



**ART FOR CHILDREN FOUNDATION**

*Empowering Children Through Art*

**CHILD PROTECTION & SAFEGUARDING POLICY  
2021 – 2022**

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## 1. Child Protection

### 1.1. STATEMENT

The foundation fully recognises the contribution it can make to support and protect children. We will provide a positive programmes environment which is safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. If there are circumstances that make any member of staff or volunteer suspect that a child is suffering from abuse or neglect this must be reported to the **Designated Safeguarding Lead (DSL)** or Deputy, as soon as possible, and at least within the same working day that the concern emerges.

### 1.2. PRINCIPLES

- The child's needs and rights are PARAMOUNT
- Safeguarding is everyone's responsibility and all staff and volunteers have an equal responsibility to act on any suspicion or disclosure that a child is at risk of harm
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We will always listen to children and give him/her a voice
- All staff and volunteers need to be aware of these Child Protection procedures, and will receive appropriate support if involved in a child protection issue
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time, and to prevent problems escalating

## 2. The Aims of The Child Protection Policy

### 2.1. Prevention

To ensure a positive programme's atmosphere; teaching and mentorship support to children; assurance that all staff and volunteers will be appointed in accordance with guidance and safer recruitment practice

### 2.2. Protection

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns

### 2.3. Support

To all children and foundation staff and especially to children who may have been abused

## 3. THE FOUNDATION COMMITMENT

Safeguarding and child protection is the responsibility of everyone within the foundation, although some staff have key responsibilities. We recognise that positive self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children and especially those at risk of, or suffering from, abuse.

Staff will therefore:

- Establish and maintain an ethos where children feel secure, are listened to, and encouraged to talk
- Ensure that children know that there are adults in the foundation who they can approach if they are worried or are in difficulty

- Include in the project's activities and opportunities for the foundation which equip children with the skills they need to stay safe from abuse in the real and on-line worlds
- Include in the programmes material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that every effort will be made to establish effective working relationships with caregivers, as well as with colleagues from other agencies

#### **4. LEGISLATION AND GUIDANCE**

The Foundation will fulfil its responsibilities as laid out in the following documents:

- UN Convention of the Rights of the Child 1992.
- The Children's Act (Kenya), 2001
- Professional Advice from practicing Kenyan paediatricians.

***The policy recognises that the government banned physical and psychological abuse through the enactment of the Children's Act in 2001, and in Legal Notice No. 56, which explicitly banned corporal punishment in schools. There is no law explicitly banning the use of corporal punishment in the home or other settings unless 'excessive'. However, there is no definition of 'excessive'. The foundation has to take this into account when determining the action that can be taken when such cases are suspected.***

#### **4.1. Roles And Responsibilities within Art for Children Foundation Key Personnel Child Protection**

The **Designated Safeguarding Lead** with lead responsibility is CEO of the foundation, **Kenneth Kamau**

**Contact email details:** [kkamau@aforcf.org](mailto:kkamau@aforcf.org)

The **Deputy Designated Safeguarding Lead** is NACAMP project coordinator, **Mary Ikere.**

**Contact email details:** [mikere@aforcf.org](mailto:mikere@aforcf.org)

**The Designated Safeguarding Lead (or Deputy)** is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Management Team and have had additional training in safeguarding which is regularly updated. They know the local processes and procedures to follow. They liaise with Department of Child Services or other agencies as appropriate, and make referrals if necessary.

**All Staff** have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

#### **4.2. The specific responsibilities of the Designated Safeguarding Lead are:**

- a) To have sound knowledge of, and to follow, local procedures for child protection
- b) To ensure that all staff report any concerns about children or suspicion of child abuse to the DSL
- c) To co-ordinate consultation and action within the foundation
- d) To make referrals of all cases of suspected child abuse to Department of Child Services.
- e) To liaise with other agencies and co-ordinate the most appropriate foundation representative to attend Child Protection conferences/reviews/core groups and related meetings
- f) To attend a range of safeguarding related training, e.g., Prevent; early help; child protection case conferences; domestic abuse
- g) To ensure that all staff have knowledge about procedures through foundation based INSET and the implementation of a foundation policy which includes an internal procedure. Facilitating regular updates on current safeguarding/child protection issues annually as a minimum
- h) Be aware of all foundation project visits, and clarify with relevant personnel their role and responsibility in connection with Child Protection

## 5. DEFINITION OF ABUSE AND NEGLECT AND KEY INDICATORS

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse may be committed by adult men or women and by other children and young people.

**Physical abuse:** 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.

**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 alone.

**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 (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.

**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. 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.

### **5.1. Indicators of abuse – what you might see**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for outdoor games
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for his/her age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns straight away – you do not need 'absolute proof' that the child is at risk.

### **5.2. If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. If, following your conversation, you remain concerned; you should discuss your concerns with the DSP.

## 6. DEALING WITH DISCLOSURES

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that, to be able to help them, you must pass the information on – staff are not allowed to keep secrets.

If a child discloses:

- a) Reassure the child that they have been taken seriously
- b) LISTEN – do not put words into the child's mouth
- c) Give the child time – do not stop the child in mid-flow
- d) To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- e) Note the timing and record accurately, using the child's own words
- f) Know the limit of your role and pass on the information appropriately
- g) Do not allow the child to believe you will keep the disclosure secret

## 7. Procedures to follow if a staff is concerned about a child

- a) Report concerns to the Designated Safeguarding Lead or Deputy, or in case of the absence of the DSL and Deputy, directly to any project coordinator or Head of Programme as soon as possible and at least within the day the concern emerges
- b) Complete a Record of Concern Form (copies are located on the website and in the office) stating concerns/disclosure in a factual manner and using the child's own words
- c) The DSL will discuss concerns with caregiver, unless to do so would place the child at greater risk
- d) The DSL may approach the Statutory Authorities **Department of Children Services**, Naivasha Sub-County area, or if that fail - the Police for advice.
- e) The DSP will make the referral if necessary but any member of staff can make a referral if you consider it is not being managed appropriately or if for some reason the DSP not contactable

### 7.1. Referral to authorities and notifying caregivers

The DSP will make a referral to the authorities

- a) Department of children services
- b) If the above fail the Police

If it is believed that a child is in need, is suffering, or is at risk of suffering, significant harm. The aim will always be to make a referral with consent, and for the child and caregivers to be informed that a referral is being made. The exception to that is if the DSP believes that to do so would increase the risk to the child, in which case the referral may be made without consent. It is important to note that any member of staff can make a referral if they are concerned about the way in which the case is being managed, or if for an unforeseen reason the DSP or Deputy DSP is not available.

## **8. MANAGEMENT OF ALLEGATIONS AGAINST STAFF**

There are occasions when children accuse staff of abuse or misconduct. It may also be that staff observe inappropriate behaviour by another staff. You must report the matter without delay to the CEO. All allegations will be treated seriously and investigated fully. The CEO will then follow the Procedure for Managing Allegations against Staff. The matter will be dealt with confidentially while at the same time adhering to the requirement to report any relevant matters in the interests of the child/ren. For more details see separate policy: **Managing Allegations against Staff.**

## **9. ABUSE OF POSITION OF TRUST**

Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity in the real or digital worlds between a member of staff and a child under 18 may be a criminal offence, even if that child is over the age of consent. Staff receive training on how to identify grooming behaviour. Any such concerns must be reported to the CEO as outlined in the previous paragraph on managing allegations against staff.

## **10. CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES**

### **10.1. Protecting children from radicalisation**

The foundation works to protect children from the risk of radicalisation through the teaching of National Values and Principles of Governance and by being alert to behaviour which could indicate they may be in need of help or protection. All staff undertake as a minimum Channel training, the DSL will in addition undertake Prevent training. Staff will pass any concerns on to the DSL, as with any other safeguarding concern. The DSP will cooperate with local Safeguarding Board/Committee process and procedure to identify and refer concerns.

### **10.2. Female Genital Mutilation (FGM)**

The foundation has a mandatory reporting duty under Section 74 of the Serious Crime Act 2015 to report to the relevant authorities, where they discover that FGM appears to have been carried out on a girl under 18. All staff undertake the Home Office approved training on FGM, and are alert to the potential indicators that a girl may be at risk of FGM, or has already suffered FGM. They are responsible directly for passing this information onto the authorities and will also alert the DSP as outlined in the child protection procedure.

### **10.3. Child sexual exploitation (CSE)**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care

and education at some point. The Foundation is alert to CSE, staff will contact the DSP for advice, who will contact Department of Children Services if they have a concern a young person is at risk of, or already a victim of CSE.

#### **10.4. 'Honour-based' violence (HBV)**

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The Foundation is alert to HBV, staff will contact the DSP for advice, who will contact Department of Children Services if they have a concern about HBV.

#### **10.5. Peer on peer abuse**

Children are vulnerable to abuse by their peers. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as eg bullying, sexual experimentation. If there is a large difference in power (by age, size, ability, development) between the young people; the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator, it will be appropriate to define an incident as peer on peer abuse. The foundation are alert to the possibility of peer on peer abuse and any such incident will be reported to the DSP for further investigation and action as necessary.

#### **10.6. Children with sexually harmful behaviour**

The management of children and young people with sexually harmful behaviour is complex and the DSP will work with other relevant agencies to maintain the safety of the whole children community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

#### **10.7. Private fostering**

Foundation play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled. Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Parent and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to, or they chose not to tell agencies about these arrangements.

### **10.8. Looked after children**

Children may be looked after as a result of abuse or neglect or, within the context of community, to support a short term crisis in the family. The foundation is aware that looked after children are additionally vulnerable and will work together with carers (and parents as appropriate), together with the authorities.

### **10.9. Bullying**

Bullying can be direct (physical, verbal, non-verbal) and/or indirect (cyber-bullying/e-safety). All bullying is a safeguarding issue (for example child behaviour and mentorship care) and can also be a potential child protection concern (under the Children Act 2010, if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'). The Foundation has an anti-bullying policy, children and young people are encouraged to talk to staff about any concern, will be supported, and any underlying issue will be tackled. The Foundation will work with key caregivers as appropriate.

## **11. CONFIDENTIALITY AND SHARING INFORMATION**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child, caregivers and staff involved but also to ensure that information is not compromised in the event of a criminal investigation. Staff should only discuss concerns with the DSP, or Child unless they believe the matter is not being appropriately managed, in which case they can discuss directly with Department of Children Services.

Child protection information will be stored and handled in line with Data Protection Act 2019 principles.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they should refer the request to the DSP. The Data Protection Act does not prevent foundation staff from sharing information with relevant agencies, where that information may help to protect a child.

## **12. RECORDS AND MONITORING**

Well-kept records are essential to good child protection practice. The Foundation is clear about the need to record any concerns held about a child or children within our setting, on the understanding that:

- a) All written information concerning child protection is kept securely in a central file held by the DSP

- b) All written information should be dated and timed and should only contain factual information that cannot be misinterpreted, using the child's own words as far as possible
- c) Any third party involvement should be clearly acknowledged
- d) All CP records should be kept separate from foundation educational files
- e) When a child transfers to another foundation, the information will be transferred to the new foundation's DSP immediately, taking the necessary steps to ensure its security in transit

### **13. WORKING WITH PARTNER AGENCIES**

No one agency alone can safeguard and protect children. Professionals need to work together and share information appropriately. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 2019*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children.

### **14. SUPPORTING CHILDREN AT RISK**

The Foundation recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The foundation's programmes may be the only stable, secure and predictable element in the lives of children at risk.

This foundation will endeavour to support children through:

- a) the art and mentorship, to encourage self-esteem and self-motivation
- b) the foundation ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued
- c) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays, this is vital to ensure that all children are supported within the foundation setting
- d) regular liaison with other professionals and agencies who support the children
- e) a commitment to develop productive, supportive relationships with caregivers, through projects NACAMP and HISANA.
- f) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

### **15. VULNERABLE GROUPS**

The Foundation recognises that some groups of children are more susceptible to risks than others, and may experience poorer outcomes if their needs are not

met. Identifying and supporting individual children and young people within these vulnerable groups is a priority. Groups include:

- a) Children with SEN and disabilities
- b) Children missing education
- c) Children who are 'in need' or who have 'child protection plans'
- d) Children in care
- e) Children at risk of sexual exploitation
- f) Children at risk of female genital mutilation, honour-based violence, forced marriage
- g) Children placed for adoption or who are adopted
- h) Young carers
- i) Some minority ethnic children
- j) Transgender children
- k) Children who are pregnant
- l) Children at risk of being drawn into extremism

## 16. Safeguarding

### 16.1 Statement

The Foundation recognises its moral and statutory responsibility to safeguard and promote the welfare of all children, and to protect them from harm in both the real and on-line worlds. The policy and procedures contained in this document apply to all staff.

**Safeguarding** and promoting the welfare of children refers to;

- a) the process of protecting children from abuse or neglect
- b) preventing the impairment of health or development
- c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- d) helping children to enter adulthood successfully

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

### 16.2. Principles

Our core safeguarding principles which apply to all staff are:

- a) Children come first, their welfare and safety are of paramount importance
- b) It is the responsibility of all staff to safeguard and promote the welfare of children
- c) The educational environment we provide for children will be safe, secure and caring where they will be valued as individuals
- d) We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time
- e) We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection
- f) These principles extend beyond the foundation gates to include off-site and residential visits
- g) We will all maintain an attitude of **“it could happen here”** where safeguarding and child protection is concerned
- h) Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review

### 16.3. Aims

- a) To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- b) To ensure consistent and good practice is embedded across the foundation
- c) To use this document as a point of reference when there are safeguarding concerns and to regularly review its effectiveness

#### **16.4. Legislation and Guidance**

The Foundation will fulfil its responsibilities as laid out in the following documents:

- a) UN Convention of the Rights of the Child 1992.
- b) The Children's Act (Kenya), 2010
- c) Professional Advice from practicing Kenyan paediatricians.

#### **Associated policy documents** Within foundation policies

- a) Staff code of conduct
- b) Human Resource and Procurement Policy
- c) Whistle-blowing policy
- d) Promoting Positive Behaviour Policy
- e) Mentorship Care Policy
- f) Managing Allegations against Staff Policy

## **Staff Conduct**

The foundation has a staff behaviour policy/code of conduct. The content of the guidance is discussed at staff meetings.

Good practice includes:

- treating all children and other members of staff with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in children' behaviour
- recognising that challenging behaviour may be an indicator of abuse

## **Complaints against employees**

Our complaints procedure will be followed where a child or caregiver raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. If a complaint contains information about a safeguarding or child protection concern, the Procedures for Dealing with Allegations against Staff will be followed as outlined in the Child Protection Policy. In all other cases the Foundations Complaints Procedure will be followed. These must be referred to the CEO, unless it is against the CEO in which case it must be referred to The Board of Directors.

For more detailed procedures see separate policy: Managing Allegations against Staff

## **Whistleblowing**

All staff has the responsibility to speak up about safeguarding and welfare matters within the foundation and external agencies where necessary. The foundations whistleblowing policy makes it clear that it is the duty of employees to report any concerns or allegations about behaviour of colleagues or practices which are likely to put children at risk of abuse or serious harm. The policy also makes it clear that there will be no retribution against the reporter.

## **Staff training**

All staff receive core safeguarding and child protection training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All new staff within two weeks of starting work – which will include an Induction Pack on safeguarding, together with Part 1 of Keeping Children Safe in Education; the Child Protection and Safeguarding Policy; and the

Staff Code of Conduct. The DSP will take responsibility for delivering this, the staff members will sign to say they have read and understood the pack.

All staff will receive as a minimum an annual update on safeguarding related themes, eg safer working practice; on-line safety which will be facilitated by the DSP.

### **Safer recruitment**

All staff will be recruited in line with the guidance contained within Child Protection Act and Kenya's Labour Laws. Any interview panel will have a least one person trained in Safer Recruitment and the process will be initiated and managed by Art for Children Foundation's Human Resources Department. The foundation recognises this is only one part of creating a safe environment for children and promotes the safer working practice guidance at all times.

### **Single Central Record**

The single central record is a register of all staff who provide education to children or who come into regular contact with the children in foundation. It is the responsibility of the DSP to ensure that this record is maintained, accurate and up-to-date. It will include, eg, dates of safeguarding training; the date of Disclosure and Barring Service checks; Disqualification by Association disclosure; and other required checks; as well as relevant qualifications as laid down in the latest guidance. It is inspected by *the relevant board committee*.

### **Monitoring visitors**

All non A4C Staff accompanying foundation for a children visit will report to the foundation office and may be asked for ID, if appropriate. They will be asked to sign in and given a visitor's badge to wear. If a staff member sees a 'visitor' going around the foundation without a badge he/she should challenge the visitor and report the matter to the foundation office.

### **Early Help**

Providing help early is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. The foundation is committed to identifying problems as early as possible and has key staff trained in conducting early help assessments, including the DSP, and may act as Lead Professional where that is the preference of children and/or caregivers. This work will only be done with the consent of the child and/or caregiver, and the foundation will work closely with other agencies involved in supporting the child.

### **Attendance/children missing education**

The foundation closely monitors children's school attendance. It is recognised that children with poor attendance are at increased risk from

abuse, neglect, child sexual exploitation and radicalisation. The aim will be to address any reasons for non- attendance early.

### **Children with medical needs**

There will be occasions when children are temporarily unable to attend foundation projects/ programmes because of their medical needs. The foundation will arrange education and mentorship support, on a case-by-case basis.

### **Outdoor Education and Offsite Educational Visits**

The foundation values and encourages children to take advantage of a wide range of activities away from the foundation offices. The foundation has a project Coordinator who will ensure that relevant risk assessments are conducted in accordance with the foundations residential and outdoor visits policy. This will include ensuring that any organisation providing activities will be checked to ensure that they have appropriate procedures in place, including safer recruitment procedures.

### **Photography and images**

Staff will be clear about the purpose of recording images and about what will happen to them once the activity is concluded. Informed written consent from caregiver is sought before taking children images and videos. Staff should **ALWAYS** use foundation issued cameras and video recorders. Personal smartphones, tablets etc. should **NEVER** be used to take and upload photographs. Images should **NEVER** be stored on home computers. Equally, personal photographs of family members, holidays, parties etc. should **NEVER** be taken on foundation equipment or stored on the foundation computer.

In exceptional circumstances staff can request a waiver to use their own personal equipment. This may be granted if it can be shown that no alternative is available and should always be pre-planned rather than an on the spur of the moment decision. In such circumstances a foundation SD card must be used and images should only be stored on the foundation computer. You should seek written consent from either the project coordinator or head of programme.

### **On-line Safety**

The internet and related technologies are powerful tools which open up new prospects for communication and collaboration. Education is embracing new technologies as they bring with them fresh opportunities for both children and caregivers. They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation, technology often provides

the platform that facilitates harm. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The foundation teaches children to stay safe on-line through the NACAMP project. The foundation's on-line safety policy/acceptable user policy explains what we do to keep children safe.

### **Views of staff, caregivers and children on safeguarding issues**

The views of staff members, caregivers and children will be sought both formally and informally. We will explore the issue and staff members, caregivers and children will be formally asked to participate in our surveys.