



## 1. Policy Statement

The majority of our work is office-based or working with partner organisations. On occasion, School Food Matters may work directly, under supervision, with schools and other youth organisations. Should we be required to work with children or young people directly and unsupervised, School Food Matters staff and/or volunteers would be required to assume a position of trust.

To ensure the protection of children, and justify public trust and confidence, School Food Matters is required to ensure that only suitable staff and/or volunteers are allowed to undertake work that brings them into regular contact with children. School Food Matters uses the Disclosure and Barring Service (DBS) to assess the suitability of such staff.

School Food Matters believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by operating within practice that protects them.

We recognise that:

- The welfare of the child/young person is paramount
- All children regardless of age, disability, gender racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- All staff (paid/unpaid), trustees or committee members of School Food Matters have a responsibility for child protection and safeguarding in the delivery of our services
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young peoples welfare

The purpose of this policy

- To provide protection for the children and young people who use School Food Matters services including the children of adult members or users
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing or be at risk of harm

We will seek to safeguard children and young people by:

- Valuing, listening to, and respecting children and young people
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely ensuring all necessary checks are made
- Sharing information about child protection and good practice with staff and volunteers
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately
- Providing appropriate support to staff and volunteers through supervision and training

Assessing risk in relation to all our activities, focussing on prevention, and minimising risk and putting in place that safeguard the public using our services. e.g. clear evacuation procedures, securely locked storage for equipment. Processes include:

- Always working in an open environment, where possible avoiding private or unobserved situations
  - Treating all young people fairly with respect and dignity
  - Being an excellent role model e.g. not smoking or drinking alcohol in the company of young people
  - Keeping a written record of any injury or incident that caused harm (including verbal attacks) along with any steps taken
  - Requesting parental consent if SFM staff are required to transport young people in their cars
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## **2. Procedures for Referral**

2.1 All action is taken in line with

- Working Together to Safeguard Children 2015
- What to do if you are worried a child is being abused 2015
- LBRUT Local Safeguarding Children's Board Procedures

2.2 Any member of a staff or volunteer who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Officer, in the case of School Food Matters the Chief Executive or if unavailable the Finance Manager.

2.3 The designated person will immediately inform the relevant Education and Children's Services Initial Response Team (IRT)

In an emergency phone 999!

2.4 The designated person should record

- Child's name age and date of birth
- Child's home address and telephone number
- What was said or seen
- By whom
- Date time and location
- All records should be signed and dated and include the contact details for the referrer

2.5 Confidentiality must be maintained and information relating to individual children and young people/ families shared with staff on a strictly need to know basis.

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## **3. Alleged Abuse by Staff or Volunteers**

3.1 When an allegation is made against a member of staff or volunteer then the allegation must be passed to the designated person for child protection.

3.2 The designated person for child protection should contact the Local authority officer for consultation.

3.3 The designated officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

3.4 Please see Appendix 1 for possible signs of abuse.

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## **4. Parental Involvement**

4.1 Parent/carers will be given information about the organisation's child protection procedures, and this information, and the contact details for the designated officer will be clearly displayed at the premises of School Food Matters.

4.2 Where possible, concerns should be discussed with parents/carers and the designated person should seek agreement to making a referral, unless to do so would place the child/young person at increased risk of significant harm.

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## **5. Training**

5.1 The designated person and at least one other from our organisation must receive training every two years in child protection.

5.2 All staff and volunteers should have access to appropriate training on a regular basis at least every 3 years.

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## **6. Review**

6.1 The policy will be reviewed on an annual basis, and updated where appropriate.

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## 7. Definitions

7.1 “Designated Person” refers to the member of staff responsible for child protection issues. In the case of School Food Matters this is the Chief Executive or, if they are unavailable, the Finance Manager

At the date of policy review (January 2018) the contact details for the “Designated Person” are as follows:

Stephanie Wood  
Chief Executive  
School Food Matters  
stephanie@schoolfoodmatters.org  
020 8878 8333

Sarah Mountcastle  
Finance Manager  
School Food Matters  
sarah@schoolfoodmatters.org  
020 8878 8333

7.2 “Physical Abuse” refers to when a child is hurt or injured by a child or an adult. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It also includes giving a child harmful drugs or alcohol. Female genital mutilation is a form of physical abuse which is illegal in the UK. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child.

7.3 “Emotional Abuse” is when adults deny children love or affection, or constantly threaten or humiliate them. Sarcasm, degrading punishments and ignoring a child are also forms of emotional abuse and undermine a child's confidence and sense of self-worth. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve serious bullying, 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, though it may occur alone.

7.4 “Sexual Abuse” is when a child is used sexually by an adult or young person. Sexual abuse can include kissing, touching the child's genitals or breasts, vaginal or anal intercourse and oral sex. Encouraging a child to look at pornographic magazines or videos is also sexual abuse. Bullying, racism and other types of discrimination are forms of child abuse. Like other kinds of abuse they can harm a child physically and emotionally. Sexual abuse includes sexual exploitation, such as forcing or enticing a child or young person to take part in sexual activities, including prostitution. Boys and girls can be sexually abused by males and/or females, by adults and by other young people.

7.5 “Neglect” is 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 it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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## **Appendix 1**

### **Signs of physical abuse:**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or games
- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks
- Broken bones
- Scalds
- Injuries which have not received medical attention
- Neglect-under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains

### **Changes in behaviour which can also indicate physical abuse:**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example, wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

### **Signs of emotional abuse:**

#### **The physical signs of emotional abuse may include:**

- A failure to thrive or grow particularly if a child puts on weight in other circumstances: e.g. in hospital or away from their parents' care
- Sudden speech disorders
- Persistent tiredness
- Development delay, either in terms of physical or emotional progress

#### **Changes in behaviour which can also indicate emotional abuse include:**

- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Being unable to play
- Attention seeking behaviour
- Fear of making mistakes
- Self-harm
- Fear of parent being approached regarding their behaviour

### **Signs of sexual abuse:**

#### **The physical signs of sexual abuse may include:**

- Pain or itching in the genital/anal area
- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as over-eating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money or expensive gifts
- Not allowed to have friends (particularly in adolescence)
- Acting in an inappropriate sexually explicit way with adults

**Signs of neglect:**

**The physical signs of neglect may include:**

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions

**Changes in behaviour which can also indicate neglect include:**

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised