

Yes Futures

Safeguarding and Child Protection Policy

Prepared by Yes Futures
www.yesfutures.org

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(Version 1.3)

Important Contacts

Designated Safeguarding Lead (DSL) (Director of Programmes and Product): Fiona Lacey
(fiona.lacey@yesfutures.org) / 07535 738297)

Deputy DSL (Chief Executive): Ali Jaffer (ali.jaffer@yesfutures.org) / 07535 738 292)

Yes Futures Trustees Safeguarding Leads & CEO: Jo Amand / Andrew Thraves

Anyone with concerns about the welfare of a child on a Yes Futures programme can contact the DSL.

ALTERNATIVELY, they can contact the school safeguarding lead, the relevant local council Children Services or the NSPCC Helpline: on 0808 800 5000 (24 hours) or email help@nspcc.org.uk.

If a child is in immediate danger, call the Police on 999.

Safeguarding & Child Protection Policy

1. Introduction

1.1 Everyone who participates in Yes Futures is entitled to do so in an enjoyable and safe environment. Yes Futures has a moral and legal obligation to ensure that, when given responsibility for young people, Coaches, volunteers and partners provide them with the highest possible standard of care.

1.2 Yes Futures is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. This means to follow procedures to protect children and report any concerns about their welfare to appropriate authorities. Staff and volunteers working with children are advised to maintain an attitude of 'it could happen here'

1.3 The aim of the policy is to promote good practice, providing children and young people with appropriate safety/protection whilst in the care of Yes Futures and to allow staff, volunteers and third-party providers to make informed and confident responses to specific child protection issues.

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

2. Policy Statement

2.1 Yes Futures is committed to the following:

- the welfare of the child is paramount;
- all children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in Yes Futures programmes in a fun and safe environment;
- taking all reasonable steps to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings;
- all suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately;
- all Yes Futures employees, volunteers or partners who work with children will be recruited as per our Safer Recruitment policy and with regard to their suitability for that responsibility, and will be provided with guidance and/or training in good safeguarding practice and child protection procedures;
- working in partnership with schools, parents/carers and children; this is essential for the protection of children.

Monitor and review the policy and procedures

2.2 The implementation of procedures will be regularly monitored and reviewed by the Designated Safeguarding Lead (DSL), or Deputy who will regularly report progress, challenges, difficulties, achievements, gaps and areas where changes are required to the Trustee Board. At least two named trustees will be nominated as leads for Board oversight.

2.3 The policy will be reviewed every year or whenever there is a major change in the organisation or in relevant legislation.

3. Promoting Good Practice

3.1 To provide children with the best possible experience and opportunities in our programmes everyone must operate within an accepted ethical framework such as the staff and volunteers' Coaching Declaration.

3.2 It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees, participants or volunteers to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 5.

3.3 This section will help you identify what is meant by good practice and poor practice.

Good Practice

3.4 All personnel should adhere to the following principles and action:

- always put the welfare of the young person first;
- always work in an open environment (e.g. avoiding unobserved situations and encouraging open communication with no secrets);
- be clear to all that coaching conversations between children and adults will be treated in confidence, but any concerns about any child's welfare will appropriately be escalated on a 'need-to-know' basis;
- make the experience of Yes Futures programmes fun and enjoyable: promote fairness, confront and deal with bullying;
- treat all young people equally and with respect and dignity;
- maintain a safe and appropriate distance with young people (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them);
- avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given;
- involve parents/carers wherever possible;
- request written parental consent if any staff or volunteers are required to transport young people in their cars;
- gain written parental consent for any significant travel arrangements e.g. overnight stays;
- ensure that if mixed gender groups take part in trips with overnight stays, they should always be accompanied by a male and female member of staff or volunteer;
- ensure that during residential programmes adults should not enter a young person's room or invite young people to their rooms without at least one other adult present;
- be an excellent role model, this includes not smoking or drinking alcohol in the company of young people;
- always give enthusiastic and constructive feedback rather than negative criticism;

- recognise the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for 'Yes Futures', or personal, achievements. This means avoiding excessive competition and not pushing them against their will;
- secure written parental consent for the organisation to act in loco parentis, to give permission for the administration of emergency first aid or other medical treatment if the need arises;
- keep a written record in the incident log of any injury that occurs, along with details of any treatment given.
- keep risk assessments for each element of the programme up-to-date and instigate appropriate mitigations.
- follow up to date guidance from Outdoor Education Advisers' Panel (OEAP) for school trips and residential.

3.5 Any elements of programmes delivered online will also:

- expect all parties to follow same standards of behaviour as in-person;
- be supervised within the school environment by Yes Futures staff and volunteers;
- use secure and password protected links
- use a limited set of online platforms/ programmes;
- use an appropriately filtered internet connection in line with school acceptable use policies or agreements.

4. Poor Practice

4.1 The following are regarded as poor practice and should be avoided by all personnel:

- unnecessarily spending excessive amounts of time alone with young people away from others;
- unnecessarily taking young people alone in a car on journeys, however short;
- taking young people to your home where they will be alone with you;
- sharing a room with a young person;
- engaging in rough, physical or sexually provocative games, including horseplay;
- allow or engage in inappropriate touching of any form;
- allowing young people to use inappropriate language unchallenged;
- making sexually suggestive comments to a young person, even in fun;
- reducing a young person to tears as a form of control;
- allow allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- do things of a personal nature that the young person can do for themselves.

4.2 When a case arises where it is impractical/ impossible to avoid certain situation e.g. transporting a young person in your car, the tasks should only be carried out with the full understanding and consent of the parent/carer and the young person involved.

4.3 If during your care you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as

soon as possible to another colleague, and make a written note of it and inform the DSL. The school, parents/carers should also be informed of the incident.

5. Defining Child Abuse

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

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

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

5.4 Young people who have physical or neuro- disability, communication support needs or special educational needs may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

Types of Abuse

5.5 Physical Abuse: where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

- This category of abuse can also include when a parent/carer reports non-existent symptoms or illnesses or deliberately causes ill health in a young person they are looking after. This is called Munchausen's syndrome by proxy.
- In a programme situation, physical abuse may occur when the nature and intensity of activities disregard the capacity of the child's delicate and growing body.

5.6 **Emotional Abuse:** the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person.

- It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

- Emotional abuse in developmental programmes may occur when the young person is constantly criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying.

5.7 **Bullying** may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are different types of bullying:

- It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. untoward peer pressure, tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments).
- In developmental programmes, bullying may arise when a parent, Coach or teacher pushes the young person too hard to succeed, or uses bullying behaviour.

5.8 **Neglect** occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment.

- Refusal to give love, affection and attention can also be a form of neglect.
- Neglect in Yes Futures programmes could occur when an employee or volunteer does not keep the young person safe, or exposes them to undue cold/heat or unnecessary risk of injury.

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

- In activity programmes, activities which might involve physical contact with young people could potentially create situations where sexual abuse may go unnoticed. Also the power of the Coaches over young people, if misused, may lead to abusive situations developing.

6. Indicators of Abuse

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

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- an injury for which an explanation seems inconsistent;
- the young person describes what appears to be an abusive act involving them;
- another young person or adult expresses concern about the welfare of a young person;
- unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper;
- inappropriate sexual awareness;
- engaging in sexually explicit behaviour;
- distrust of adults, particularly those with whom a close relationship would normally be expected;
- difficulty in making friends;
- being prevented from socialising with others;
- displaying variations in eating patterns including over eating or loss of appetite;
- losing weight for no apparent reason;
- becoming increasingly dirty or unkempt.

6.2 Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to participate in activities;
- an unexplained drop off in performance;
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes;
- a shortage of money or frequent loss of possessions.

6.3 It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is **NOT** the responsibility of those working in Yes Futures to decide that child abuse is occurring. It **IS** their responsibility to act on any concerns, as per section 5.

7. Other Safeguarding Concerns

Female Genital Mutilation

7.1 There is a specific legal duty on teachers to report female genital mutilation (FGM). If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. All

Yes Futures staff and volunteers should report any concerns about female genital mutilation to the school, ensuring their designated safeguarding lead becomes aware.

Mental Health

7.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, Yes Futures staff and volunteers, due to the nature of our work, are well placed to identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

7.3 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

7.4 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

7.5 All Yes Futures delivery staff are Mental Health First Aid trained and training is also provided to volunteers.

7.6 If a staff member or volunteer has a mental health concern about a child, immediate action should be taken.

Child on child abuse

7.7 All Yes Futures staff and volunteers should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff and volunteers recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

7.8 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

7.9 All staff and volunteers play an important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Child Criminal Exploitation (CCE)

7.10 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

7.11 Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt.

Child Sexual Exploitation (CSE)

7.12 CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, or non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

7.13 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Children potentially at greater risk of harm

7.14 Some children, because of their experiences or needs can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

7.15 Yes Futures staff ask partner schools to identify students where this might be the case, for example:

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children requiring mental health support
- Looked after children and previously looked after children
- Care leavers
- Children with special educational needs and disabilities

8. Preventing Radicalisation

8.1 Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is of critical importance.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

8.2 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

8.3 All schools and colleges are subject to The Prevent duty: to have "due regard to the need to prevent people from being drawn into terrorism".

8.4 As with other safeguarding risks, Yes Futures staff and volunteers should be alert to changes in children's behaviour, comments or actions which could indicate that they may be in need of help or protection. If there is a concern, this must be passed on to the school's designated safeguarding lead in order to make a Prevent referral. The Yes Futures DSL will also be informed.

9. Use of Photographic/Filming equipment at events

9.1 There is general evidence that within some organisations, people have used events as an opportunity to take inappropriate photographs or film footage of young people. All employees and volunteers should be vigilant and any concerns should be reported to the Yes Futures DSL.

9.2 Photographs should not be stored on personal devices, except short-term for transfer to the Yes Futures computer system.

9.3 Consent must be gained from all young people and their parents or carers before taking photographs or film footage of them.

10. Responding to Suspensions and Allegations

10.1 It is not the responsibility of anyone working in Yes Futures in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a responsibility to act on any concerns through contact with the appropriate authorities so that they can then make inquiries and take necessary action to protect the young person. This applies **BOTH** to allegations/suspensions of abuse occurring within Yes Futures and to allegations/ suspensions that abuse is taking place elsewhere.

10.2 This section explains how to respond to allegations/suspensions.

Receiving Evidence of Possible Abuse

10.3 We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

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

- **stay calm** so as not to frighten the young person.
- **reassure** the child that they are not to blame and that it was right to tell.
- **listen** to the child, showing that you are taking them seriously.
- **keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.
- **inform** the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.
- **safety of the child** is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue.
- **record** all information.
- **report** the incident to the DSL. A volunteer may report to the relevant delivery colleague first, if appropriate.

10.5 If the DSL or deputy are not available, this should not delay appropriate action being taken. Staff and volunteers should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

10.6 In all cases if you are not sure, anyone can the relevant local council Children Services or gain help from the NSPCC Helpline: on 0800 800 5000 (24 hours) or email help@nspcc.org.uk.

10.7 Furthermore, support for the young person can be sought from Childline who provide confidential help and advice for children and young people. Calls to 0800 1111 are free and children can also contact Childline online.

11. Recording Information

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

11.2 Information should include the following:

- the child's name, age and date of birth.
- the child's home address and telephone number.
- whether or not the person making the report is expressing their concern or someone else's.
- the nature of the allegation, including dates, times and any other relevant information.
- a description of any visible bruising or injury, location, size etc. Also any indirect signs, such as behavioural changes.
- details of witnesses to the incidents.
- the child's account, if it can be given, of what has happened and how any bruising/injuries occurred.
- have the parents been contacted? If so what has been said?
- has anyone else been consulted? If so record details.
- has anyone been alleged to be the abuser? Record detail.

11.3 All records will be kept in compliance with Yes Futures Data Protection Policy.

12. Reporting the Concern

12.1 Yes Futures staff ensure they have the details of a school's Designated Safeguarding Lead (DSL) prior to a programme commencing.

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

12.3 Yes Futures expects its volunteers, Coaches and staff to discuss any concerns they may have about the welfare of a child immediately with the person in charge and subsequently to check that appropriate action has been taken.

12.4 Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

12.5 If Yes Futures' DSL or the Deputy DSL or the school safeguarding lead is not available you should take responsibility and seek advice from the NSPCC helpline, the duty officer at the nearest children services department or the police. Telephone numbers can be found in the local directory.

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

- **Criminal** in which case the police are immediately involved
- **Child protection** in which case the social services (and possibly) the police will be involved
- **Disciplinary or misconduct** in which case Yes Futures will be involved

12.7 As mentioned previously in this policy document Yes Futures are not child protection experts and it is not their responsibility to determine whether or not abuse has taken place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection.

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

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

12.9 Any suspicion that a child has been abused by an employee or a volunteer should be reported to the DSL who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- The DSL will refer the matter to the Chief Executive and Lead Trustees who will refer the matter to the relevant children services department.
- The parent/carer of the child will be contacted as soon as possible following advice from the children services department.
- The Chief Executive should be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings.
- If a staff member or volunteer is the subject of the suspicion/allegation the report must be made to the appropriate manager who will refer the matter to children services.

12.10 Allegations of abuse are sometimes made sometime after the event. Where such an allegation is made, you should follow the same procedures and have the matter reported to children services. This is because other children in the event or outside it may be at risk from the alleged abuser. Anyone who has a previous conviction for offences related to abuse against children is automatically excluded from working with children.

12.11 In all cases, all safeguarding concerns escalated to the DSL will be recorded in a secure and confidential safeguarding log. Significant issues will be raised in a timely manner to the Lead Trustees. A summary of all reports will be shared at every Trustees meeting as a standing item. Lead trustees will be responsible for reporting any incidents above the relevant threshold to the charity commission.

13. Concerns outside the immediate environment (e.g. a parent or carer)

13.1 If you have concerns outside the immediate environment, you must report your concerns to DSL, your line manager or the Chief Executive.

13.2 If the DSL or Chief Executive is not available, the person being told or discovering the abuse should contact their local children social services department or the police immediately. Children social services and the Chief Executive will decide how to inform the parents/carers.

13.3 The Chief Executive should also report the incident to Yes Futures Trustee Board. The Board should ascertain whether or not the person(s) involved in the incident play a role in the organisation and act accordingly.

14. Confidentiality

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

- The DSL and deputy DSL/Chief Executive
- The parents of the child
- The person making the allegation
- Children Services/Police
- Trustee Board
- The alleged abuser (and parents if the alleged abuser is a child)

14.2 Seek children's services advice on who should approach the alleged abuser.

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

15. Internal Inquiries and Suspension

15.1 The Chief Executive will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

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

16. Whistleblowing

16.1 Where a staff member or volunteer feels unable to raise an issue with the organisation, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them in regards to safeguarding or children protection concerns they can call NSPCC helpline: 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

17. Safer Recruitment

17.1 Yes Futures are committed to robust safer recruitment practices to prevent unsuitable people from working with children. This applies equally to paid staff, volunteers and interns, both full and part time.

17.2 Our safer recruitment practices will support us:

- identifying and rejecting applicants who are unsuitable to work with children and young people
- responding to concerns about the suitability of applicants during the recruitment process
- responding to concerns about the suitability of employees, volunteers and interns once they have begun their role
- ensuring all new staff, volunteers and interns participate in an induction which includes child protection

For more information, please read our Safer Recruitment Policy.

VERSION CONTROL - Approval and Review

Version No	Approved By	Approval Date	Main Changes	Review Period
1.0	Board	Sep 22	Last draft approved	3 years
1.1	DOO/CEO	Mar 24	Minor changes only: - Change to annual review - Update to Safeguarding Lead contact details - Section 7.7: Peer to peer terms updated to child on child abuse	1 year
1.2	DOO	Oct 24	Change of Lead Safeguarding Trustee	No change
1.3	Chief Executive	May 25	New roles/organisation structure reflected with contacts having been changed	No change