

DOCUMENT STATUS	
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1. Purpose

Blackpool Carers Centre is committed to good practice, which protects children from harm. Staff and Volunteers in the organisation accept and recognise their responsibilities to develop awareness of the issues, which can cause children harm.

2. Definitions

- BCC means ‘Blackpool Carers Centre’
- LSCB means ‘Local Safeguarding Children Board’.
- Risk of significant harm means ‘a child or young person is at **risk of significant harm** if the circumstances that are causing concern for the safety, welfare or well being of the child or young person are present to a **significant** extent.’

3. Policy Statement

BCC endeavours to safeguard the welfare of the young people it works with by protecting them from physical, sexual, emotional harm and neglect by:

- Adopting Child Protection guidelines through a code of behaviour for staff and volunteers. Ensuring all staff and volunteers are familiar with and follow the Child Protection Procedures published by the LSCB.
- The creation of an environment where young carers are listened to and encouraged to talk about themselves, their lives and any concerns they may have.
- Sharing information about child protection and good practice with staff, volunteers, young carers and their families.
- Sharing information about concerns with agencies on a ‘need to know’ basis and involving young carers and their families appropriately.
- Following carefully, the procedures for recruitment and selection of staff and volunteers.

- Providing effective management for staff and volunteers through regular supervision, support and on-going training.

BBC is also committed to reviewing its Policy and good practice annually.

3.1 Confidentiality

BBC aims to provide a confidential service but recognises that in some circumstances the right to a confidential service is overridden by the need to protect the human rights of vulnerable people, including children. This is reflected in our Confidentiality Policy.

Seven golden rules for information-sharing

1. Remember that the General Data Protection Regulation (GDPR) is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be, shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and wellbeing: base your information-sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

3.2 Disclosure and Barring Service Check (DBS) / Safe Recruitment

As a preventative measure all employees who work with children, young people and vulnerable adults are required to undergo an Enhanced DBS Check with barred lists, for which payment is taken from the first month of salary.

Two references are requested and checked against following offer of employment and prior to start date.

3.3 Training

All BCC employees will receive Safeguarding Children and Professional Boundaries training and all related policies and procedures training within six months of taking up post. Employees who identify or witness potential abuse will be fully supported by BCC Management Team and all employees will be issued with out of hours contact details for their Line Manager and relevant Social Services Duty Team.

BCC employees are not in a position to make decisions about whether abuse has taken place or not, therefore all situations where abuse is suspected will be referred to Social Services.

3.4 What is abuse?

- Abuse is treatment that causes significant harm and can result in the deterioration of a child's physical, emotional, social or behavioural development.
- Abuse reflects a lack of respect and is an infringement of legal and civil rights.
- Abuse of power by a professional may constitute a criminal act.
- Abuse may be a single incident or part of a systematic pattern.
- Abuse may be a deliberate act or may be the result of a failure to act appropriately.
- Abuse can take place in a variety of settings. These can include the child's own home, a relative or friend's home, nursery or educational setting, group settings ie. sports, hobbies etc. or a hospital.
- Abuse can have its roots in poor practice that goes unchecked or unguided.
- Abuse can take place within both personal and professional relationships. It can be carried out by other service users or by people who deliberately form a relationship with a child/young person in order to exploit them.

3.5 Indicators of abuse

Abuse can take many different forms and detecting abuse is not a simple process. Warning signs may include the child becoming increasingly withdrawn or exhibiting signs of stress, anxiety, fear, aggression, loss of self-esteem, being reluctant to be cared for by a particular person or not wanting to be visited by or left alone with, for example, a family member, friend or care professional.

A number of indicators should alert staff to consider whether abuse may have occurred.

The table on page four of this document provides further information on types and examples of abuse.

3.6 Some examples of warning signs of possible abuse

- A history of unexplained falls and minor injuries.
- Physical signs of harm or illness
- A change in the child's usual behaviour and personality.
- Disturbed sleep pattern
- Becoming withdrawn or isolated or self-neglect
- Difficulty in gaining access to the child – for example, always asleep or failure to attend nursery, school, appointments.
- Unusual weight gain or loss.
- Aggressive or violent behaviour.

3.7 Types of abuse

- Physical
- Sexual including sexual exploitation
- Emotional/Psychological
- Neglect
- Child on child abuse (KCSiE 2022)
- Online
- Trafficking
- Female genital mutilation
- Honour based violence
- Forced marriage

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
Physical	Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.	Children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).
Sexual	<p>Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration.</p> <p>Non-contact abuse involves non-touching activities, such as <u>grooming</u>, <u>exploitation</u>, persuading children to perform sexual acts over the internet and flashing</p>	<p>Sexual touching of any part of the body whether the child's wearing clothes or not</p> <p>Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.</p> <p>Forcing or encouraging a child to take part in sexual activity.</p> <p>Making a child take their clothes off, touch someone else's genitals or masturbate.</p> <p>Encouraging a child to watch or hear sexual acts.</p> <p>Not taking proper measures to prevent a child being exposed to sexual activities by others.</p> <p>Meeting a child following <u>sexual grooming</u> with the intent of abusing them</p> <p>Online abuse including making, viewing, or distributing child abuse images.</p> <p>Allowing someone else to make, view or distribute child abuse images.</p> <p>Showing pornography to a child.</p> <p>Sexually exploiting a child for money, power or status (child exploitation).</p>

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
Emotional/ Psychological	Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.	<p>Humiliating or constantly criticising a child</p> <p>Threatening, shouting at a child or calling them names</p> <p>Making the child the subject of jokes, or using sarcasm to hurt a child</p> <p>Blaming, scapegoating</p> <p>Making a child perform degrading acts</p> <p>Not recognising a child's own individuality, trying to control their lives</p> <p>Pushing a child too hard or not recognising their limitations</p> <p>Exposing a child to distressing events or interactions such as <u>domestic abuse</u> or drug taking</p> <p>Failing to promote a child's social development</p> <p>Not allowing them to have friends</p> <p>Persistently ignoring them</p> <p>Being absent</p> <p>Manipulating a child</p> <p>Never saying anything kind, expressing positive feelings or congratulating a child on successes</p> <p>Never showing any emotions in interactions with a child, also known as emotional neglect.</p>
Neglect	A child may be left hungry or dirty, without adequate clothing, shelter, supervision,	<p>Physical neglect</p> <p>Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child or provide for</p>

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
	<p>medical or health care.</p> <p>A child may be put in danger or not protected from physical or emotional harm.</p> <p>They may not get the love, care and attention they need from their parents.</p> <p>A child who's neglected will often suffer from other <u>abuse</u> as well. Neglect is dangerous and can cause serious, long-term damage – even death.</p>	<p>their safety.</p> <p>Educational neglect Failing to ensure a child receives an education.</p> <p>Emotional neglect Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.</p> <p>Medical neglect Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.</p>
<p>Child on Child Abuse (replaces Peer on Peer abuse)</p>	<p>It is essential that all staff understand the importance of challenging inappropriate behaviours between children.</p> <p>Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to</p>	<p>bullying (including cyberbullying, prejudice-based and discriminatory bullying)</p> <ul style="list-style-type: none"> • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’) • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) <p>sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.</p> <ul style="list-style-type: none"> • causing someone to engage in sexual


TYPE OF ABUSE	DEFINITIONS	EXAMPLES
	<p>children accepting it as normal and not coming forward to report it.</p>	<p>activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party</p> <ul style="list-style-type: none"> • consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as sexting or youth produced sexual imagery) • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
<p>Child Criminal Exploitation (CCE)</p>	<p>CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing.</p> <p>They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others</p>	<p>Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.</p> <p>As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.</p> <p>It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators</p>



TYPE OF ABUSE	DEFINITIONS	EXAMPLES
		<p>may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too.</p> <p>It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.</p>
<p>Child Sexual Exploitation (CSE)</p>	<p>CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.</p> <p>It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet</p>	<p>CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media..</p> <p>CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.</p> <p>Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship</p>
<p>Online</p>	<p>Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may</p>	<p>Cyberbullying</p> <p>Sending threatening or abusive text messages</p> <p>Creating and sharing embarrassing images or videos</p> <p>'Trolling' - the sending of menacing or</p>

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
	<p>experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.</p>	<p>upsetting messages on social networks, chat rooms or online games excluding children from online games, activities or friendship groups setting up hate sites or groups about a particular child</p> <p>Encouraging young people to <u>self-harm</u> voting for or against someone in an abusive poll</p> <p>Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name</p> <p>Sending explicit messages, also known as <u>sexting</u></p> <p>Pressuring children into sending sexual images or engaging in sexual conversations.</p> <p>Grooming</p> <p>Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of <u>sexual abuse</u>, <u>sexual exploitation</u> or <u>trafficking</u>.</p> <p>Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.</p> <p>Groomers may be male or female.</p> <p>They could be any age.</p> <p>Many children and young people don't understand that they have been groomed or that what has happened is abuse.</p> <p>Groomers can use social media sites,</p>

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
		<p>instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.</p> <p>They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.</p> <p>It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.</p>
Domestic violence	<p>Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse.</p>	<p>Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:</p> <ul style="list-style-type: none"> • kicking, hitting, punching or cutting • rape (including in a relationship) • controlling someone's finances by withholding money or stopping someone earning • controlling behaviour, like telling someone where they can go and what they can wear • not letting someone leave the house • reading emails, text messages or letters • threatening to kill someone or harm them • threatening to another family member or pet.
Female genital mutilation (FGM)	<p>FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.</p>	<p>Symptoms:</p> <p>Having difficulty walking, standing or sitting.</p> <p>Spending longer in the bathroom or toilet.</p> <p>Appearing anxious, quiet or depressed.</p> <p>Acting differently after a period of absence from school or college.</p>

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TYPE OF ABUSE	DEFINITIONS	EXAMPLES
		<p>Reluctance to go to the doctors or have routine medical examinations.</p> <p>Asking for help – although they may not be explicit about the problem because they are scared or embarrassed.</p>  <p>FGM, Forced Marriage.docx</p>
<p>Honour Based Violence</p>	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>	<p>It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:</p> <ul style="list-style-type: none"> • Become involved with a boyfriend or girlfriend from a different culture or religion. • Want to get out of an arranged marriage. • Want to get out of a forced marriage. • Wear clothes or take part in activities that might not be considered traditional within a particular culture. <p>Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:</p> <ul style="list-style-type: none"> • Domestic abuse • Threats of violence • Sexual or psychological abuse • Forced marriage • Being held against your will or taken somewhere you don’t want to go • Assault

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
Terrorism/ radicalisation	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups	 Prevent info.docx  Prevent-7mb.pdf
Trafficking	Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.	Children are trafficked for: <ul style="list-style-type: none"> • Child sexual exploitation • Benefit fraud • Forced marriage. • Domestic servitude such as cleaning, childcare, cooking • Forced labour in factories or agriculture. • Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.
Modern slavery	This encompasses slavery, human trafficking, and forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.	<ul style="list-style-type: none"> • Signs of physical or psychological abuse, being malnourished or unkempt, appearing withdrawn. • Rarely being allowed to travel on their own, seemingly under the control and influence of others, rarely interacting or appearing unfamiliar with their neighbourhood or where they work. • Having few or no personal belongings or documents. • Avoiding eye contact, appearing frightened or hesitant to talk to strangers and law enforcers.
Organisational Abuse	Organisational abuse happens where services provided are focussed on the needs of the organisation. For example, not providing	<ul style="list-style-type: none"> • Poor care standards • Rigid routines • Lack of staff learning development and support.

TYPE OF ABUSE	DEFINITIONS	EXAMPLES
	<p>choice over mealtimes or bedtimes because this is easier for the organisation. It includes neglect and poor practice within an institution or specific care setting such as a hospital or care home or in relation to care provided in one's own home. This may range from one-off incidents to ongoing ill treatment. It can be through neglect or poor professional practice because of the structure, processes, policies and practises of the organisation.</p>	

Taken from NSPCC

3.8 Continuum of Need

We work within the guidelines of the pan-Lancashire Continuum of Need and Early Help assessment framework.

An assessment of a child's positive Resilient Factors and negative Risk Indicators will allow a decision to be made as to where they sit on the Continuum of Need and the level and type of service provision that they will receive. This will either be through Universal service, a multi-agency Early Help response, or through Statutory local authority services. A statutory response can be at either child in need or child protection level.

UNIVERSAL Needs and negligible risks are met through universal services which include schools, health care (including midwives, health visitors and GPs), housing and other easily accessed services. Signposting to appropriate universal services, offer of information and advice if necessary.

EARLY HELP Evidence of some unmet need(s) and low risk. Targeted service provision and/ or multi-agency response to ensure that the child maintains the

capacity and protective factors to sustain satisfactory development Who will help me? Own agency safeguarding lead/ team Duty and Assessment team.

STATUTORY CHILD IN NEED Higher levels of unmet needs and medium risk with sustained and persistent problems that have not been possible to resolve at lower levels A child in need (Section 17 of the Children Act 1989) is defined as “unlikely to maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services; or a child who is disabled”. Concerted multi-agency support assessed by a social worker to respond to serious problems and avoid them becoming entrenched.

CHILD PROTECTION Significant unmet needs and high risk and without a multi-agency response they will continue to suffer or be at risk of suffering significant harm A child protection response is required (Section 47 of the Children Act 1989) when there is “reasonable cause to suspect that a child... is suffering, or likely to suffer, significant harm.

4. Procedure

Protecting Children and Workers- Code of Behaviour

Always:

- Ensure all staff and volunteers understand and adhere to these guidelines.
- As part of the induction process, ensure that all staff and volunteers understand and adhere to these guidelines and receive appropriate Council and in-house training.
- Treat everyone with respect and lead by example.
- Encourage young carers and their families to feel comfortable enough to point out attitudes and behaviour they are not comfortable with.
- Be aware of the possible implications of physical contact with young people and remember others could misinterpret actions or comments.
- Recognise that caution is required when dealing with sensitive issues such as bullying, bereavement, grief or abuse.
- Document and talk through with colleague/line manager/appropriate social worker any behaviour/remark or incident that you feel unsure about.
- Remain professional and aware of boundaries.

Never:

- Spend excessive amounts of time alone with a young carer away from others.
- Take young carers to your home or show favouritism to any individual.
- Engage in rough physical games, apart from structured sport activities or allow abusive peer activities such as initiation ceremonies, bullying etc.
- Engage in sexually provocative games.
- Let allegations a young carer makes go unchallenged or unrecorded and never make assumptions, jump to conclusions or be judgemental.

- Do things of a personal nature for young carers that they can do for themselves.

5. Supervision

- All staff at all levels across BCC are provided with 4-6 weekly supervision with their line manager.
- Where staff require additional supervision sessions, these can be requested.
- Supervision templates include safeguarding as a standing agenda item and all sessions are recorded, held securely and audited by Directors.
- Line Managers receive safeguarding supervision training and escalate safeguarding issues accordingly ie:
 - Lead safeguarding officer for BCC
 - Duty and assessment teams within the Local Authority
 - Fortnightly BCC senior management meetings where necessary
 - LADO

6. Recording

- Records of all contact and content of interactions to be recorded securely on organisational database system (Harlequin) within 24 hours.
- Records to be maintained as a chronology of interaction, including information regarding communications with other agencies involved.

Child Protection Procedure

If you suspect or are told that a young person is at risk of significant harm (see Child Protection Procedures for definition) then:

You **must always** consult with your line manager or in the case of an emergency contact the local duty social worker.

- Document the facts, as you know them. Never investigate.
- Make it clear that you can offer support but that you must pass on the information.
- If the disclosure is directly from the young person, listen without interruption, and do not ask questions about what you may suspect.
- Provide support as appropriate.
- Accept at face value what the young person says.
- Do not pass judgement on what is said but do try to alleviate fears or guilt the young person may have.
- Never approach a suspected abuser yourself.

For further information and guidance consult the Blackpool Child Protection Procedures, LSCB folder.

Children in Need

Protection professionals usually react swiftly to protect a child suffering serious and significant harm. It is the grey areas such as 'neglect' or 'failure to thrive' which have caused difficulty and there is now greater focus on providing a thorough assessment of a child's needs. The multi-agency assessment and referral form should be used when an agency considers that a child has needs that cannot be met solely by that agency, and where co-ordinated intervention is required to promote, safeguard or protect the child concerned. However, whenever an agency considers immediate protective action is required a child protection referral should be made in the usual way.

Whistleblowing

If you have any concerns regarding the practice of workers or the organisation with regards to safeguarding please follow the BCC Whistleblowing Policy.

If you have any concerns about professionals working with children outside of BCC please take to a Safeguarding Lead who will record and report to the Local Authority Designated Officer (LADO) within 24 hours.



LADO
information.doc



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Managing allegations

Blackpool Carers Centre will always take concerns and allegations about employees and volunteers seriously, and will respond in a way that places the protection and needs of children, young people and adults at risk first.

This policy and procedure will always be followed when there are safeguarding concerns in relation to employees or volunteers at Blackpool Carers Centre. It should be used in respect of all cases where it is alleged that an employee or a volunteer has:

- Behaved in a way that has, or may have, harmed a child, young person and adult at risk.
- Possibly committed a criminal offence against, or related to, a child, young person or adult at risk.
- Behaved in a way that indicates s/he is unsuitable to work with children, young people and adults at risk. This can include behaviour in their personal life that raises safeguarding concerns.

BCC will always inform the police if information is received that indicates that the law has been, or may have been, broken.

BCC will work with openness and transparency with all agencies as required within Working Together to Safeguard Children 2018.

BCC Directors will have full oversight of any allegations against employees or volunteers who work with children, young people or adults at risk. BCC will take the lead at the stage of any concern and hold management responsibility.

There will be circumstances when the policy and procedures may be used concurrently with other procedures such as Disciplinary, Whistleblowing and Complaints. In these circumstances, the safeguarding process takes precedence, and other processes may need to be suspended whilst safeguarding processes are completed. There may be occasions when a whistleblowing event or a complaint includes safeguarding allegations or concern against employees or volunteers. On these occasions, the safeguarding concerns must be addressed using this policy and procedure and may require other processes to be suspended.

Safeguarding leads within BCC:

All Designated Safeguarding Leads have allocated protected time through reduced caseloads in order to attend to safeguarding concerns and auditing.

Alison Brown – Director of Young Carers
Amanda Madden – Adult Service Delivery Lead
Kerry Dalton – Young Carers Service Delivery Lead

PiPOT lead:



PiPOT.docx

Safeguarding Flowchart – what to do when concerns are raised



Child Protection
Flow Chart A4 Jan 2:
