



# SAFEGUARDING BUNDLE



## CONTENTS

- |  |  |
|--|--|
| <b>02</b> Purpose and Scope                                  | <b>17</b> Complaints                                       |
| <b>03</b> Legal Framework and Guidance                       | <b>18</b> Code of Conduct                                  |
| <b>04</b> Designated Safeguarding Lead (DSL)                 | <b>20</b> Relationships and Professional Boundaries        |
| <b>05</b> Dealing with a Disclosure                          | <b>22</b> Managing Allegations Against Staff or Volunteers |
| <b>07</b> Recording Concerns (CPOMS)                         | <b>23</b> Working with Other Agencies                      |
| <b>11</b> Information Sharing and Communication with Parents | <b>24</b> Safeguarding Young People with Additional Needs  |
| <b>12</b> Safer Recruitment                                  | <b>25</b> Mental Health and Wellbeing                      |
| <b>13</b> Induction and Training                             | <b>26</b> Supporting LGBTQ+ Young People                   |
| <b>14</b> Social Media and Digital Spaces                    | <b>27</b> Supervision and Ratios                           |
| <b>16</b> Anti Bullying                                      |  |



## The Purpose and Scope of this Bundle

**All children and young people have the right to be protected. At The Boathouse Youth, safeguarding isn't just a policy, it's a commitment. We ensure all young people are protected and safeguarded from harm, despite what their individual need or circumstance may be.**

We create spaces where young people feel safe, respected and valued. Part of the way we do this is through the implementation of this bundle.

## Safeguarding applies to everyone

**Safeguarding applies to everyone** including staff, volunteers, trustees, young people and visitors. Whether you're delivering a session, chatting on the doorstep, or working in our offices, safeguarding is always relevant.

We work with young people aged 4 to 18 from diverse backgrounds, many of whom experience some form of disadvantage or exclusion. We seek to keep children and young people safe by valuing, listening and respecting them.

We appoint a **Designated Safeguarding Lead (DSL)**, and ensure we best safeguarding practice through all of our policies, procedures and code of conduct.

We also ensure we follow the **NSPCC Safer Recruitment Guidelines** when recruiting new staff into the organisation and we are committed to working in partnership with all young people, their families and/or carers as well as other external agencies to promote welfare and safeguarding.

Safeguarding is part of our culture, not just a compliance requirement.

This bundle is rooted in our core values of agency, love, respect and responsibility. It reflects our belief that **youth work can change lives and by adhering to safeguarding**, it makes that possible.

## Legal Framework and Guidance

**Our safeguarding approach is shaped by the law, best practice and lived experience.**

We stay up to date with changes to policies and ensure our team knows how to apply the law in practical and relational ways.

**We also follow national guidance from the following:**

- Children Act 1989 & 2004
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2024)
- GDPR and Data Protection Act 2018
- Equality Act 2010
- Charities Commission Guidance
- NSPCC Safeguarding and Child Protection Guidelines

**In addition, as a youth-led organisation, we are aligned with the National Youth Agencies Safeguarding Standards (NYA). This ensures we champion high quality youth centred practice within in our safeguarding procedures, including ensuring:**

- Clear policies and procedures
- Strong leadership through a trained Designated Safeguarding Lead (DSL)
- Ongoing training for staff and volunteers
- Safe spaces online and offline
- Young people are involved and informed

**Other policies and procedures that should be read and used in conjunction with this bundle include:**

- Policy Handbook
- Behaviour Management Policy

## Designated Safeguarding Lead (DSL)

The Boathouse Youth has a 'Designated Safeguarding Lead' (DSL). They are the primary point of contact for all matters relating to safeguarding and for ensuring proper policies and procedures are followed. This person:

- Is an employed member of the Senior Leadership Team
- Has been recruited within the guidelines of 'Safer Recruitment'.
- Has attended the NSPCC Enhanced DSL Training Course.



The Boathouse Youth's  
Designated Safeguarding Lead's  
name and contact details are:

**SARAH LINDSAY** Head of Service and DSL

**E:** sarah@thebhy.co.uk

**T:** 01253 804 902 **M:** 07563 044 593

The DSL supports staff with information regarding concerns, as well as provides support with decision making and contacting the local Children's Service. They may, on occasion, make referrals to the Duty and Assessment Team when needed.

They are responsible for:

- **Managing Referrals** - Responding to all suspected concerns of abuse.
- **Liaising with/reporting to Local Authority Designated officer (LADO)** - If there are concerns relating to child protection and staff members/volunteers.
- **Liaising with/reporting to Local Authority Children's Service** - If there are concerns relating to a child.
- **Making reports to the Disclosure and Barring Service (DBS)** - When a person has been dismissed due to risk/harm to a child.
- **Contact with the police** - When a crime has been committed.
- **Informing CEO and Safeguarding Trustee** - Of issues relating to Section 47 of Children Act 1989.

**If the DSL is not present for any reason, responsibility will be with persons listed below:**

### **KAYLEIGH SMITH**

Deputy Head of Service and Deputy DSL

**E:** kayleigh@thebhy.co.uk

**T:** 01253 804 904

**M:** 07876 405 492

### **PETE CROSSLEY**

Deputy Chief Executive

**E:** Pete@thebhy.co.uk

**T:** 01253 804 904

**M:** 07792 782 825

Any manager or trained leader will inform the young person's parent/carers that an incident has taken place and/or seek consent for a referral to be made when necessary, unless this would likely put a young person at greater risk. For example, fabricated illness within the family home is suspected. In these cases, the local authority or the police will decide whether or not to inform the parent/carers.



## Dealing with a Disclosure or Concern

**Dealing with a disclosure or a concern can often be quite emotional, especially if this is coming directly from a young person.**

A young person may make a disclosure in a number of different ways. They may be laughing, crying, appearing shy or behaving completely normally.

**Staff should pay particular attention to what is being said, not just how this is being portrayed. It is important to:**

- Stay calm and listen carefully
- Take them seriously and don't interrupt
- Explain what will happen next.
- Explain you are unable to keep secrets
- Record the disclosure on the internal reporting system (CPOMS), in their words, as soon as possible.
- Report to the DSL even if you are unsure.

Every time a young person makes a disclosure this will be different. Below is some initial guidance on what to do.

### They could be **"normal"**



*They are just chatting and they say something that they didn't mean to, or that they needed to get off their chest.*

### They could be **crying** or **distressed**



*They are really emotionally affected or scared about what they're saying.*

### They could be **laughing**



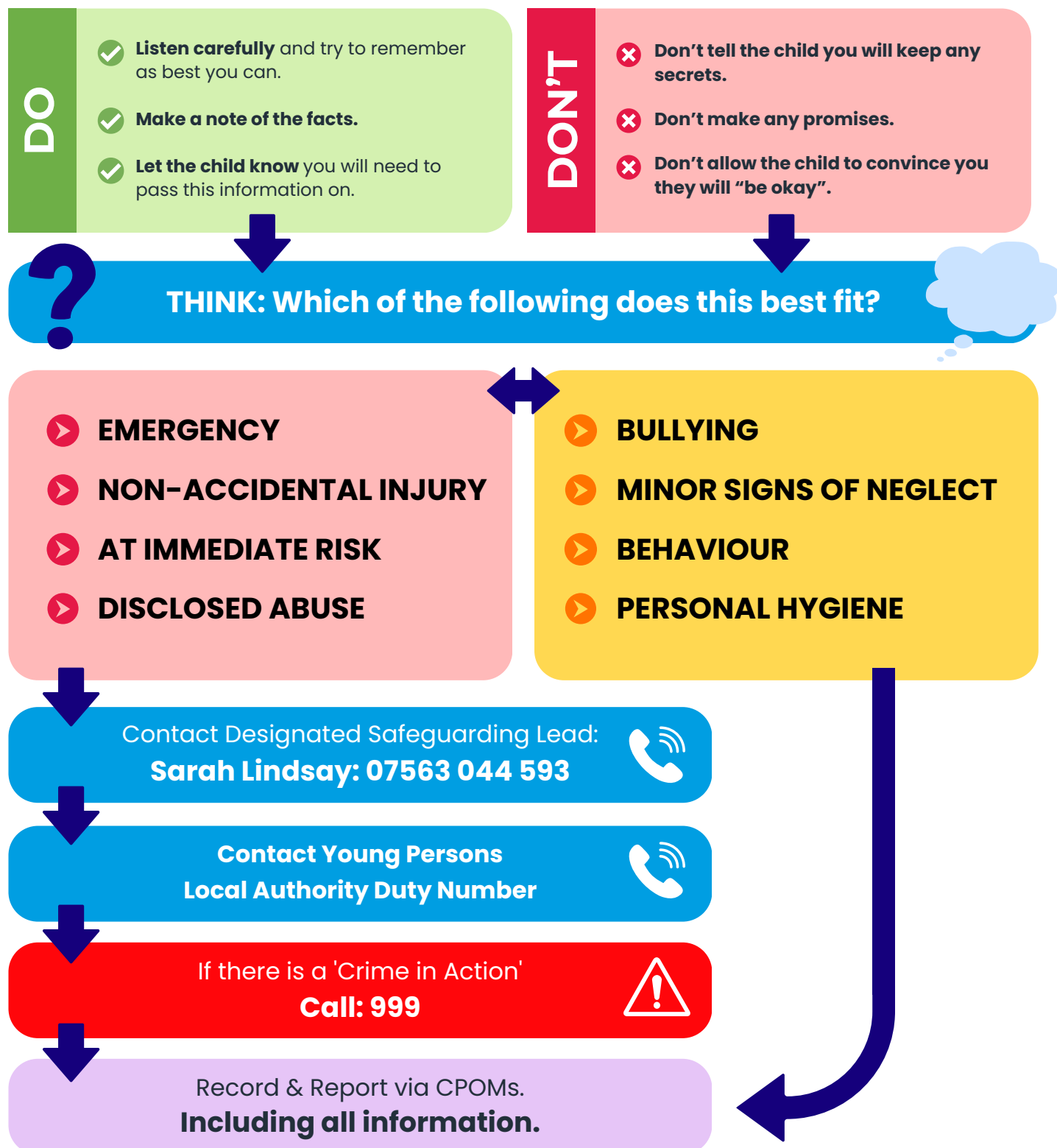
*They think what has happened is funny and don't understand the potential severity.*

### They could be **"shy"**



*They are worried or embarrassed about what they are going to say.*

If child makes an allegation, a disclosure or shares information with you...



## Recording Concerns (CPOMS)

The Boathouse Youth uses the Child Protection Online Management System (CPOMS) to report all incidents in relation:

- Accidents & Injuries
- Anti-Social Behaviour
- Attendance & Punctuality
- Child Abuse
- Discriminatory Behaviour
- Drugs/Substance Misuse
- Emotional Behaviours
- Household Disruption
- Internal Behaviour Sanctions
- Sexual Behaviours
- Welfare/Neglect

The system allows users to log an incident that will automatically alert the Designated Safeguarding Lead (and other Senior Leaders where necessary) who can then take and record the appropriate actions taken as well as provide follow up information or advice.

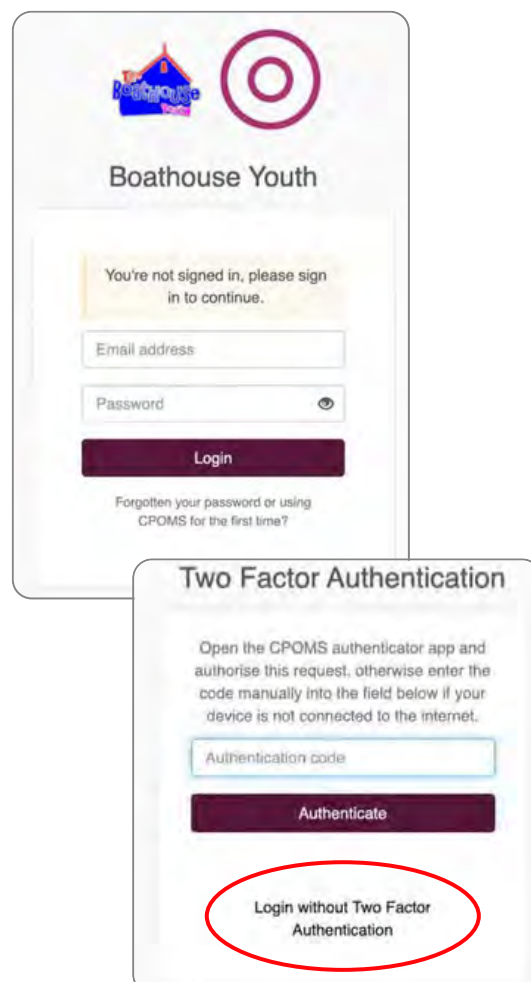
## Using CPOMS

### 1. How to access the system

From any web-enabled device please enter the following link into a browser: [boathouseyouth.cpoms.net](https://boathouseyouth.cpoms.net)

### 2. How to log in

- **Enter your credentials.** If you do not know these, or do not have access, speak to the Admin Team who will be able to provide them to you/give access.
- If you have **Two Factor Authentication** enabled then you will need to open your **CPOMS Authenticator App** and click 'Send code to CPOMS'.
- If you do not have Two Factor Authentication enabled, click '**Login without Two Factor Authentication**'



Boathouse Youth

You're not signed in, please sign in to continue.

Email address

Password

Login

Forgotten your password or using CPOMS for the first time?

Two Factor Authentication

Open the CPOMS authenticator app and authorise this request, otherwise enter the code manually into the field below if your device is not connected to the internet.

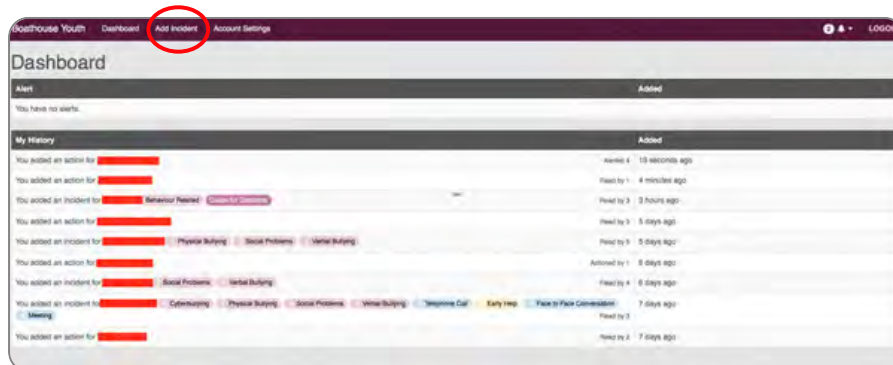
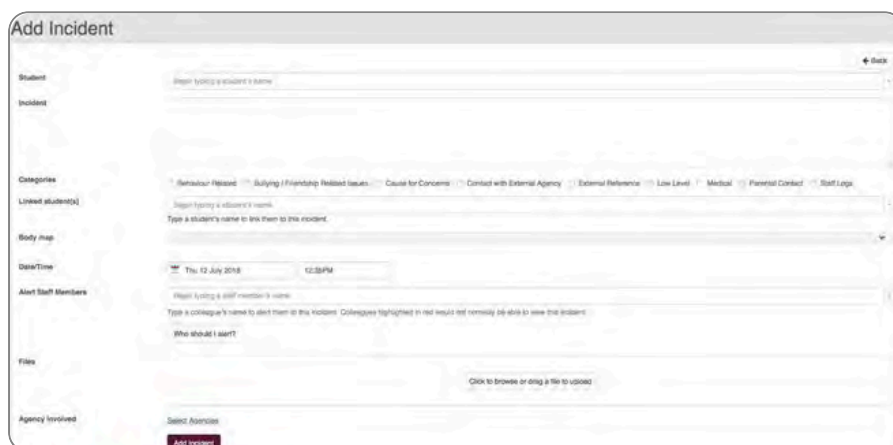
Authentication code

Authenticate

Login without Two Factor Authentication

## 3. How to add an incident

- Click on **'Add incident'** in the header
- Add the name of the young person into the 'Student Name' field. **If this young person has an account on CPOMS** their name will appear.
- If not**, you will need to type the full name of the young person and select 'New Student'. The DSL will be notified of this new student and be required to add them to the system.
- Complete the form with as much detail as possible.** Help with how to write-up an incident is detailed below.

- Select the category that your report corresponds with. If your report fits into more than one category, select the more prevalent one. If you are still unsure, speak with the Duty Manager for guidance.
- If you believe the report is a form of Child Abuse, you should speak with the DSL immediately.
- You can link students if others are involved.
- Staff members will automatically be alerted depending on the details of the young person, however this will not be the case for 'New Students'. Therefore, ensure you check who is being notified and manually add notifications to relevant persons where possible (this does not apply to the DSL as they are automatically alerted to all reports).

- Click **'Submit Incident'**



## How to correctly write a report

**Safeguarding information is sensitive.** It is a priority to record all of the information using CPOMS. This should be done at the first available opportunity and never later than the end of the working day.



### Recording the Information

Complete strangers may need to read your notes, this includes Social Workers, Police or a Judge.



✓ Information such as the author, date and time of the report are recorded automatically.

✓ DO - be specific

✓ DO - be factual

✓ DO - write all direct quotes **IN CAPITALS**

✓ DO - use full names and proper titles

*Record clearly, factually and promptly. Share on a need to know basis and ensure intended recipients of the report are notified. Seek consent to share the information unless it poses further risk. Seek confirmation the report is being actioned. You are welcome to ask for updates / next steps.*

### POOR EXAMPLE

Who's Trish?


What does that mean?

Who's Ash or Mark?

How do you know?

What were his exact words?

**Trish turned up and shouted at John making a scene so Mark took her outside. John was scared and told Ash he didn't want to go home.**



### GOOD EXAMPLE

Try this instead!

**John's Mum (Trish) arrived at The BHY Centre and shouted at John. So, step-dad (Mark) took Mum away from the Youth Club. John went inside the building and said to Ashley (Youth Worker) "I'M REALLY SCARED AND I DON'T WANT TO GO HOME".**



## Fact or Opinion?

**Facts and Opinions are very different and must be justified.** If you need to put an opinion you must explain why you think it is relevant.

### POOR EXAMPLE

I think John  
is scared



### GOOD EXAMPLE

John was crying, rocking  
and shaking. He appeared to  
be upset. I feel that from how  
John reacted he is scared of  
his Mum.



## Recording your Actions

You need to record who you've spoken to and what they said. It's really important to be specific. Social Services, Police, etc all deal with lots of calls.

### POOR EXAMPLE

I rang us and  
spoke to Janet,  
she said someone  
would call me  
back soon



### GOOD EXAMPLE

I spoke with Janet Smith at the  
Emergency Duty Team and  
explained the situation. She  
advised that the family were  
open to services and that  
Katie Upton (Social Worker)  
would call me back on  
Monday to discuss.



## The Next Steps

Recording the information via CPOMS is the first step, you still have a responsibility to follow it up:

- Ensure that the intended recipients have received the alert.
- Seek their confirmation that the situation is being dealt with.
- You are welcome to ask what the next steps are.

## Information Sharing and Communication with Parents

**At The Boathouse Youth, we recognise that safeguarding and the welfare of young people is our foremost responsibility. We are committed to creating an environment of trust and respect while adhering to the highest standards of confidentiality.**

### Balancing Confidentiality and Safeguarding

Whilst our commitment to confidentiality is unwavering, it is essential to understand that safeguarding and the welfare of any young people takes precedence over this. The Boathouse Youth ensures parents/carers have a clear understanding of our safeguarding policies and procedures and the need to, on occasion, share concerns with other agencies. However, we will always seek direct consent from parents on a case-by-case basis. A general statement does not replace the need to ask for consent when required.

### Consent and Information Sharing

Consent may not be required if there is genuine belief that a young person is at a risk of increased harm, by sharing the information you would be putting the young person at further risk or a serious crime has taken place.

The Boathouse Youth will always record the request for consent and the outcome of the request on CPOMS. As well as the reasons as to sharing the information if the request was denied.

### Working in Partnership with Families

The Boathouse Youth values the partnership with parents/carers, therefore we ensure families are kept informed where it is safe and appropriate to do so, and actively sign post families to where they can seek support for their families where we are not able to offer it. Safeguarding isn't something we do to families, it's something we do in partnership with them.

## Safer Recruitment

**The Boathouse Youth follow the NSPCC Safer Recruitment Guidelines when recruiting any member of staff or volunteer into the organisation.**

This ensures a robust procedure is undertaken to ensure the appropriate and correct person is recruited. This includes all roles having a job description attached to them (including voluntary roles), and that the organisation's responsibility to safeguarding is clearly visible.

Other steps include using a values based approach to interview questions around safeguarding and involving young people in the process as much as it is appropriate to do so. We are not just recruiting staff into the organisation, we are choosing people who will build long lasting trusted relationships with young people.

## NSPCC Safer Recruitment Process



**Step 1**  
**Application Form, CV,  
Covering Letter**



**Step 2**  
**Interview / Formal Meeting**



**Step 3**  
**Reference Collection and  
Verification**



**Step 4**  
**DBS Checks**



**Step 5**  
**Offer Of Employment**



**Step 6**  
**Induction and training**

## Induction and Training

**All new staff and volunteers are given an induction by an appropriate manager upon starting their new role. As standard, this induction includes information about our Safeguarding Bundle and Procedures.**

**The safeguarding induction covers the following aspects:**

- Safeguarding Bundle and Reporting Processes
- Recognising signs of abuse (Appendix 1)
- Using the recording system (CPOMS)
- Know how and when to report concerns.
- Standards and Expectations/Code of Conduct (this is then signed by the member of staff and manager leading the induction)

The induction process is tailored to cover all of the basics of safeguarding and is amended to a more in-depth induction for those working directly with young people.

## Mandatory and Role-Specific Training

In addition to the induction, all staff are required to undertake Safeguarding Level 1 training from an external online provider. Staff working more directly with young people are offered additional face to face training, and there is specific training for our DSL/Deputy DSL.

Annual refresher training is also required, and additional opportunities of CPD are made available to all staff members.

## Ongoing Development and Reflective Practice

As an organisation, we also create spaces for reflective safeguarding practices in line management, team meetings and supervision.



## Social Media and Digital Spaces

**At The Boathouse Youth, our approach to social media is underpinned by our core values of Love, Agency, Respect and Responsibility. While we seek to build meaningful trusting relationships with young people, we must also ensure their safety and privacy, even in digital spaces.**

We do this by ensuring staff do not connect with young people via their personal social media accounts (for example, adding them as a friend, following their accounts or directly messaging them) under any circumstances.

If a request is received from a young person, we ask that this is declined right away. If the request has been accepted in error, we ask that staff remove the young people and make the DSL aware. Any staff who have personal social connections i.e. family members, neighbours etc, are asked to make the DSL aware of this to avoid any possible personal/professional conflicts.

## Professional Conduct and Social Media Use

We ask that all staff have their privacy accounts set to the strictest settings to ensure any of their personal information is not visible as well as asking that any visible content i.e. profile pictures do not undermine their role as a professional or be inconsistent with the organisation's values.

We recognise that social media is a powerful tool when it comes to communicating with multiple stakeholders (parents/carers, young people, supporters etc), and that it is a successful way to celebrate the work The Boathouse Youth do.

**We use a variety of platforms to do this including:**



**thebhy**



**the-boathouse-youth-charity**



**boathouseyouth**



**thebhy**



**TheBHYC**



**theboathouseyouth9462**

## Approved Use and Monitoring of Social Media Accounts

Only staff with approval may use these social media platforms and understand they must only be used for work-related purposes. These accounts must all be followed by each other's account i.e individual centre accounts on TikTok must follow each other and all login details should be shared and accessible for monitoring purposes. Private messaging is not advised, however if a young person makes contact through these platforms, they should be recommended to contact the office centre and/or the interaction should be monitored. If an interaction did occur, the only purpose of this should be youth work i.e. planning, or sharing information. Any personal conversations should not take place, and any safeguarding concerns should be reported to the DSL right away.

## Content Publishing and Safeguarding Expectations

When publishing content on these platforms, consent should be obtained for all young people featured prior to being published. Any comments made following this should be reviewed and monitored.

### Digital Youth Work

We deliver regular, age-appropriate youth work sessions that help young people understand how to stay safe online. These sessions focus on building digital resilience, recognising unsafe or inappropriate behaviour, protecting personal information, and understanding the impact of their online actions.

We create open, supportive spaces where young people can talk about their online experiences, ask questions without judgement, and develop the skills and confidence to make informed choices in the digital world. This work forms a key part of our wider commitment to safeguarding.

## Anti-Bullying

**Bullying of any sort is not accepted at The Boathouse Youth. We are a place of kindness, respect and inclusion. We work hard to create a space that is positive, safe and supportive for all staff, young people and visitors.**

### Preventing and Addressing Bullying

We prevent incidents of bullying by raising awareness of certain behaviour types (physical, verbal, emotional or online) and ensure young people are enabled to talk openly about bullying occurrences and as well as understand why this may be happening. We use restorative approaches to resolve conflicts through our behaviour matrix and seek to build empathy. We educate young people involved, both those who have been a victim and the persecutor. Ensuring those who are responsible are held to account for their actions.

### Responding to Reports of Bullying

We ensure our staff listen carefully to young people when they are reporting an incident of bullying and that this is recorded on our CPOMS system. We ask that the member of staff who has witnessed or who the report has been made to, uses their professional judgment when deciding the appropriate action (behaviour matrix, mediation etc), ensuring that the victim is fully supported.

### Supporting Change and Accountability

When a young person displays bullying behaviour, a member of the team should endeavour to speak to them about these behaviour types and educate them on making positive choices and the impact of their actions. Where this doesn't succeed and the behaviour types are recurring, the behaviour matrix should be used, and in some cases parents/carers informed of the behaviour.

## Complaints

**We are committed to providing a high standard in all that we do, therefore we welcome concerns and complaints, these help us to grow and improve.**

We are committed to providing a high standard in all that we do, therefore we welcome concerns and complaints, these help us to grow and improve. If you would like to make a complaint relating to Safeguarding, you should contact our DSL.

Any other complaints will be managed by our Deputy Chief Executive. People can also make contact by the 'send us a message' platform on our website – [www.thebhy.co.uk/contact](http://www.thebhy.co.uk/contact).

### Safeguarding Concerns/Complaints

#### **SARAH LINDSAY**

Deputy Head of Service  
and Deputy DSL

**E:** [sarah@thebhy.co.uk](mailto:sarah@thebhy.co.uk)  
**T:** 01253 804 904  
**M:** 07876 405 492

### Any Other Concerns/Complaints:

#### **PETE CROSSLEY**

Deputy Chief Executive

**E:** [pete@thebhy.co.uk](mailto:pete@thebhy.co.uk)  
**M:** 07792 782 825

We aim to acknowledge your complaint within 3 days of receipt, and will investigate this within 14 days. If you are not satisfied with the investigation and outcome, complaints can be escalated to the Chief Executive or Board of Trustees.

Our young people know that if something is not right, we will listen, act and make changes where needed.

## Complaint & Grievance Procedure

### Complaint Received

We will send you a letter acknowledging receipt of your complaint. This will usually be within 48 hours of us receiving it.

### Investigation

An investigation will take place into your complaint, depending on the nature and severity of your allegation this may take some time and may be passed onto the Board of Trustees

### Resolution Meeting

Once the investigation has been completed you will be invited to a meeting to discuss and hopefully resolve your complaint. (If you don't want to attend this meeting we will send a written reply to your complaint)

### Elevation of Complaint

At this stage if you are not satisfied with the outcome you should contact us again and we will arrange for the Board of Trustees to review the decision

Within 14 days we will write to you confirming our final position on your complaint, explaining our reasoning

## Code of Conduct

**At The Boathouse Youth, we are committed to creating safe and inclusive environments where young people can thrive.**

This Code of Conduct sets out the behaviours and boundaries expected from everyone working within the organisation. It is grounded in our core values of Love, Agency, Respect and Responsibility and forms a vital part of our safeguarding culture.

### 1. Our Professional Commitment

- Always treat young people with kindness regardless of their background or ability.
- Represent the charity professionally at all times, upholding high standards of integrity, honesty and compassion.
- Be fit and well to work. Under no circumstances should staff be under the influence of drugs or alcohol while working.
- Comply with all relevant laws, policies, and safeguarding procedures at all times.

### 2. Putting Young People First

- Prioritise the safety and well-being of young people.
- Follow all safeguarding procedures.
- Share any concerns about a child or another adult's behaviour immediately with a manager or the Designated Safeguarding Lead.
- Understand that every member of staff has a duty to protect young people from harm. No concern is too small to report. This may be the missing piece to a wider issue.

### 3. Creating Safe and Respectful Relationships

- Build healthy and respectful relationships with young people and colleagues based on trust.
- Never engage in personal, romantic or sexual relationships with young people or their families/carers.
- Always keep your role clear. You are here to support young people to thrive, not to befriend them.
- Never be alone with a young person without first informing a manager. This is to protect you as well as them.

### 4. Positive Communication

- Speak to young people in a way that is age-appropriate, respectful and encouraging.
- Avoid language, behaviour or humour that could be discriminatory, intimidating or harmful.
- Never engage in bullying, harassment or favouritism.



## 5. Respecting Privacy

- Treat all personal information about young people, their parents/carers and colleagues as confidential and only share when it is in their best interest to do so.
- Never discuss sensitive matters outside the workplace or on personal social media.

## 6. Using Power Responsibly

- Use your position to empower, not control and always act in a way that builds young people's confidence and agency.
- Be mindful of your influence.
- Do not show favouritism or allow personal bias to affect your decisions or interactions.

## 7. Accountability and Openness

- Be open and honest about any personal or professional interests that may affect your work or judgement.
- Avoid any situations where relationships may be compromised or your judgement compromised.

## 8. What to Report

We are a culture of care, not silence. You must report:

- Any accidental harm to a young person or colleague.
- If a young person seems unusually distressed or withdrawn.
- Any concerning behaviour from another staff member or young person.
- Any breach of this Code of Conduct.

You can report to any senior leader, the Designated Safeguarding Lead or via our reporting systems.

## 9. If the Code of Conduct is broken

- Any breach of this Code of Conduct will be taken seriously.
- This may result in disciplinary action, including dismissal and in some cases referral to external safeguarding authorities.

*All staff are expected to sign to acknowledge their understanding of this Code of Conduct, as well as its importance. We also have a separate version for visitors or contractors.*

## Relationships and Professional Boundaries

**Relationships must remain professional at all times. Whilst these can be supportive, meaningful and genuine, all staff are expected to uphold appropriate boundaries at all times.**

### Maintaining Professional Boundaries

As stated in the Code of Conduct, personal relationships of any sort are not appropriate, this includes with family members. Any preexisting relationships should be made known to the DSL. The same applies for connecting with young people on digital platforms such as social media.

### Appropriate Conduct In and Outside of Sessions

Socialising with young people outside of The BHY is not permitted. If you see a young person whilst out in the community you must maintain your professionalism. We understand some team members may know young people socially, for example through family or school. In these instances, interactions during sessions must also remain professional.

### Guidance on Physical Contact

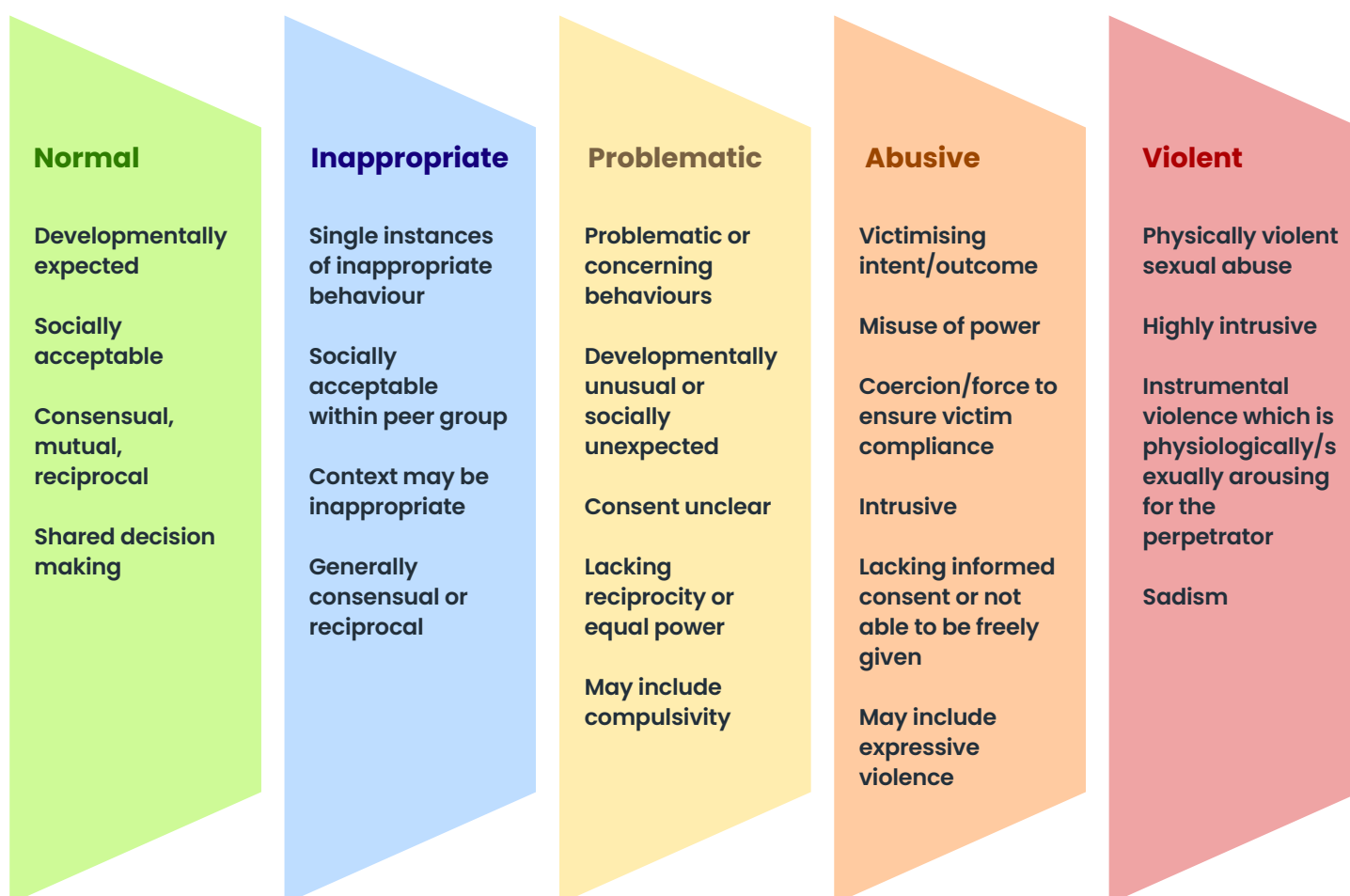
Physical contact between staff and young people should be avoided at all times unless absolutely necessary. When contact does occur, for example when applying first aid, staff must first ask the young person for permission to be touched, ensure this is in a public space (not alone with a member of staff), and should avoid any contact that could be misinterpreted.

If a young person initiates contact, for example wanting a hug, staff should respond sensitively, make a professional judgement and inform the young person of professional boundaries.

## Young People's Interactions

We recognise that physical contact between young people is often normal. Staff should allow this where it is freely given and received and where it is mutual. The contact should not be sexual/sexualised, aggressive or bullying. Sexual contact during sessions is not permitted. Where behaviour is unclear or concerning, staff should seek advice and act with caution, reporting to a manager if needed.

## Hackett's Continuum of Behaviour (2014)



We create environments where young people can talk openly about relationships and support their development around healthy relationships, consent and boundaries. We challenge inappropriate behaviour and support young people to reflect and learn about their behaviours as they develop.

## Managing Allegations Against Staff or Volunteers

**On occasion there are allegations made against members of staff or volunteers suggesting they have harmed a child or behaved inappropriately.**

These allegations can be made from a variety of sources including: Young People, Parents/Carers, External Agencies and even made anonymously.

## Supporting Staff During Allegations

Whenever an allegation is made, we ensure the member of staff who is subject to the allegation is kept informed of the process and receives the appropriate support and care throughout the investigation.

## Responding to Allegations

We take all allegations against members of staff very seriously, and notify the DSL and/or Police right away. We also make LADO (Local Authority Designated Officer) aware and seek their guidance on course of action. Depending on the severity of the allegation, staff may be suspended during the investigation and our disciplinary procedure would be followed. We support everyone involved, ensuring fairness, transparency and adhering to confidentiality at all times. We will guard the member of staff against any publicity whilst the allegation is being investigated and considered.

## Outcomes and Next Steps

Where an allegation has been determined to be unfounded or malicious, we will facilitate the member of staff returning to work, and will seek advice from the police regarding appropriate action to take against the person who made the allegation.

## Record Keeping and Confidentiality

All allegations will be recorded, founded or unfounded, on our internal HR system.

## Working with Other Agencies

**Working with other agencies to safeguard young people is an important part of the work we do.**

We fully acknowledge that our role is to refer matters relating to abuse or neglect to Children's Social Care, not to investigate them. We provide full support and cooperation throughout any of these processes.

We are committed to working with other organisations to ensure young people are protected from harm and can thrive in safe and supported environments. We actively engage with other multi-agency professionals such as:

- **Blackpool Council's Children's Services**
- **Lancashire County Council Children's Services**
- **Blackpool Police**
- **Lancashire Constabulary**
- **NHS**
- **CAMHS**
- **Local schools**
- **Other voluntary organisations**

On occasion, staff may attend multi-agency meetings. This is to provide another voice on behalf of the young person and/or family, contribute to any planning and support decisions being made in regards to supporting their well-being. We aim to build strong and collaborative working relationships with other agencies, underpinned by trust. Working in partnership is essential to safeguarding young people.

If there is a disagreement between agencies, such as differing views on situations that may warrant a child protection response, The Boathouse Youth will always act in the best interest of the young person and follow Blackpool Council's Safeguarding Children's escalation procedure.



## Safeguarding Young People with Additional Needs

**The Boathouse Youth seeks to be a safe place for all young people to access. This includes those young people who may be recognised as having an additional need.**

These include, but are not limited to, a physical or learning disability, communication difficulties, neurodivergent and mental health challenges.

### Recognising Increased Vulnerability

We recognise that young people with additional needs are more vulnerable and at risk of exploitation and less likely to be heard.

### Tailored Safeguarding Approaches

Therefore, safeguarding measures are tailored to meet the needs of these young people by using a variety of communication styles, understanding sensory needs and their behaviour patterns/presentations. We work closely with the young person and their family/carer to ensure a shared understanding of their individual needs, care plans or additional support strategies that are in place. We also ensure there is a higher volume of staff available to support these young people when on any of the Youth Work Sessions.

### Managing Concerns with Care and Urgency

Any safeguarding concerns related to young people with additional needs are managed with sensitivity and urgency, taking into account how their disability may impact their ability to make a disclosure or be understood.

## Wellbeing and Mental Health

**Young People's mental health matters. We know that when young people feel emotionally well, they are more likely to thrive. At The Boathouse Youth, wellbeing is about building consistent relationships and creating opportunities for young people to talk freely.**

Our approach is to create environments where there are adults who genuinely care, who listen without passing judgement and who can notice when something isn't quite right with a young person whom they are working with.

## Building Resilience Through Relationships

Through the creation of relationships, staff are able to stand alongside young people whilst they build resilience, learn about mental health, recognise distress and how to combat this, as well as how to regulate their emotions.

## Working in Partnership for Mental Health Support

The work with partner agencies means we are able to actively sign post young people to mental health services, as well as advocate for additional support being implemented through schools, and with their families/carers.

## Staff Training and Resilience-Based Practice

Staff are trained to identify signs of emotional difficulties and regularly deliver resilience building activities through our Universal Youth Work Programme.

## Supporting LGBTQ+ Young People

**The Boathouse Youth are committed to safeguarding every young person who walks through its doors. We recognise that young people who identify as LGBTQ+ can face additional barriers to safety, inclusion and emotional well-being.**

### Creating an Inclusive and Safe Environment

As part of our commitment to equality and diversity, we take proactive steps to create a safe environment for all young people regardless of sexual orientation or gender identity.

We ensure we provide access to gender-neutral toilets (where possible) and ensure that all facilities are welcoming and inclusive. We use inclusive language on our forms including asking for a preferred name and pronoun and respect this.

### Challenging Discrimination and Promoting Respect

We actively challenge any form discrimination including homophobic, biphobic or transphobic behaviour or language and manage this through our behaviour matrix (Appendix 2).

### Collaborative Support for LGBTQ+ Young People

We also work in partnership with families (where appropriate), schools and external organisations to support the needs of LGBTQ+ young people in a collaborative way.

We are committed to creating a culture where difference is not just accepted but is celebrated and understood.

## Supervision and Ratios

**The safety and well-being of young people is our top priority. Therefore, we ensure there are appropriate levels of supervision for all sessions, activities and trips/residential.**

We implement a minimum staff-to-young person ratio based on age and levels of need, ensuring that at least two appropriate adults are present at all times.

### **Our standard ratios are:**

- **Infants** (Reception to Year 2): **1 Adult to 6 Young People**
- **Juniors** (Years 3–4): **1 Adult to 8 Young People**
- **Juniors Plus** (Years 5–6): **1 Adult to 8 Young People**
- **Seniors** (Years 7–9): **1 Adult to 10 Young People**
- **Seniors Plus** (Years 10–11): **1 Adult to 10 Young People**

These ratios may be increased based on individual or group needs, the environment or activities, including day trips, residential and work with young people who have SEND.

Ratios are determined through risk assessments and align with best practice guidance from the NSPCC and National Youth Agency.

Full details can be found in our Supervision of Children and Young People Guidance Document (Appendix 3).

## Appendix 1: Types of Abuse

### Physical Abuse

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. It is a concern when a child is not taken for treatment if they are suffering pain, swelling or discolouration over a bone or joint. Although it may not always be possible to know whether a child has a fractured bone, it is difficult for a parent / carer to be unaware that the child has been hurt. It can be difficult to distinguish between a burn and scald that has been caused accidentally or non-accidentally. As with fractures, all burns and scalds should receive medical attention.

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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 on its own.

### Neglect

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 as a result of maternal substance abuse or not accessing appropriate antenatal care. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



## Appendix 2: Behaviour Matrix

STAGE 1 Reminder	STAGE 2 Cool Down	Removal	STAGE 4 Exclusion
Young people are reminded about the rules and given a chance to correct their behaviour. This includes behaviour that is unintentionally disruptive but is starting to have an effect on others in the session or activity.	Young People will be asked to take some time out to cool down. If their behaviour continues they may not be able to finish the activity and may be sent home if the behaviour is affecting others or the activities.	Young People will miss out on the remainder of the activity, session or may need to miss the next session. Stage 3 behaviours are those that are having a more serious effect on the session, activities or others.	Young People will miss out on the current activity and likely be sent home or even given a further exclusion from our activities. Stage 4's are for behaviours that are intentionally affecting the activities, sessions or others negatively.
Talking over others during an activity	Continuing to talk over others.		
Not joining in without reason	Causing a disruption to the session.		
Forgetting your manners.	Major lapses in respect towards others	Deliberate rudeness and disrespect.	Total lack of respect or self-control
Silliness.	Play fighting.	Hurting another person.	Fighting or acts of violence or aggression,
Making fun of others.	Bullying before upset is caused.	Bullying where upset is caused	Bullying where it's persistent and upsetting.
	Using unpleasant or rude language	Swearing indirectly.	Swearing directly.
		Causing damage to an item or building.	Vandalism or graffiti
		Taking something without asking.	Theft of any description.

## Appendix 3: Supervision of Children and Young People

### Introduction

The safety and well-being of all children and young people is our top priority. This document outlines the decisions made by the organisation regarding adult to child ratios. The Strategic Leadership Team (SLT) has developed this document in line with best practices and recommendations from the NSPCC (National Society for the Prevention of Cruelty to Children) and NYA (National Youth Agency).

This policy aims to ensure that we provide appropriate levels of supervision and support across all of our activities to maintain a safe, inclusive and enriching environment for everyone involved.

### Supervision:

'Supervision' in this context refers to the responsibility of staff to oversee, support, and ensure the safety and well-being of children and young people during all activities. The level of supervision required depends on the nature of the activity, the environment, and the needs of the group.

A sliding scale of supervision is used to determine how closely staff should monitor participants. This should be considered and referred to when assessing risk.

### Close Supervision:

Typically for younger participants, high-risk activities, or in crowded or hazardous environments.

- Staff must be able to see and hear the children or young people at all times.
- Staff remain physically close, ready to intervene or provide support immediately.

### Normal Supervision:

Suitable for low-risk activities or when participants are older and more independent.

- Staff maintain awareness of the group's location and activity at all times.
- Staff are nearby and able to respond promptly if needed.

### Remote Supervision:

Appropriate for older participants or activities designed to foster independence.

- Staff allow participants to explore or undertake activities independently within agreed boundaries.
- Regular check-ins are conducted, and participants must know how to contact staff in an emergency.

The level of supervision required is determined by the senior member of staff in charge and documented in the risk assessment for each activity, ensuring it aligns with the group's needs, the activity's nature, and the environment.

## Appropriate Adults

An 'Appropriate Adult' refers to Staff & Volunteers at The Boathouse Youth who have demonstrated sufficient competence and have met the minimum training standards to ensure the safety and well-being of children and young people.

This includes mandatory qualifications in First Aid, Safeguarding and Health & Safety. Specialist activities, such as outdoor pursuits or technical workshops (i.e. Canal Boating, Camping, Expeditions) may require specific qualifications and experience to deliver the activity.

These will be determined through a risk-assessment process which may involve all staff to ensure that all activities are carried out in a safe, professional and supportive environment.

## Role of Young Professionals and Young Leaders

'Young Professional' refers to Level 3 Youth Support Worker Apprentices (Age 16-17) who are integrated into our workforce. 'Young Leaders' refers to a voluntary or paid role within the organisation for those aged 14-17. These individuals:

- Cannot be legally responsible for children or young people.
- Are not included in adult-to-child ratios.
- May plan, lead and evaluate activities within a safe distance of appropriate adult supervision.

However, once a Young Professional or Young Leader turns 17-years-old and all additional considerations have been met they may be included in the adult-to-child ratios for primary school aged children.

This policy balances the development of our young staff team's leadership skills with maintaining the highest safety and care standards.

## Adult to Child Ratios

To ensure safe and quality experiences, there should always be at least two appropriate adults present when working with young people. The Boathouse Youth observes the following adult-to-child ratios as a minimum during all activities and events:

- Infants (Reception to Year 2): 1 adult per 6 children
- Juniors (Year 3 and Year 4): 1 adult per 8 children
- Juniors Plus (Year 5 and Year 6): 1 adult per 8 children
- Seniors (Year 7 to Year 9): 1 adult per 10 young people
- Seniors Plus (Year 10 and Year 11): 1 adult per 10 young people

Whilst these adult-to-child ratios serve a minimum standard for working with children and young people at The Boathouse Youth additional factors outlined in this policy must be considered by the Leader-in-Charge as part of a risk assessment process.

## Consideration of Children and Young People's Needs:

- Behaviour of the Group: Groups with individuals who exhibit challenging behaviours may require increased supervision to maintain a safe and positive environment.
- Venue or Environment: Unfamiliar or high-risk environments, such as public spaces, outdoor settings, or busy urban areas, may require additional staff.
- Medical or Health Needs: Groups with participants requiring medication, personal care, or specific health support may need additional trained staff.

## Supporting Children and Young People with S.E.N.D

For children and young people with Special Educational Needs and Disabilities (S.E.N.D.) following a specific risk assessment the ratios will be adjusted to meet individual needs and the nature of the activity. At times, this may include a one-to-one support mechanism being in place.

However, the ratio will never be less than 1 adult per 6 children/young people with a minimum of two adults present at all times.

## Residential Experiences, Day Trips and Special Events

The Boathouse Youth frequently organises residential experiences and day trips, which often require additional support staff, such as:

- Minibus Drivers
- Catering Staff
- Cleaners / Maintenance staff
- Volunteers

It is the responsibility of the worker-in-charge to assess whether these individuals are suitable to be included in the adult-to-child ratios. This decision will be made based on their specific role, training, and familiarity with the group. Regardless, the adult-to-child ratios for these activities will never fall below the minimum standards outlined above and will be determined as part of the risk assessment for the group and activity. This ensures that all safety, supervision, and support needs are adequately addressed.

## Consideration of Staff Needs

In addition to focusing on the needs of children and young people, it is vital to consider the needs and well-being of staff when determining ratios and planning activities.

Key considerations include:

- **Workload:** Ensuring that staff have manageable workloads and clear responsibilities, avoiding burnout or undue stress. Consideration must be given to other duties staff will be required to perform and how this may affect supervision.
- **Experience and Confidence Levels:** Less experienced staff may require additional support or supervision, especially during high-risk activities.
- **Rest and Breaks:** Staff need adequate time for rest and recovery, particularly during residential trips or long shifts.
- **Specialist Skills:** Ensuring sufficient staff are present with the appropriate expertise for specific activities, such as first aid, technical skills, or S.E.N.D. support.
- **Emotional Well-being:** Recognising that working with challenging behaviours or in high-pressure situations can be demanding. Debriefs and one-to-one supervision sessions are provided to staff.
- **Staff-to-Staff Ratios:** For larger groups, maintaining a balance of experienced and junior staff to ensure effective teamwork and supervision.
- **Staff Comfort Levels:** Staff members who are not comfortable or confident in particular environments or activities may require more support or less responsibility, which could impact the ratio decisions.
- **Team Dynamics:** Effective teamwork is crucial. The ratio of staff members to children should reflect the need for collaborative support, ensuring all staff are fully engaged in their roles and the group's needs.

## Further Information

For further information and guidance on this policy or for support with developing appropriate risk assessments, please speak with the Head of CYP Services or their Deputy.