commission guidance on How to report a serious incident in your charity.
- xxiv) consider who else should be informed if delivering services on behalf of an organisation or public body to children).

#### **5.2 The Deputy Safeguarding Lead will:**

- i) Maintain the same levels of training and knowledge as the DSL
- ii) Deputise for the DSL as required and in their absence.

#### **5.3 The Lead Trustee for Safeguarding will:**

- i) be the main link between the Board and the DSL. Their role is to ensure that the Board as whole recognises the importance of safeguarding and is ultimately accountable for ensuring that it is embedded throughout TLN's work.

#### **5.4 The role of the Board of Trustees is to:**

- i) Understand and practise its responsibilities with regards to safeguarding TLN's beneficiaries
- ii) Ensure that TLN has adequate safeguarding policies and procedures which reflect both the law and best practice.
- iii) Ensure that these policies and procedures are effectively implemented and regularly reviewed.
- iv) Ensure that the DSL, their deputy and the Lead Safeguarding Trustee are provided with training to enable them to develop the necessary skills and knowledge and that they have regular opportunities to update their knowledge and understanding.
- v) Ensure that the DSL has the resources necessary to enable them to effectively safeguard children with whom TLN work.
- vi) Ensure that this policy is made publicly available.
- vii) Report any serious failure of TLN to manage safeguarding risks adequately to the Charity Commission in line with Charity Commission guidance.

## 6 Safer Recruitment

The organisation will ensure all staff and volunteers that are appointed are trained, supported and supervised safely. This includes ensuring that:

- i) There is a written job description/person specification for paid workers.
- ii) Those applying for a post complete an application form.
- iii) The applicant nominates two referees and completes a Self-Declaration Form about whether they have any criminal convictions, cautions, other legal restrictions or pending cases that might affect their suitability to work with children.
- iv) Shortlisting is carefully undertaken, identifying any gaps in employment and ensuring those shortlisted meet the requirements of the person specification
- v) Written references are obtained and followed up where appropriate.
- vi) Safeguarding and protecting children are discussed at interview.
- vii) Any post offered is subject to completion of all checks including an identity check (passport) and an enhanced DBS check (for appropriate roles).
- viii) Workers from abroad are subject to checks There may be occasions where TLN wishes to appoint a worker from abroad. This will mean that DBS checks may not be able to be undertaken. Nevertheless a “fit person” check may be available from the country the person is moving from. We would ensure that additional references are undertaken on any worker from abroad.
- ix) Suitable induction training is provided on safeguarding, along with any role specific training required.
- x) All new starters complete a probationary period.
- xi) All new starters are provided with the organisation’s safeguarding policy and are told how to report concerns.

## 7. Communication, training and support for safeguarding

### 7.1 Training and Awareness

The organisation is committed to providing appropriate safeguarding training for all workers and volunteers working with vulnerable adults. We will also develop a general awareness of safeguarding issues within the organisation, which will help protect everyone. All staff need to familiarise themselves with the definitions as outlined in Working Together to Safeguard Children updated December 2023 and Keeping Children Safe in Education updated September 2023. TLN commits resources for induction, training of staff, effective communications and support mechanisms in relation to safeguarding. All staff who join TLN will be asked to read, and confirm that they have read, this policy. The DSL will be available to answer any questions or concerns arising.

All our staff and volunteers will receive induction training, which should include basic safeguarding awareness including the signs and symptoms of child abuse.

All staff who, through their role, are in contact with children will be expected to complete safeguarding training, at an appropriate level, once a year. Staff will also undertake additional safeguarding training appropriate to their role. For example, staff working with older people as well as children will receive additional training in working safely with older people and older people’s settings.

Sources and types of training will include:

- (i) Internally delivered face-to-face or online training (by the DSL or the deputy DSL)
- (ii) Online local training (Safeguarding and Child Protection from Bradford Council)
- (iii) Online external training (e.g. NSPCC’s Child protection: an introduction)
- (iv) Externally delivered face-to-face training (e.g. NSPCC’s an introduction to safeguarding and child protection)

7.2 **Volunteers** who are supporting programmes directly with children, either face to-face or digitally, will so be given an appropriate safeguarding induction. Whilst the DSL and the Deputy DSL are accountable for ensuring that

this takes place and is of an appropriate quality, ensuring this takes place and that there is an accurate record of who has received this safeguarding indication is the responsibility of the Administrator at TLN.

### **7.3 Communications and discussion of safeguarding issues**

Safeguarding practice should be discussed during supervision sessions, team meetings, staff meetings, SLT meetings and staff meetings. It is the responsibility of everyone with line-management responsibilities to ensure that supervision sessions include discussions about TLN's safeguarding practice. Any updates to the policy, procedures or legal context should be communicated by the DSL/Deputy DSL through TLN's internal communication systems.

### **7.4 Support for Staff and Volunteers**

We recognise that involvement in situations where there is risk or actual harm can be stressful and difficult for staff concerned. We will work to ensure that we take the welfare of our staff and volunteers seriously and provide support to them in an appropriate way which could include (internal or external) supervision and/or counselling.

**7.5 Information for children and adults at risk.** The organisation will also ensure that when required children and adults at risk are provided with information on where to get help and advice in relation to abuse, discrimination, bullying or any other matter where they have a concern.

### **7.6 Confidentiality**

All records and discussions will be on a confidential basis and limited to those who need to know. They will be stored in accordance with GDPR guidelines.

There are circumstances where the public interest overrides the individual's right to confidentiality (e.g. if the alleged abuser has access to children in their role as a teacher or youth worker)

The Trustees accept that any information they may have in their possession on safeguarding cases will be confidential.

### **7.7 Whistleblowing**

We will follow our obligations under the Public Interest Disclosure Act 1998. It is important that people feel free and safe to voice any concerns without fearing that they will be victimised for doing so. The organisation undertakes to protect anyone voicing concerns from unfair consequences arising as a result of raising a concern, so long as the accusation is made in good faith.

## 8 Contacts and Useful phone numbers

Name of Organisation: **The Linking Network**

Address: Margaret McMillan Tower, Princes Way, Bradford, BD1 1NN

Email address: [info@thelinkingnetwork.org.uk](mailto:info@thelinkingnetwork.org.uk)

Tel No: 01274 439248

The Linking Network Designated Safeguarding Lead is Linda Cowie [linda.cowie@thelinkingnetwork.org.uk](mailto:linda.cowie@thelinkingnetwork.org.uk) 07969 720150.

The Linking Network Deputy Designated Safeguarding Lead is Meg Henry– [meg.henry@thelinkingnetwork.org.uk](mailto:meg.henry@thelinkingnetwork.org.uk) 07814213935.

The Linking Network Lead Trustee for Safeguarding is Denise Poole.

Police – 101 or for an emergency dial 999

### **If working in Bradford:**

Safer Bradford web site - <https://www.saferbradford.co.uk/> for referral and general information

Initial Social Services Contact Point for discussion/advice- **Children** 01274 435600 **Adults** 01274 435400 (during office hours).

At all other times, call the Emergency Duty Team on 01274 431010.

**If working anywhere other than Bradford:** contact the relevant local authority social services.

### Advice can also be sought through:

NSPCC 24-hour National Child Protection Helpline on: 0808 800 5000 or by emailing [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk) or complete their online form <https://www.nspcc.org.uk/about-us/contact-us/>

## 9 Responding to concerns raised or a disclosure.

It is important that if someone discloses that they are being abused it is dealt with appropriately.

The key points are to keep the person safe, take all allegations seriously, record things clearly, don't investigate, don't promise confidentiality and to act quickly. More detail is in the guide to dealing with disclosure, which is attached as **Appendix 1**

The following general procedures should be followed.

- i) The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to the Designated Safeguarding Lead or Deputy. In the vast majority of circumstances this will be the DSL at the child's school or college or for a vulnerable adult the older person's setting who is holding responsibility for the child or vulnerable person at the event. In cases where this does not apply then report to the TLN DSL or Deputy.
- ii) In the absence of the Designated Safeguarding Lead or, if the suspicions in any way involve the Designated Safeguarding Lead, then the report should be made to the Deputy Designated Safeguarding Lead or the Chair of Trustees.
- iii) The Designated Safeguarding Lead should collate available information and clarify the precise details of the allegation or suspicion.
- iv) In discussion with others, they should decide if the situation reaches the threshold for referral to Social Services. The document detailing how to assess the level of vulnerability, risk and need is currently available at <https://www.saferbradford.co.uk/media/0fabac30/con-10-02-23update.pdf> and the diagram on page 6 shows the threshold for social services involvement. If it does reach the threshold then an immediate referral should be made on the Safer Bradford web site <https://www.saferbradford.co.uk/>.
- v) For any concerns that do not reach the referral threshold an action plan should be produced. This may include actions to monitor the situation, talking to people involved, taking safeguarding/support measures, referral to support agencies and any required follow up.
- vi) Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place. It is important when recording information to note exactly what was said as soon as possible after any disclosure or allegation. It is important to record the same language/words used by the child or individual. Make a note of any signs or injuries and any behaviour. Where possible draw a picture to indicate location of injuries. The person who receives the allegation or has a concern should complete the organisation pro-forma (see Appendix A for form template) and **ensure it is signed and dated on each page**. Respect confidentiality and file documents securely. The person who receives the allegation or has the concern should complete the pro-forma recording concerns/allegations of abuse, harm and neglect.
- vii) We are committed to manage all confidential information safely, following its Data Protection policy.
- viii) We take seriously the rights of children and young people to confidentiality unless the organisation considers they could be at risk of abuse and/or harm.

### Specific procedures where there is a concern about a child:

If a child has a physical injury, a symptom of neglect or where there are concerns about abuse, the Designated Safeguarding Lead will:

- Make sure the child is safe.
- Seek medical help if needed urgently, informing the doctor of any suspicions.

- Contact Children’s Social Services for advice in cases of deliberate injury, if concerned about a child's safety or if a child is afraid to return home.
- Not tell the parents or carers about serious concerns, unless advised to do so, having contacted Children’s Social Services.
- For lesser concerns, (e.g. poor parenting), encourage parent/carer to seek help, but not if this places the child at risk of significant harm.
- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Children’s Social Services or a relevant support agency directly for advice.

**Specific procedures where there is a concern for an adult:**

If a vulnerable adult has a physical injury or symptom of abuse the Designated Safeguarding Lead/Deputy will:

- Discuss any concerns with the individual themselves giving due regard to their autonomy, capacity, privacy and right to lead an independent life.
- If the adult at risk is in immediate danger or has sustained a serious injury contact the Emergency Services, informing them of any suspicions.
- Take into account the capacity of the person both physical and mental.

**Right of the individual to refer.**

It is, of course, the right of any individual as a citizen to make a direct referral to Social Services, for example if the individual with the concern has a disagreement with the response of the organisation.

**Radicalisation**

If there is a concern related to radicalisation of an individual, the Designated Safeguarding Lead will contact the Bradford Prevent Team on 01274 376215 or in an area that is not Bradford the relevant local authority contact.

**Allegations of abuse against a member of staff or volunteer**

If an accusation is made against a worker in respect of a child (whether a volunteer or paid member of staff) whilst following the procedure outlined above, the Designated Safeguarding Lead will also inform the LADO (Local Authority Designated Officer) within 1 working day ([LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk) tel:01274 435600).

**Supporting those affected by abuse.**

The organisation is committed to offering care and support to all those who have been affected by abuse who have contact with, or are part of, the organisation. This may include referring them to other support agencies and providing information.

**10 Date of policy and review date**

**Approved by Board of Trustees**

**Date:**

**Signed:**

**Next review date: January 2025**

**Linked TLN policies and procedures:**

Complaints Policy

Whistle Blowing or Protected Disclosure Policy

Equal Opportunities and Equality and Diversity Policy

Health and Safety Policy

**Appendix A: Safeguarding Incident Record Form**

**CONFIDENTIAL**  
Please complete the following information

<b>Child's Name</b> including any aliases.	
<b>Child's School</b>	
<b>Child's Date of Birth (or age at time of recording)</b>	
<b>Child's School/College Address:</b>	
<b>Name and contact details of responsible adult</b>	
<b>Time and date of disclosure</b>	
<b>Details of disclosure or concern, full names, record of exactly what the child said, and you said (remember so not lead the child- record the actual wording used. Continue on separate sheet/s if necessary)</b>	
<b>Any special needs of the child/ren.</b>	
<b>Your Observations</b>	
<b>Your Name</b>	
<b>Your role</b>	
<b>Your organisation</b>	

<b>Your signature</b>	
<b>Section of form below to be completed by DSL</b>	
DSL Section of Form	
Action taken so far	
<p>Contact with DSL at child's school/older person's setting.          Has contact been made? Yes/No. If yes date and time, name and contact number</p> <p>Record of discussion</p>	
<p><b>Other external agencies contacted:</b></p> <p>Police Yes/No – if yes, date and time, name and contact number, case number if given and details of advice received:</p> <p>Social Services Yes/No – if yes date and time, name and contact number and details of advice received:</p> <p>Other – (e.g. third sector organisations, local authority) agency, date and time, name and contact number and details of advice received:</p> <p>TLN safeguarding trustee</p>	
<p>If contact is going to be made with NSPCC/social services, have the child's parents/carers been notified? Yes / No NB: Carers/parents should be informed unless to do so could place the child at risk of further harm.          Consent given by child/young person/parent/carer.  <b>If consent not given, please state clearly reason for overruling the need for consent.</b></p>	
<b>Follow Up</b>	
<b>Your Name</b>	
<b>Your Role</b>	
<b>Signature</b>	
<b>Date, time and place:</b>	



## Appendix B Detailed Additional Guidance on Dealing with a Disclosure

It is important that you treat any allegations extremely seriously. Never think that someone else may be dealing with it. If you receive information that a child may be at risk of, or experiencing harm make sure your organisation and staff know how to respond appropriately. These are the processes you should follow:

### DO

- Make sure the individual is safe.
- Assess whether emergency services are required and if needed call them.
- Follow the policy and procedures.
- Listen - Establish the basic facts Listen to the child/young person/vulnerable adult and accept what they are telling you. Encourage the child/young person/ vulnerable adult to allow another person to be present. It is okay to ask questions e.g. 'I notice you don't appear to be yourself today', Can you tell me how you are feeling? and you can ask them to clarify what they have said. You can ask questions such as: 'Tell me a bit more...', 'Can you explain that...' or 'Can you describe' ... (TED – Tell, Explain and Describe)
- Make careful notes and obtain agreement on them Record what was said as soon as possible after any disclosure (it is important to record the same language/words used by the child/adult). Make a note of any signs or injuries and any behaviour. Where possible draw a picture to indicate location of injuries. The person who receives the allegation or has a concern should complete the organisation pro-forma (see Appendix below for suggested template and **ensure it is signed and dated on each page**. Respect confidentiality and file documents securely.
- Offer support and reassurance Stay calm and reassure them they have done the right thing. Do not promise confidentiality. Explain you may need to share what they are telling so you can help them. Reassure them they are not to blame or in trouble for what they have told you.
- Take all necessary precautions to preserve forensic evidence.
- Immediately speak to your Designated Safeguarding Lead or their Deputy or the relevant DSL if you are in a school. Contact the Initial Contact Point and/or the police if no-one from your organisation is available and you believe the child or young person to be in immediate danger.
- Explain what will happen next to the individual making the allegation.
- Get support for yourself through your line manager or agreed alternative.

### DONT

- Confront the alleged abuser.
- Be dismissive of the concern/allegation.
- Investigate or interview beyond that which is necessary to establish the basic facts.
- Promise confidentiality – there may be circumstance that override the person's right to confidentiality such as public interest. E.g. If the alleged abuser is a teacher or youth worker with access to many other young people.
- Make promises on what may happen.
- Be judgmental or voice your own opinion. Do not pass judgement or show shock or disquiet.
- 

Ask leading questions **NEVER** ask **leading** (investigative) questions e.g. 'Was his hair brown? What was her name?' (This conversation could be deemed as the 'interview' and a child can only be 'interviewed' once with regards to a disclosure and this should be left to a professionally qualified person at the relevant Local Authority Children's Social Care).

- Assume Information
- Ignore the allegation.
- Consult with persons not directly involved with the situation.

### Helpful things to say or show.

- Show acceptance of what the child/vulnerable adult says ·
- "I take what you are saying very seriously" ·

- “I am pleased that you have told me. Thank you for telling me”.
- If appropriate, “It isn’t your fault, and you are not to blame at all”.
- “I am sorry that happened to you”.
- “I will help you”.

**Things not to say.**

- “Why didn’t you say something before?” ·
- “I really can’t believe it” ·
- “Are you sure this has happened?”
- “I am shocked!”
- “Don’t tell anyone else”.
- “Why?” “Where?” “When?” “Who?” “What?” “How?” **You don’t investigate·**

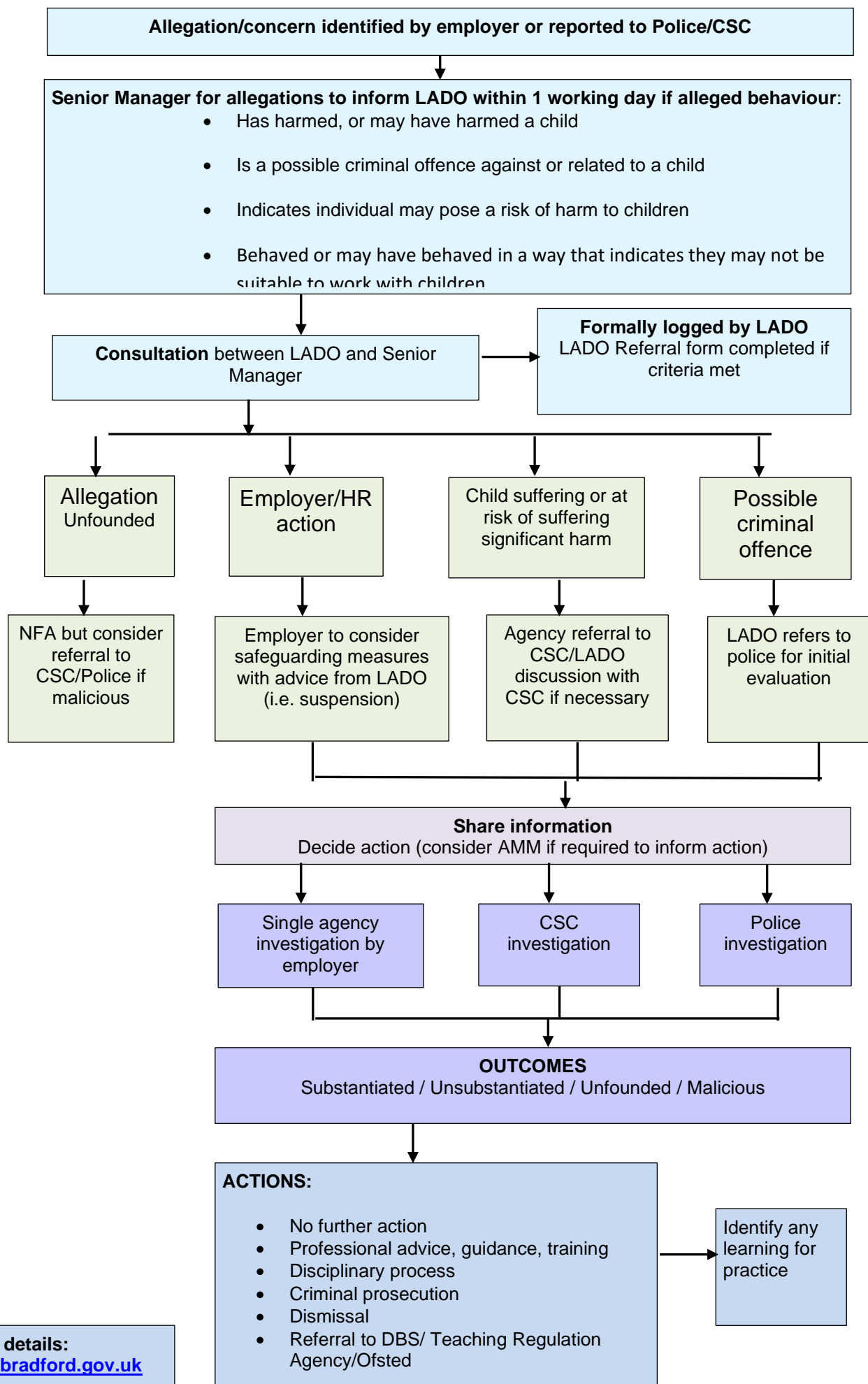
**Concluding the conversation**

Reassure the child/vulnerable adult that they were right to tell you ·

Let the child know what you are going to do next and tell them that you will let them know what is happening at each stage.

## Appendix C ALLEGATIONS MANAGEMENT PROCESS (STAFF AND VOLUNTEERS)

Taken from <https://www.saferbradford.co.uk/a-to-z/#L> January 2023



## Appendix D Detailed Information Managing allegations against staff or volunteers.

The Linking Network will ensure any allegations made against members or a member of staff or organisations will be dealt with swiftly and in accordance with these procedures:

- The worker will ensure the child or vulnerable adult is safe and away from the person against whom the allegation is made.
- The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:
  - investigate or ask leading questions if seeking clarification.
  - Make assumptions or offer alternative explanations.
  - Promise confidentiality but give assurance that the information will only be shared on a 'need to know' basis.
- The Designated Safeguarding Lead for child protection & safeguarding at The Linking Network should be informed immediately. In the case of an allegation involving the named person, alternative arrangements should be sought to ensure the matter is dealt with by an independent person or refer the named deputy.
- The Designated Safeguarding Lead should contact the Local Authority Designated Officer (LADO), who will advise on how to proceed. Details for the LADO can be found on the Safer Bradford website in the [Allegations Management and Safer Recruitment](#) section found under resources for Practitioners and Professionals. Note in the Contacts for LADO document, scroll down to the Children's Specialist Services heading for the LADO team contact details.
- The employer should seek advice from the LADO, the Police and/or Children's Social Care Services/ CQC as appropriate about how much information should be disclosed to the accused person.
- Subject to restrictions on the information that can be shared, the employer should, as soon as possible, inform the person accused about the nature of the allegation; how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the DBS and/or regulatory body where required).
- The Linking Network has a legal duty under the Safeguarding Vulnerable Groups Act (SVGA) 2006 (England and Wales) to make a referral to the DBS in cases when an employer has dismissed or removed a person from working with children or vulnerable adults (or would or may have done so if the person had not left or resigned) because of concerns over their behaviour towards children. For more information see [NSPCC factsheet](#) and [DBS Guidance](#).
- The individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important the report is an accurate description and is signed and dated.
- The Designated Safeguarding Lead if appropriate, can support the worker during this process, but must not complete the report on their behalf. This report must be made available on request from either the police and/or Children's Social Care.
- Regardless of whether a police and/or Children's Social Care investigation follows, The Linking Network will ensure an internal investigation takes place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal, dependent on the nature of the incident.
- Duty of Care to child/young person: The worker or Designated Safeguarding Lead (DSL) should follow up what happens to any referral made by the organisation. If they do not hear back from Bradford Children's Social Care, LADO or the police. See Appendix 2: Referral Flow Chart for time scales.

## Appendix E: Code of Practice for Staff and Volunteers

The Linking Network expects that all staff, which for these purposes includes anybody in paid or unpaid work on its behalf, will be aware of this Code of Practice and adhere to its principles in their approach to all children.

We aim to build excellent working relationships.

1. We will ensure that there is always a minimum of 2 responsible adults when delivering work with children. One of these adults could be a volunteer or teacher or older person's setting lead.
2. We will aim to follow the NSPCC guidance on minimum child to adult ratios in any event we are running (<https://www.nspcc.org.uk/preventing-abuse/safeguarding/recommended-adult-childratios-working-with-children-guidance/>), although we are aware that there may be times when schools follow their own guidance on ratios, and they hold the safeguarding responsibility.
3. The Linking Network staff should not be left unsupervised with children in any of their physical or virtual activities or events. They must also ensure that all volunteers are aware of this and are not in a position where they are left with children unsupervised.
4. Any child attending a TLN organised event must have supervision from an appropriate and responsible adult. It is not acceptable for children to be supervised by a peer who is over the age of 18. For young people over the age of 16 there is the option to attend events unaccompanied (subject to an informal risk assessment by the relevant teacher) – the consent form for this is found in Appendix G.
5. It is the supervising adult's responsibility to ensure that all of the children in their care have parental consent to attend, and that they have access to the necessary emergency information as may be required.
6. It is important to avoid any physical contact with children. Where physical contact needs to be made (for instance when using equipment or teaching a manual skill) ensure that your actions are clearly visible to the supervising adult, and that you inform the child in advance of what you are doing and why. You should only physically restrain a child as a last resort (except to protect them from harming themselves or others) Restraint should be carried out by staff from the child's school.
7. Never make suggestive, sarcastic or inappropriate remarks to or about a child, even in fun. Never cause distress by shouting or calling children derogatory names. Verbal humiliation of a child is never acceptable.
8. Be aware of your own behaviour and model appropriate conduct - which will always exclude bullying, shouting, racism, homophobia/transphobia, sectarianism or sexism.
9. Children and under 16's attending an external event should always be accompanied by an adult from their own school who obtains all relevant permission. With over 16's, any arrangements to attend TLN or for example award ceremonies or civic events must be with the full prior knowledge and agreement of the school/college and parent, guardian or carer and line manager at TLN and two members of the TLN team must attend.
10. Do not establish or maintain personal contact with any child beyond the purposes of the programme or piece of work. If you wish to follow up on anything do this via their teacher.
11. Note that your role is one of a trusted adult and therefore sexual relationships with any of our beneficiaries (regardless of their age) will be considered an abuse of power.

## Appendix F: Code of Practice for Online Communication

The following practice should be employed by TLN staff when dealing with children online – for example through social media or virtual events:

1. When creating a profile, always use a TLN email address rather than a personal email address. Ensure that only organisational rather than personal email addresses are made available on or through a profile.
2. It is obviously necessary to share joining information with professionals/teachers in order that classes/groups of young people can access the events. Keep the log-in details to the account secure to the groups you are inviting and never share openly on social media. This will reduce the risk of someone hacking into the online information or 'Zoombombing' an event online. Always enable the waiting room.
3. Consider the privacy and safety settings available across all aspects of the services – for photos, blogs entries and image galleries – and set the appropriate level of privacy. Do think about your target audience and who you wish to see the content.
4. Consider if you will take measures to remove the chat function on virtual events, muting students, creating a waiting room etc.
5. Do put information on the web page/profile about how to contact TLN directly, including a website address and telephone number. This will allow users to get in touch and verify that we are a bona fide organisation.
6. We don't currently have any social media aimed at children or young people.
7. Do not accept friend requests to any of your personal media accounts from children that you have come into contact with through your TLN activities. If you receive a request such as this, alert the child's school's DSL so they are aware of the child's risky behaviour online.
8. Don't ask users to divulge any personal details – including home and email addresses, schools, and mobile numbers – that may help locate a child. We do not hold online events that pupils log into themselves- it is all done through teachers.
9. If using photographs and videos of children engaged in your project do consider using models or illustrations as an alternative.
10. If a child is named, do not use their image.
11. If an image is used, avoid naming the child.
12. Obtain through schools and older people settings processes childrens and parents written consent to use photographs on websites and in our media campaigns. Do not record any virtual events where children's faces show without full permissions from guardians and consider carefully the storage and security implications of collection this data.
13. Always consider whether any text or photographs are appropriate to your target audience, and if they create any potential safeguarding issues.

## Appendix G: Good Practice Guide to Photo Consent

Purchased/copyright images (such as those through Shutterstock or Pixabay) of children and young people can be freely used.

TLN shares images (moving or still) on our social media and in training that have been publicly shared on social media by a school or older people's setting.

Any other image (moving or still) of children or young people that has not been shared by the setting that TLN wishes to share in our work must have the consent of the school and through the school the child and parent/carer. Consent should be obtained before images are taken. For any child or young person under the age of 18 written consent from their parent must be obtained by the school. It is not sufficient for the teacher to consent on behalf of the pupil's parents unless the school already has consent to share images in the public domain. The law doesn't require consent from children or young people under the age of 18 however it is good practice to include them in the decision-making process and that their consent (or non-consent) is respected, too. If a situation arises where a parent gives permission to use images while the child does not, the child's wishes should be respected.

A photo/video release form should include the following:

- Explanation of how the photos/video will be used.
- Copyright information
- Information about privacy
- Accountable contact details
- A clear statement of consent
- A clear statement that consent can be revoked, and how to revoke it.

To assist with giving informed consent, it can help to give examples of how images will be used in age-appropriate ways. This could include an information sheet with examples of how we've used photographs in various contexts, for example, brochures, social media, websites and fundraising resources. It can also include an honest explanation as to why we need photos/video footage, for example that it helps illustrate and promote our work. If consent is given for images to be used in a specific way (e.g. for a promotional video) then we cannot use these images for other purposes (e.g. taking a still from the video and putting in a fundraising brochure). Consider offering the option in the photo/video release form of the image being used for a specific or a more general TLN purpose. You may also want to offer the option of a time limit on the consent – many young people may not want images of them taking 5 years ago still in public circulation.

If you are working with a vulnerable group who may be at increased risk if they are recognised as being vulnerable (e.g. asylum seekers) think carefully before taking any images. Never take photos of vulnerable children or young people that have any identifying information visible (e.g. school name, certificates with full names on etc.).

## **Appendix H: Safeguarding in a digital learning context**

Some of our learning activities are conducted live online.

Participating Schools should hold responsibility for the implementation of their own safeguarding policies. TLN should develop an appropriate level risk assessment of the activity. The TLN member of staff and participating school staff /older person's lead should consider digital safeguarding policy and collaborate with the risk assessment should identify and inform how the activity can be delivered in a safe way with any risks mitigated and the actions to implement as a result.

The TLN staff member leading the session is responsible for implementing the agreed actions and DSL is accountable this. In addition, through our online and digital delivery we require all staff and volunteers to continue to prioritise the safeguarding of young people, our staff and our volunteers and by:

- Only delivering sessions to young people using the school or educational provider's agreed delivery platform and via their account.
- Asking the school or college to manage the invitations and session administration, ensuring that Young Citizens receive these details.
- Asking the school to ensure that if they record any live streaming sessions that we are part of that they have the appropriate sharing consents between the parent, student and the school. Recordings should NEVER be shared with staff or volunteers of TLN.
- Ensuring that TLN staff or volunteers do not deliver any sessions on their own; there needs to be a member of the school/college staff present at all times; in the same way as we would expect were we delivering a session within school.
  - Ensuring that the school's staff member present takes responsibility for keeping a record of the activity including which children were in attendance, their time of joining the session, any potential safeguarding concerns as well as monitoring any comments being written within the Chat functionality (if enabled). The teacher may prefer to disable this functionality and if so, they should do so.
- If working with students, it may be advisable to ask to see the code of conduct for online teaching provided to the students. The attending staff member will be responsible for ensuring students behave in an appropriate way – in the same way as we would expect in a classroom context. It may be a good idea to start the session reminding students of the key elements of this code.
- Reminding the school or the students directly before the session of basic safeguarding protocols for example if possible, logging on from a shared space, keeping background free of personal effects, dressing appropriately etc.
- Ensuring that when delivering the session TLN staff and volunteers do so in a space where there is a background free of any identifiable items, i.e., photographs, toys, other members of their household.
- Communicating any behaviour concerns that arise during the session to the member of school staff present and reporting any safeguarding concerns with the school's designated safeguarding lead in the same way as we advise to do for anything arising during a face-to face session. As in face-to-face sessions the school's safeguarding policy should indicate how to contact their DSL out of school hours if required.
- Not sharing any personal phone numbers or email addresses with students and ensuring that personal profiles do not share any personal details.



## Appendix I: Text for Parent/Carer Consent for Photography and Video

Your child is about to take part in a project, or an event organised by the national education charity, The Linking Network/xxx Local Authority/xxx charity.

The purpose of our events is to combine meaningful educational outcomes with a fun and interactive experience for all those who take part. Photographs and/or films may be taken over the course of the project or during any events associated with the project. The use of any images taken might include (but is not limited to), the right to use them in our printed and online publicity, social media, press releases, teacher training materials and funding applications. In this way we can increase awareness of the programme, celebrate children's achievements, and encourage more people to become involved in our work.

In accordance with our safeguarding and child protection policy we will not permit photographs, video or other images of children (under the age of 18 in England and 16 in Scotland) to be used without the consent of parents/carers.

Name of Project Venue(s) of event

Date of Project

Name of school

Lead teacher's name

### Photography and Videoing Guidelines

1. If a parent/carers does not consent to their child being filmed or photographed, no images will be used.
2. TLN will retain the images for a maximum period of 5 years from the date of the event. We will delete them before this if we no longer have any use for them.
3. You or your child have the right to retract your consent at any point. Please do this in writing to [info@thelinkingnetwork.org.uk](mailto:info@thelinkingnetwork.org.uk). We will remove the images as soon as is reasonably possible, however please note that where images have been used in printed media, we may need to use up any existing stock before reprinting with the replacement image.
4. Identifiable details, such as the school's name may accompany photographs or videos that TLN uses. However, where we use an image of a child, we will never use their name.
5. Photographs and videos will be stored securely in line with GDPR regulations. We will never pass the rights of these images on to a third party. Our Privacy Policy, including our GDPR compliance, can be seen on our website.

Consent information to be completed by parent/carers (please tick as appropriate)

I have read the charity's photography and videoing guidelines.

I have read how the charity may use these images and/or video in the future and understand the footage will be securely stored in line with GDPR regulations.

I consent to TLN photographing and/or videoing my child's involvement in this event and the subsequent use of images for the purposes described.

Signature of parent /carers:

Print name parent/carers:

Date:

Thank you for your support. If you have any questions, you can contact us on the details below.

Project/event organiser: Email: [www.thelinkingnetwork.org.uk](http://www.thelinkingnetwork.org.uk) [info@thelinkingnetwork.org.uk](mailto:info@thelinkingnetwork.org.uk) phone 01274 439248

## Appendix J: Text for Consent for Unaccompanied Young People aged 16 plus.

Name of activity:

Location of activity:

At the end of the activity the child will be:

Collected\* Make their own way home \*If collected please specify name of person collecting.

TLN is committed to ensuring we have the appropriate consent in place from individuals that participate in our programmes and activities. In order for your child to take part in this activity, we need to collect your/their basic details, including information about their health. We will use this information to help us provide the activity, look after your child during the activity and to contact you if and when necessary. For more details about how we handle data, please read our Privacy Policy which can be found at [www.thelinkingnetwork.org.uk/privacy](http://www.thelinkingnetwork.org.uk/privacy).

Young person's details

Name:

Current school:

Date of birth:

Emergency contact details

Name:

Home phone:

Mobile:

Work phone:

Relationship to participant:

Name and contact details of an alternative Emergency Contact during the course if the above individual is non-contactable.

Name:

Relationship to participant:

Contact telephone number(s):

Medical details: Does your child suffer from any medical conditions / allergies / learning / physical disabilities that TLN should be aware of (including any current medication)?

If none, please state 'none'.

Medical Declaration: In the unlikely event of an emergency arising, will you sign below to give TLN permission to administer first aid before contacting you? Yes No

TLN terms of engagement

Please note that unaccompanied students must:

- Be aged 16 plus.
- Have permission from their school or provider if in full time education.
- Be able to participate without additional support from an adult carer or helper.
- Understand that they must behave in a responsible way throughout the activity.

Whilst we will always try to be flexible, we reserve the right to refuse to take unaccompanied young people depending on our capacity and the risks involved. By signing below, you and the young person specified are agreeing to the above.

Your name: (please print)

Relationship to child:(parent/guardian/teacher/other (please specify))

Your signature:

Thank you for your support. If you have any questions, you can contact us on the details below.

Project/event organiser:

Email: add email and [info@youngcitizens.org](mailto:info@youngcitizens.org)

## Appendix K: Information about Safeguarding in Linking shared with teachers in Linking Guidance

Safeguarding is key throughout Schools Linking and Intergenerational Linking where we are connecting pupils and older people from different settings with different safeguarding policies and participants may be away from their setting undertaking activities led by another setting who will have risk assessed the activity.

This list outlines some key principles for safeguarding in linking shared with schools through our Linking guidance:

- Schools linked to other schools/older people's settings may have **different safeguarding policies**, so lead teachers/older people co-ordinators need to work with whatever restrictions are in place in both organisations.
- Each Link Teacher/Older person's setting lead should **work within their own school/organization safeguarding, Digital, Acceptable Use and GDPR policies** and **take account of individual parental permissions/restrictions**. They should follow their own schools'/organisations risk assessment procedures for all aspects of the programme. The two schools may have different policies and as stated above, teachers/older persons setting lead will need to work in ways that are acceptable to their Link Partner school's policies as well as their own. Specific safeguarding requirements should be discussed at planning.
- **All information should be exchanged by teachers/older people's setting lead** so that they can each ensure it is suitable for the Link Partners pupils/older people to receive. Everything sent must be seen and sent by teachers/older person's setting lead. This applies to all exchanges whether digital, by post or hand delivered. Everything should be sent using school email addresses.
- There should not be any personal emails or messages between pupils or between pupils and older people. We recommend that pupils only **use first names** on work that is exchanged.
- TLN provides a simple **template letter for seeking parental permission** for exchange of photos and videos. We also provide template letters for schools to adapt for any face to face Linking visits that may take place through the year. However, these templates are created to support schools to create their own communications in line with their own policies.
- Schools will need to use their usual risk assessment processes and permissions for the Linking visits -for hosting the Link Class, visiting the Link Class and visiting any Neutral Venues or other spaces including Care Homes and Older People's settings.
- **Video calls provide an excellent opportunity to connect but they need to be carefully managed for safeguarding**. Throughout live video calls which are school to school or school to older people's setting, a responsible adult from each school/setting should be present on all calls and if the adult in the other school/setting is called away for any reason, the call should be ended.
- Linking is an excellent **opportunity to teach children about ways to keep safe when communicating, especially online**. Teachers can use the process to teach and demonstrate being respectful and appropriate at all times in what they say, write or share. They can help children recognise what is appropriate to share and help children recognise that once something has been shared it is available to a wide audience.

## Appendix L: Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**1.0 Physical abuse** Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**1.1 Indicators of physical abuse** The following may be indicators of physical abuse: • Have bruises, bleeding, burns, bites, fractures or other injuries • Show signs of pain or discomfort • Keep arms and legs covered, even in warm weather • Be concerned about changing for PE or swimming • An injury that is not consistent with the account given • Symptoms of drug or alcohol intoxication or poisoning • Inexplicable fear of adults or over-compliance • Violence or aggression towards others including bullying • Isolation from peers

**2.0 Emotional abuse** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**2.1 Indicators of emotional abuse** The following may be indicators of emotional abuse: • The child consistently describes him/herself in negative ways • Over-reaction to mistakes • Delayed physical, mental or emotional development • Inappropriate emotional responses, fantasies • Self-harm • Drug or solvent abuse • Running away • Appetite disorders – anorexia nervosa, bulimia; or • Soiling, smearing faeces, enuresis.

**3.0 Sexual abuse** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**3.1 Indicators of sexual abuse** The following may be indicators of sexual abuse: • Sexually explicit play or behaviour or age-inappropriate knowledge • Aggressive behaviour including sexual harassment or molestation • Reluctance to undress for PE or swimming • Anal or vaginal discharge, soreness or scratching • Bruises or scratches in the genital area • Reluctance to go home • Refusal to communicate • Depression or withdrawal • Isolation from peer group • Eating disorders, for example anorexia nervosa and bulimia • Self-harm • Substance abuse • Acquire gifts such as money or a mobile phone from new 'friends'

**4.0 Neglect** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Provide adequate food, clothing and shelter (including exclusion from home or abandonment); • Protect a child from physical and emotional harm or danger; • Ensure adequate supervision (including the use of inadequate caregivers); or • Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**4.1 Indicators of neglect** The following may be indicators of neglect: • Constant hunger or stealing, scavenging and/or hoarding food • Frequent tiredness • Frequently dirty or unkempt • Poor attendance or often late • Poor concentration • Illnesses or injuries that are left untreated • Failure to achieve developmental milestones or to develop intellectually or socially • Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings • The child is left at home alone or with inappropriate carers

## Appendix M Further Links

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This includes a glossary of terms.

Keeping Children Safe in Education Part 1 is essential reading for all staff and volunteers.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181962/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_part\\_one.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181962/Keeping_children_safe_in_education_2023_-_part_one.pdf)

[West Yorkshire Information Sharing protocol.](#)

[DfE: Information Sharing Advice for Safeguarding Practitioners](#)

<https://www.charitycommissionni.org.uk/start-up-a-charity/things-to-consider-before-starting-a-charity/working-with-children-and-vulnerable-adults/>