



Safeguarding Children Policy And Every Child Matters

Ardhmeria is fully committed to safeguarding the welfare of all children who participate in our activities. We recognise our responsibility to promote the safety and well-being of children and ensure a safe environment in accordance with statutory obligations and best practice guidelines. This policy applies to all staff, volunteers, and contractors involved in after-school activities and sets out the principles and procedures to safeguard and protect children from harm.

It is the aim of the Ardhmeria's policy to support, the 5 outcomes of Every Child Matters. It promotes strategies of:

Being Healthy

Ensuring that children are able to remain mentally and emotionally healthy by fully participating in different sport activities and cultural and traditional activities.

Supporting parents in keeping their children healthy by providing a health pack lunch or snack.

Staying Safe

Ensuring that children are safe from maltreatment, neglect, violence and sexual exploitation.

Keeping children safe from accidental injury and death.

Working with agencies to safeguard children in accordance with current government guidance

Enjoy & Achieve

Ensuring children are ready for school, attend school regularly, arrive on time and are collected at the appropriate time.

Encouraging parents to support their children's learning.

Making A Positive Contribution

Teachers and parents support the children's social and emotional development.

Children are supported in managing changes and responding to challenges in their lives.

Ensuring that children choose to engage in law abiding and positive behaviour.

Achieve Economic Well Being

Families are supported in maximizing their economic well-being.

Families are fully supported by Ardhmeria with professional advice and guidance for their economic problems.

Teachers and parents support their children 5 – 19 in preparation for working life.

Legal Framework

This policy complies with the following UK legislation and guidance:

- The Children Act 1989 & 2004
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2023/2004
- The Safeguarding Vulnerable Groups Act 2006
- The Prevent Duty Guidance 2015

Roles and Responsibilities

- **Designated Safeguarding Lead (DSL):** The DSL is responsible for overseeing the implementation of this policy, providing guidance to staff, and liaising with external agencies when safeguarding concerns arise.
 - **Name of DSL:** Lindita Bazina Bocaj
 - **Contact Information DSL:**
 - **Phone Number:** 07552 642 060
 - **Email:** bazinalinda@hotmail.com
- **All Staff and Volunteers:** Every individual working with children must be aware of the safeguarding procedures and attend relevant training.

Contractors: All contractors working in proximity to children must undergo appropriate background checks and comply with this safeguarding policy.

CATEGORIES OF CONCERN:

Neglect: The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

Physical Abuse:

- Deliberate or intended injury to a child. e.g.
- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.

Sexual Abuse:

- Actual or likely sexual exploitation. e.g.
- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement)

Emotional Abuse:

- Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioral development. e.g.
- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

RECOGNITION OF POSSIBLE ABUSE:

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure.
- Non accidental injury, bruising or marks.
- Explanation inconsistent with injury.
- Several different explanations for an injury.
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn.
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness.
- Reduced response.
- Frozen watchfulness.
- Nightmares.
- Anxiety/irritability.
- Abdominal pain/headaches.
- Poor self esteem.
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualized play/talk or drawings.
- Excessive or inappropriate masturbation
- Self harm/eating disorder
- Frequent visits to the toilet (urinary infection).
- Reluctance to change for P.E.

- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones

PROCEDURES AND RESPONSIBILITIES – ANY STAFF MEMBER

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

Suspicion of Abuse

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...”
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Person responsible for Child Protection or the Headteacher. The Designated Person or Headteacher will take the appropriate action.

Disclosure

1. Allow the child to talk – ask only open questions e.g. “Can you tell me more about....” Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Ask the child if they have told anyone else.
7. Keep an open mind.

8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Person or Headteacher who will contact the Social Services Department as necessary.

EMERGENCY PROCEDURES

If the designated Person or Headteacher are not available, establish the facts and details as above and contact the Social Services, police or other relevant agencies.

- Phone the Borough Council and ask for Social Services – Children and Families.
- Ask for the Duty Social Worker
- Check to see if the family are already known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social services will contact the police (Child Protection Unit) as necessary.
- If action is taken, follow up the phone call with a referral form.

Code of Conduct for Staff and Volunteers

All staff and volunteers must:

- Act as positive role models for children.
- Always maintain appropriate professional boundaries.
- Report any safeguarding concerns or incidents promptly to the DSL.
- Avoid being alone with children in private, unsupervised spaces.
- Never engage in inappropriate physical contact or communication with children, including on social media.

Recruitment and Training

- **Safer Recruitment:** All staff and volunteers working with children must undergo enhanced DBS checks and reference checks prior to appointment.
- **Training:** Safeguarding training is mandatory for all staff and volunteers, including:
 - Induction training on safeguarding policies and procedures.
 - Regular refresher training in child protection.

Confidentiality and Information Sharing

All safeguarding concerns must be treated confidentially. However, in situations where a child's safety is at risk, information will be shared with appropriate external agencies on a need-to-know basis. All information must be stored securely in line with data protection laws.

Managing Allegations Against Staff

If an allegation is made against a staff member:

- The DSL must be informed immediately.
- The staff member involved will be suspended pending an investigation.
- A referral will be made to the Local Authority Designated Officer (LADO) if the allegation meets the threshold for significant harm.

Safe Working Practices

To minimize risks:

- Activities must always be supervised by appropriate numbers of adults.
- High-risk activities must have risk assessments in place.
- First aid and emergency procedures must be readily available and known to all staff.

Whistleblowing

Staff and volunteers should feel confident to raise concerns about poor or unsafe practices that could compromise the safety of children. The organisation is committed to supporting anyone who raises a safeguarding concern.

Monitoring and Review

This safeguarding policy will be reviewed annually, or sooner if there are changes in legislation, to ensure that it remains current and effective.

DATE PASSED BY THE TRUSTEES: February 2005

LAST REVIEW DATE: January 2026

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