

Down Academy Pipes and Drums

Safeguarding Children, Young People and Adults at Risk.

This Safeguarding policy is based on guidelines and legislation outlined in the following documents:

- The UN Convention on the Rights of the Child 1989
- The Children (NI) Order 1995
- The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 (as amended by the Protection of Freedoms Act 2012)
- Section 75 of the Northern Ireland Act 1998
- The Criminal Law (Northern Ireland) Act 1967
- The Mental Health (Northern Ireland) Order 1986
- The Public Interest Disclosure (Northern Ireland) Order 1998
- The Family Homes and Domestic Violence (Northern Ireland) Order 1998
- The Forced Marriage (Civil Protection) Act 2007
- Our Duty to Care: Standards and Guidance for Keeping Children Safe
- Getting it Right (Volunteer Now)
- The Sexual Offences (Northern Ireland) Order 2008
- Adults at Risk
- Safeguarding Vulnerable Adults; A Shared Responsibility (Volunteer Now)

Safeguarding - Safeguarding describes the protection of children, young people and/or vulnerable adults from abuse and neglect, and the creation of a safe and inclusive environment where their welfare is actively promoted at all times. "Safeguarding" is used less frequently in ROI, with statutory bodies continuing to refer to "protection" of children, young people and/or vulnerable adults. For the purposes of this policy, the term "safeguarding" will be used as opposed to "child protection", as the document encompasses children, young people and/or vulnerable adults. It may be defined as:

Doing everything possible to minimise the risk of harm to children, young people and adults at risk.

Safeguarding is about being proactive and putting measures in place in advance of any contact with children to ensure that children are going to be kept safe. This could include:

- carefully following robust recruitment and selection procedures for all staff / volunteers in line with legislative requirements
- managing staff / volunteers through training, support and supervision
- following clear reporting procedures in the event of suspected or actual abuse of a child/young person and/or adult at risk
- managing and assessing risk
- implementing a procedure for dealing with comments and complaints
- managing records, confidentiality and sharing information about safeguarding and best practice with staff / volunteers, children, young people and/or adults at risk and parents/guardians as appropriate

- adopting a clear code of conduct which all staff / volunteers must sign up to, in addition to codes of conduct for children, young people and/or adults at risk and parents/ guardians
- ensure the general safety and the effective management of activities.

The following is a safeguarding policy

Date Agreed by Down Academy Pipes and Drums [DAPD] Management Committee

Date for Review _____

POLICY STATEMENT

We at Down Academy Pipes and Drums are committed to good practice which protects children, young people and adults at risk from harm. Staff and volunteers accept and recognise their responsibility to provide an environment which promotes their safety at all times. We have a statutory and moral duty to ensure that Down Academy Pipes and Drums functions with a view to safeguarding and promoting the welfare of children/ young people and adults at risk participating in activities organised by us. Whilst the organisation recognises that the primary responsibility for the care of adult service-users rests with parents, carers and guardians, the community as a whole has responsibility for their well-being and protection.

The policy of Down Academy Pipes and Drums is to safeguard the welfare of all children, young people and adults at risk who come into contact with the organisation. We are truly committed to safeguarding the well-being of these users who should at all times show, and be shown, respect and understanding regarding their rights, safety and welfare and should conduct themselves in a manner which reflects the principles of the organisation. To achieve this, we will:

- Develop an awareness of the issues which may lead to children, young people or adults at risk being harmed.
- Create an open environment by identifying a Designated Officer (DO)/ Adult Safeguarding Champion (ASC) to whom those we work with can turn to if they need to talk.
- Adopt Safeguarding guidelines through codes of conduct for members and all adults, including tutors, parents and volunteers.
- Ensure careful recruitment, selection and management procedures. These procedures will include regular support & supervision is provided to staff/volunteers.
- Establish procedures for reporting and dealing with all allegations of abuse
- Share information about concerns with children and parents and others who need to know.
- Provide information as required to the management committee.
- Ensure good and safe working/playing practices
- Be involved in training made available through the various agencies and strengthen links with these agencies.
- Keep Safeguarding policies under regular review, and carry out relevant Access N.I. checks for appropriate people at least every three years.

- Make documentation/procedures available for parents, tutors and children, young people and adults at risk clearly outlining their rights and responsibilities

Chairperson,
Down Academy Pipes and Drums

Date

DESIGNATED OFFICER [DO] / ADULT SAFEGUARDING CHAMPION(S) [ASC]

The Designated Officer (DO)/ Adult Safeguarding Champion (s) (ASC) within Down Academy Pipes and Drums are:

(DO/ASC) NAME: _____

Contact number: _____

(DO/ASC) NAME: _____

Contact number: _____

These contacts shall be made known to children, young people, adults at risk, members, volunteers and parents alike; as the person (s) to whom concerns must be addressed. If the concern is about the DO/ ASC then the report should be made to the group Chairperson.

Guidelines for recording/ dealing with incidents/accidents will be outlined later in this policy document.

CONFIDENTIALITY STATEMENT

We at Down Academy Pipes and Drums will never promise to keep secrets. However, information of a confidential nature will only be communicated on a "need to know" basis, with the welfare of the child, young person or adult at risk paramount. Considerations of confidentiality will not be allowed to override the rights of children, young people or adults at risk to be protected from harm. A full Safeguarding policy statement is displayed and available within our premises for all interested parties to read.

AWARENESS OF THE ISSUES

Background knowledge in relation to abuse, the general principles of Safeguarding and the ability to recognise and respond to abuse are important issues. Of primary concern for Down Academy Pipes and Drums is the issue of Safeguarding children, young people and adults at risk within the activities and operations of our organisation. However, being cognisant of the indicators of abuse in respect of the service users caused by others outside the group, are of an equal importance for the safety and wellbeing of that person.

DEFINITIONS OF ABUSE

Abuse of children, young people and/or adults at risk may be categorised as physical, emotional, sexual and/or neglect. The additional categories of financial, institutional and/or discriminatory relate to vulnerable adults. Abuse can occur as a single, one-off act or it may occur on multiple occasions, over a period of time. Co-operating to Safeguard Children (NI) outline four categories of abuse in relation to children and young people.

	NI
Physical Abuse	...the deliberate physical injury to a child or young person, or the wilful or neglectful failure to prevent physical injury or suffering.
e.g. hitting; shaking; burning; poisoning; suffocating; confinement to a room or cot; incorrectly giving drugs to control behaviour; Munchausen's Syndrome by Proxy.	
Emotional Abuse	... the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
Exploiting or corrupting a child; causing a child to frequently feel frightened or in danger; conveying to a child that they are worthless, unloved, inadequate, or valued only in so far as they meet the needs of another person; persistent criticism, sarcasm, hostility or blaming; conditional parenting in which the level of care shown to a child is made contingent on his or her behaviours or actions and emotional unavailability by the parent/guardian; unresponsiveness; inconsistent, inappropriate or unrealistic expectations of a child (including their capacity to understand something or behave in a certain way); under/over protection.	
Sexual Abuse	... involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.
e.g. physical contact activities, including assault and breach of a relationship of trust between an adult and a child. Non-contact activities, such as involving children in looking at, or the production of, pornographic material or encouraging children to behave in sexually inappropriate ways. Inappropriate and sexually explicit conversations or remarks and behaviours, gestures or expressions that may be interpreted as being seductive or sexually demeaning.	
Neglect	... the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm.
e.g. failure to provide adequate foods, clothing, warmth, hygiene, shelter and protection from physical harm or danger; failing to ensure adequate medical care in case of injury; lack of stimulation and supervision. Neglect generally	

becomes apparent over a period of time e.g. a child who suffers a series of minor injuries may not be having adequate supervision or safety; a child whose ongoing failure to gain weight/height is significantly below average may be being deprived of adequate nutrition; a child who consistently misses school may be being deprived of intellectual stimulation.

The categories of abuse in relation to adults at risk include those above, with additional categories solely in respect of adults at risk.

	NI
Physical Abuse	...involves hitting, slapping, pushing, burning, giving a person medicine that may harm them, restraining or disciplining a person in an inappropriate way.
e.g. fractures, bruising, burns, pain, marks, not wanting to be touched.	
Psychological Abuse	...involves emotional abuse, verbal abuse, humiliation, bullying and the use of threats.
e.g. being withdrawn, too eager to do everything they are asked, showing compulsive behaviour, not being able to do things they used to, not being able to concentrate or focus.	
Financial Abuse	...involves the use of a vulnerable adult's property, assets or income without their consent or making financial transactions they do not understand to the advantage of another person.
e.g. misusing or stealing money, possessions or benefits. Controlling or withholding access to money or possessions and putting pressure on an individual about their will/inheritance	
Sexual Abuse	...is direct or indirect sexual activity where the vulnerable adult cannot or does not consent to it.
e.g. physical symptoms including genital itching or soreness or having a sexually transmitted disease, using bad language, not wanting to be touched, behaving in a sexually inappropriate way, changes in appearance.	
Neglect	...withdrawing or not giving the help that a vulnerable adult needs, so causing them to suffer.
e.g. having pain or discomfort, being very hungry, thirsty or untidy, failing health, changes in behaviour.	
Discriminatory	...is behaviour that makes a distinction between one person and another is a basis for prejudice or unfair treatment.
e.g. discrimination because of a person's ethnic origin, religion, language or age.	

Institutional	...is the failure of an organisation to provide an appropriate and professional service to adults at risk.
e.g. it includes a failure to ensure the necessary safeguards are in place to protect adults at risk and maintain good standards of care.	

Related Definitions – These are related definitions which interface with adult safeguarding, each of which have their own associated protection processes in place.

Human Trafficking

Human Trafficking involves the acquisition and movement of people by improper means, such as force, threat or deception, for the purposes of exploiting them. It can take many forms, such as domestic servitude, forced criminality, forced labour, sexual exploitation and organ harvesting. Victims of human trafficking come from all walks of life and can be male or female. They may come from migrant or indigenous communities.

Domestic Violence & Abuse

Domestic violence and abuse is threatening behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on one person by another where they are or have been intimate partners or family members, irrespective of gender or sexual orientation. It can include violence by a son, daughter, mother father, husband, wife, life partner or any other person who has a close relationship with the victim.

Hate Crime

Hate crime is any incident which constitutes a criminal offence perceived by the victim or any other person as being motivated by prejudice, discrimination or hate towards a persona actual or perceived race, religious belief, sexual orientation, disability, political opinion or gender identity.

Additionally, the organisation notes and draws to the attention of staff and volunteers the criminal offences that may be committed in connection with the safeguarding of adults at risk of harm or adults in need of protection, in particular those involving abuse of trust which prohibit staff from engaging in or encouraging sexual activity with adults at risk of harm or adults in need of protection.

INDICATORS OF ABUSE

The following is a list of some indicators of abuse, but it is not exhaustive:

PHYSICAL INDICATORS	BEHAVIOURAL INDICATORS
<ul style="list-style-type: none">■ Unexplained bruising in soft tissue areas■ Repeated injuries■ Black eyes■ Injuries to the mouth■ Torn or bloodstained clothing■ Burns or scalds■ Bites■ Fractures■ Marks from implements■ Inconsistent stories/excuses relating to injuries	<ul style="list-style-type: none">■ Unexplained changes in behaviour - becoming withdrawn or aggressive■ Difficulty in making friends■ Distrustful of adults or excessive attachment to adults■ Sudden drop in performance■ Changes in attendance pattern■ Inappropriate sexual awareness, behaviour or language■ Reluctance to remove clothing

RESPONDING TO DISCLOSURE OF ABUSE

Always:

- Record what has been said ASAP
- Remain sensitive and calm
- Reassure person that they
 - are safe
 - were right to tell
 - are not to blame
 - are being taken seriously
- Let person talk - don't interview
- Listen & hear, give the person time to say what they want.
- Ensure a positive experience
- Explain that you must tell, but will maintain confidentiality
- Tell person what will happen next
- Involve appropriate individuals immediately
- Stay calm.
- Reassure them that they have done the right thing in telling and that it will be dealt with appropriately.

Never:

- Question unless for clarification
- Make promises you cannot keep
- Rush into actions that may be inappropriate
- Make/pass a judgment on alleged abuser
- Take sole responsibility, consult the designated officer so you can begin to protect the person and gain support for yourself.

GUIDELINES FOR REPORTING ACCIDENTS

In the event of an accident, the following procedure will be carried out:-

- Make contact with appropriate people (parents/ guardians/carers etc.)
- Contact emergency services / GP if required
- Record in detail all facts surrounding the accident, witness's etc.

GUIDELINES FOR REPORTING ALLEGATIONS/ INCIDENTS

- Inform DO / ASC as soon as possible
- Ensure confidentiality - only "need to know basis" (reference confidentiality statement)
- Inform appropriate people, unless to do so may put the child at further risk
- The DO/ ASC will be responsible for storing any report in a safe and secure environment

Reporting and Dealing with Concerns, Allegations of Abuse or a Disclosure against Members of Staff, Volunteers and student placements

This procedure should apply to all staff, as well as to volunteers and student placements. The word "staff" is used for ease of description.

In rare instances, staff of community based / voluntary organisations have been found responsible for abuse. Because of their frequent contact with children, young people and adults at risk, staff may have had allegations of abuse made against them. Our organisation recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

Our organisation recognises that the welfare of the individual is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within our organisation will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation

A member of staff who receives an allegation, a disclosure or has concerns about another member of staff should report immediately to the DO / ASC unless the DO / ASC is the person against whom the allegation is made, in which case the report should be made to the other Safeguarding Officers and management committee.

By completing the pro-forma (appendix 1) obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the DO/ASC or other safeguarding officers.

Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the DO / ASC.

An initial assessment of the allegation should be made, and **where the allegation is considered to be either a potential criminal act or indicates that the person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the appropriate social services team and the PSNI.**

The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the adult at risk of harm or adult in need of protection. The matter should be addressed in accordance with the organisations disciplinary procedures.

The allegation can be shown to be false because the facts alleged could not possibly be true

Enquiries and Investigations

Safeguarding protection enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by this organisation. The Organisation may be able to use the outcome of external agency enquiries as part of its own procedures. The protection agencies, including the police, have no power to direct this organisation to act in a particular way, however, our organisation should assist the agencies with their enquiries.

We shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

inform the adult at risk of harm and adult in need of protection or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.

Collect consent from the child, young person or adult at risk making the allegation that they agree to the report being made to the relevant external body. The consent process should form part of the safeguarding protocol and instructions are detailed in the reporting concerns flowchart.

Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

Inform the Management Committee of the allegation and the investigation.

The DO / ASC shall keep a written record of the action taken in connection with the allegation.

Reporting and Dealing with Concerns, Allegations of Abuse or A Disclosure (non-staff).

1. If you have a concern about a child, young person or adult at risk's welfare you should report these concerns to the DO/ASC or one of the safeguarding officers who will decide on what actions if any should be taken
2. If you receive an allegation or a disclosure regarding abuse you should complete the pro-forma and pass the information on to the DO/ASC or one of the safeguarding officers. On receipt of the information the DO/ASC will sign and date the form and will then make a decision regarding a referral to social services. If the DO/ASC does not make a referral and you feel that it is necessary you can make the referral yourself.

Dealing with concerns about a colleague

The vast majority of people who work with children, young people and adults at risk are well motivated and would never harm them. Unfortunately a few do and it is essential that Down Academy Pipes and Drums creates a culture that makes tutors / volunteers willing and comfortable to voice their concerns, particularly those about someone with whom they work or whom they know. Again, the group's Safeguarding procedures should be followed.

During an investigation, support should be given both to the individual who voices concerns and to the suspected abuser. Once the investigation is completed, the group committee must decide what action, if any, is necessary to prevent a similar situation arising again.

Staff should not investigate disclosures, concerns or allegations themselves, but should report them immediately to the DO/ASC. They will then make a decision regarding the situation. If the DO/ASC is not available, staff should report concerns to the relevant Deputy safeguarding officer.

Generally staff other than the DO/ASC should not make referrals to social services, however if after discussion with the DO/ASC, a member of staff believes that a referral should be made but the DO/ASC does not, he or she may make the referral.

Recruitment and Selection Procedures in relation to staff, volunteers and student placements who work with adults at risk of harm or adults in need of protection

This organisation has both an Equal Opportunities Policy and a Recruitment and Selection Policy which outlines the procedures for recruiting members of staff, volunteers and student placements. These take account of the following:

They should apply to staff, volunteers and student placements who may work with children, young people and adults;

The post or role should be clearly defined and the key selection criteria for the post or role should be identified;

Vacancies should be advertised widely in order to ensure a diversity of applicants;

Require documentary evidence of academic/vocational qualifications;

Obtain professional and character references and verify previous employment history;

Access NI checks should be undertaken. Our organisation processes applications via USCN which are registered with Access NI as an umbrella bodies;

Use a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).

Safe recruitment procedures for volunteers / tutors

- Volunteers and tutors are carefully selected, trained and supervised. The office bearers of the Association committee must vouch for new volunteer's /tutor's potential involvement and their participation must be ratified by the unanimous approval of the group committee.
- Individuals engaged in regulated activity (as defined by Access N.I.) must complete and sign the Access NI Disclosure Certificate Application Form which gives permission to enable Down Academy Pipes and Drums to administer an Access NI check (proof of identity MUST be provided).
- Declaration of past convictions or cases pending and agreement to have an Access NI check completed, is of course a pre-requisite to approval to tutor/volunteer to work with young people.
- **ALL** volunteers/tutors must agree to abide by the group's Safeguarding Policy and all are required to sign the Code of Conduct.
- Any concerns or objections with regard to suitability of a tutor/volunteer should be submitted to the designated person.

Training for volunteers/tutors

- Education and training in the basics of Safeguarding will apply to all tutors/volunteers/management committee members working with the children young people or adults at risk. Down Academy Pipes and Drums is committed to continuous updating and review of our current Safeguarding Policy.
- Safeguarding training should include
 - Basic awareness of Safeguarding issues
 - Our group's Safeguarding policies and procedures including our Code of Conduct
- Training will be carefully selected to ensure it is sufficient. We will seek that training from a specific training provider with experience and knowledge of good practice.

- Ensure all tutors and volunteers should receive induction, and training appropriate to their role. Training should be updated and reviewed regularly for new tutors/ volunteers and in line with changing legislation.
- All working with children, young people and adults at risk will receive training adequate to familiarise them with safeguarding issues and responsibilities and Down Academy Pipes and Drums procedures and policies, with refresher training at least every 2 years.
- The management board will receive an annual report which reviews how the duties have been discharged and will detail the number of safeguarding concerns handled per year including their status and classification. This report will form the basis of the annual position report for external bodies.

Code of Conduct for Staff, Volunteers & Student Placements.

This Code of Conduct has been drawn up in order to support staff, volunteers and student placements, to inform their work, and protect them especially when working in isolation and vulnerable situations. It will also let all involved know what sanctions will be applied for non-compliance with the Code. A written Code of Conduct will be prominently displayed or communicated to everyone associated with the group. It will be applied consistently.

Staff, volunteers and student placements are expected to demonstrate a consistent commitment to Equal Opportunities and to the individuals engaged in the organisation:

- By being honest with, and showing respect for children, young people and adults at risk.
- By respecting the confidentiality of the individuals and by being clear and open when confidentiality cannot be maintained;
- By recognising unacceptable behaviour and taking action, which enables changes to take place.

Staff, volunteers and student placements are expected to demonstrate a consistent commitment to themselves and colleagues:

- By being honest with, and showing respect for colleagues;
- By working and planning to the best of their ability within the constraints of the organisation, or allocated responsibilities;
- By only working alone when immediate support is not available and /or the Health & Safety of individuals is at risk of harm;
- By offering support to colleagues and seeking it when necessary.

Staff, volunteers and student placements are expected to demonstrate a consistent commitment to support children, young people and adults at risk that they come into contact with through the organisation

- By leading by example and setting good, positive role models:
- Not using language which is racist, sexist, sectarian or abusive;
- Dressing appropriately to the occasion task, and company present;
- Not drinking alcohol, or using other substances whilst on duty and working with children, young people or adults at risk.

- By creating an environment within which children, young people and adults at risk can feel safe and learn.

Behaviour of all staff, volunteers and student placements whilst on duty must, of course be within the Law.

Code of Behaviour

You Must:

Treat all children, young people and adults at risk with respect.

- Provide an example of good conduct you wish others to follow.
- Ensure that, whenever possible, there is more than one adult present during activities with children, young people or adults at risk, or at least that you are within sight or hearing of others.
- Respect a person's right to personal privacy and encourage all to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well – intentioned.
- Be aware that even physical contact with a child, young person or adult at risk may be misinterpreted.
- Recognise that special caution is required when you are discussing sensitive issues with children, young people and adults at risk.
- Operate within the organisations principles and guidance and any specific procedures.
- Challenge unacceptable behaviour and report all allegations or suspicions of abuse.

You Must Not:

- Have inappropriate physical or verbal contact with children, young people or adults at risk.
- Allow yourself to be drawn into inappropriate attention –seeking behaviour or make suggestive or derogatory remarks or gestures in front of children or young people.
- Jump to conclusions about others without checking facts.
- Let allegations made go unchallenged or unrecorded;
- Do things of a personal nature for individuals that they can do themselves unless this has been risk assessed and deemed necessary.
- Either exaggerate or trivialise about abuse issue.
- Show favouritism to any individual.
- Rely on your good name or that of the organisation to protect you.
- Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach.

You should give guidance and support to inexperienced helpers.

Physical contact:

In circumstances where physical contact with a service user is unavoidable it must be predetermined and take place with the individual's permission. This means that:

- The way it is going to be done must be thought through, explained and understood;
- The individual's permission must be obtained allowing the physical contact to be carried out in the agreed way.

NOTE: It may be sometimes necessary for staff, volunteers and student placements to do things of a personal nature for service users in the organisation, particularly if they have physical disabilities. These tasks should only be carried out with the full understanding and consent of the individual, parents and/or carers. In an emergency, parents/carers should be fully informed.

In such circumstances it is important that you ensure that all staff, volunteers and student placements are sensitive to the individual.

Sanctions

Failure to comply with the above code of conduct will result in the implementation of sanctions, which may be imposed by the appropriate Staff or Board member.

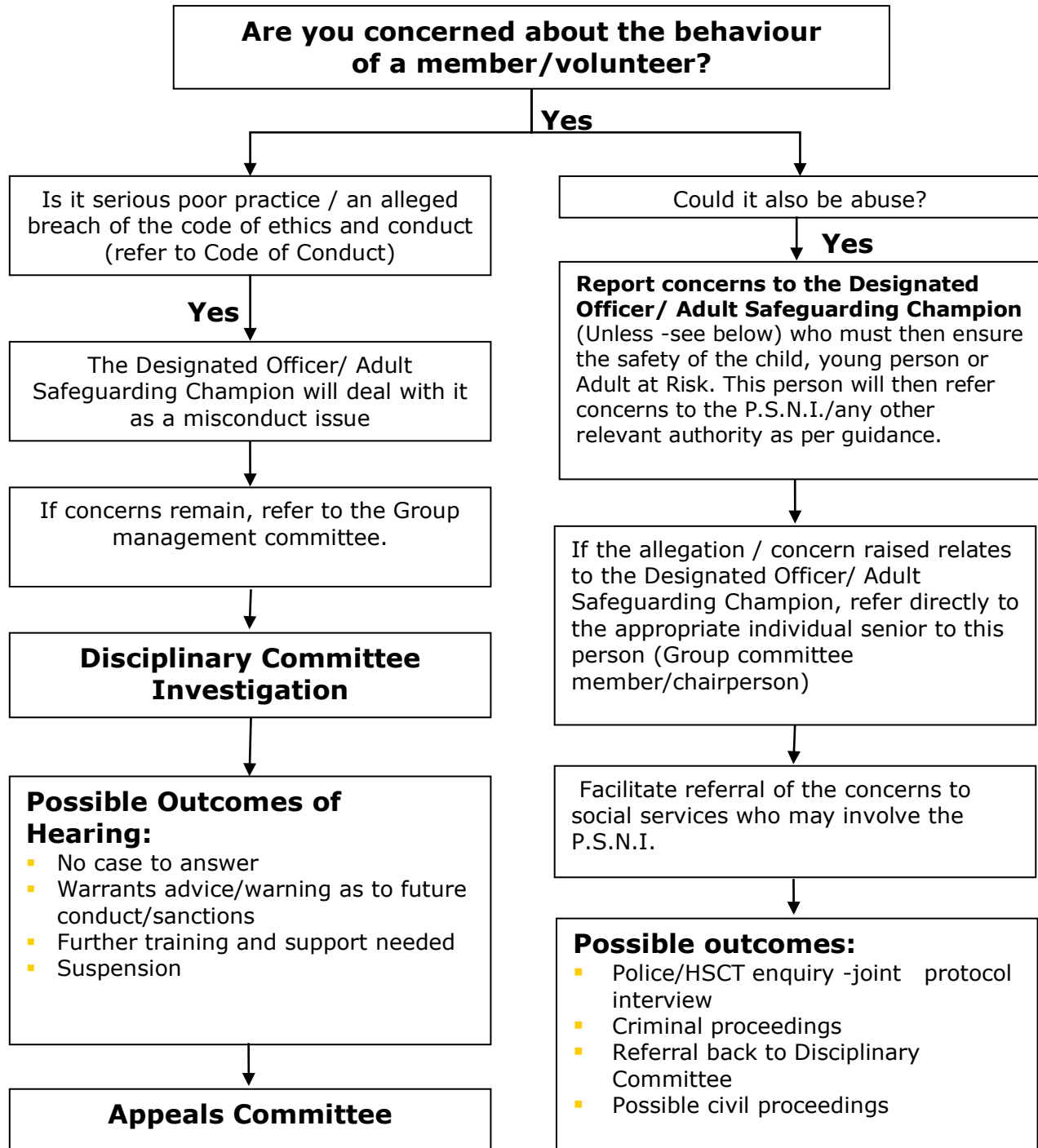
Supervision of children, young people or adults at risk.

Making arrangements for the proper supervision of children, young people or adults at risk is one of the most effective ways of minimising opportunities for individuals to suffer harm of any kind.

The level of supervision must be adequate, therefore, when deciding how many staff, volunteers or student placements are required to supervise, leaders must take into consideration a range of practical measures:

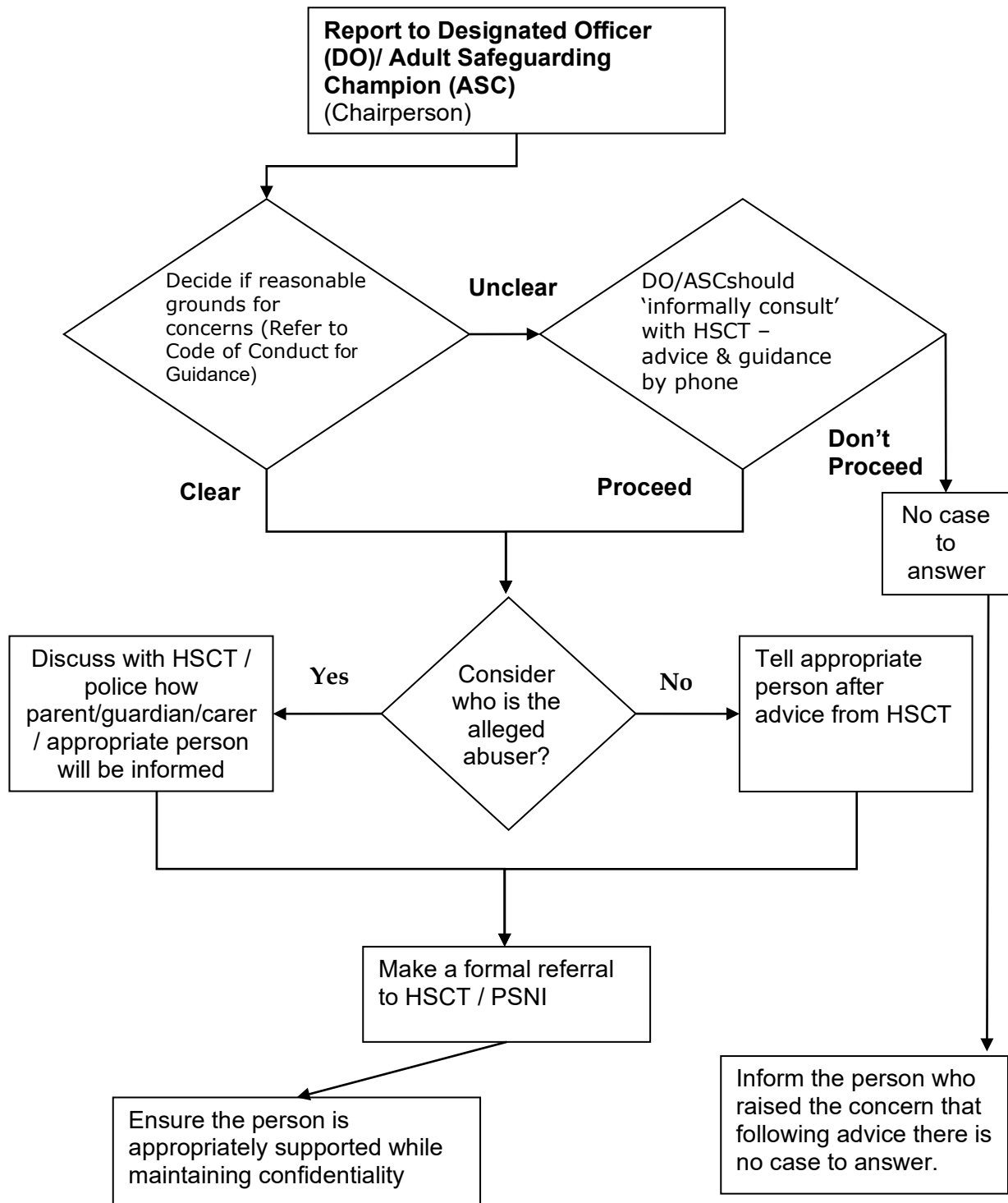
- The number of participants in the group;
- The nature of the site /venue;
- The activities to be undertaken – if the activity is one of a hazardous nature eg abseiling or horse riding;
- It is important that each supervisor knows the responsibilities that they are expected to bear;
- It is for the leader in charge to exercise their professional judgement in deciding the level of supervision, taking into account the guidance as stated above.

INTERNAL CONCERNS FLOW CHART



EXTERNAL CONCERNS FLOW CHART

When the concern is about possible abuse outside the group.



Appendix 1 – Safeguarding Report Form

Try and keep the process friendly rather than formal you want the person to feel as comfortable as possible during this stressful process. Do not run and get this form take notes and complete it immediately after you finish talking to the person.

Your Name:

Position:

Individual's Details.

Name:

DOB:

Address:

Parent/Guardians Name:

Address (if different):

Record what was said and reported, if possible include details of dates, times, name of alleged offender (if known).

To be completed by the person reporting.

Did you report this to the DO/ ASC? Yes No

Signed:

Print Name:

Date & Time:

To be completed by the DO/ ASC

Date & Time Received:

Signed:

Advice Given to reporter:

Did you report the incident to PSNI/ Social Services?

Yes

No

Date & Time reported:

Organisation Reported to

Name:

Position:

Advice received:

Advice Received from other Organisations (e.g. NSPCC/ARC (NI) etc)

Date & Time reported:

Organisation:

Name:

Position:

Advice received:

Signed: _____ Print Name: _____