

Safeguarding Children and Young People Policy and Procedure

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A. Policy

1. Purpose

1.1 The purpose of this policy is:

- To provide protection for children and young people who access Lancashire Mind services, including the children of adult clients.
- To provide all staff and volunteers with guidance on procedures they should adopt if they suspect a child may be experiencing or is at risk of harm.

1.2 This policy applies to anyone working on behalf of Lancashire Mind, including senior managers and the board of trustees, paid staff, volunteers, and students. It also applies to all forms of support: face to face, online, phone support.

2. Legal Framework

2.1 This policy is based on legislation, statutory guidance, and policy developments that aim to protect children in England. It reflects the most current legal framework and responsibilities for organisations and individuals working with or coming into contact with children.

2.2 The primary statutory guidance for safeguarding children is [Working together to safeguard children - GOV.UK](#) (Department for Education, December 2023), which replaces the 2018 version (last updated in 2020). The 2023 guidance provides updated expectations for all professionals and agencies involved in child protection. Key changes include:

- A clearer articulation of multi-agency safeguarding arrangements, including shared responsibilities across local authorities, health, and police.
- Revised standards for multi-agency practice, with a focus on consistency and early intervention.
- Greater emphasis on working collaboratively with parents and families.
- A reinforced role for education and childcare providers in early identification and support.
- Increased focus on safeguarding children with disabilities and responding to harm outside the home (e.g. peer-on-peer abuse, online abuse, criminal and sexual exploitation).
- Introduction of national multi-agency child protection standards.

2.3 This policy also aligns with the most recent version of [Keeping children safe in education - GOV.UK](#) (Department for Education, September 2024), which provides statutory guidance for schools and colleges. Key updates include:

- Broader definition of safeguarding to include abuse, neglect, and exploitation.
- Enhanced criteria for early help, now explicitly including children with persistent or unexplained absences, those missing from home or care, or with parents/carers in custody.
- Clarifications on data protection responsibilities under the Data Protection Act 2018 and UK GDPR.
- Updated terminology to reflect a more accurate understanding of safeguarding risks.

2.4 This policy considers the [Online Safety Act 2023](#), which places legal duties on digital platforms to safeguard children from harmful content online. These duties are relevant for all organisations that engage with children in digital environments or use digital tools in their provision.

2.5 As of June 2025, the UK Government has announced legislative changes to further protect children from sexual harm. These reforms will classify all sexual activity with children under the age of 16 as rape, removing existing legal loopholes and strengthening prosecution pathways. This is a significant legal development and underlines the importance of preventative safeguarding practice and effective information-sharing between agencies.

2.6 In January 2025, the government announced plans to introduce mandatory reporting of child sexual abuse for professionals working with children. While final guidance is awaited, Lancashire Mind recognises the likely implications and expects all staff and volunteers delivering sessions in schools to report any known or suspected abuse through our safeguarding procedures and to the appropriate external authorities where necessary.

3. Principles

- 3.1 The welfare of children and young people is paramount in all the work we do and in all the decisions we take.
- 3.2 Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- 3.3 All children and young people, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- 3.4 Some children and young people are especially vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- 3.5 Extra safeguards may be needed to keep children and young people who are especially vulnerable safe from abuse.

4. We will work together to keep people safe by:

- 4.1 Valuing, listening to and respecting them.
- 4.2 Appointing a nominated safeguarding lead for children and young people, a deputy and a lead trustee/board member for safeguarding.
- 4.3 Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- 4.4 Developing and implementing effective online safety policies and related procedures.
- 4.5 Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- 4.6 Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.

- 4.7 Recording and storing and using information professionally and securely, in line with data protection legislation and guidance.
- 4.8 Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- 4.9 Making sure that children, young people and their families know where to go for help if they have a concern.
- 4.10 Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- 4.11 Using our procedures to manage any allegations against staff and volunteers appropriately.
- 4.12 Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- 4.13 Ensuring that we have effective complaints and whistleblowing measures in place.
- 4.14 Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

5. Contextual Safeguarding

5.1 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

5.2 Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity. Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved.

5.3 County Lines

County lines is a national issue involving the use of mobile phone 'lines' by organised crime groups to extend their drug dealing business into new locations. These groups exploit vulnerable persons which involve both children and adults who require safeguarding. Fearless.org has further information and tips on how to spot a child who might be involved.

5.4 Safeguarding issues where technology is involved

Children and young people's relationship to technology is increasingly embedded across all walks of life and as such we cannot address their wellbeing and safety effectively without considering a potential risk that this can bring. Technology by its nature is constantly evolving and bringing both new opportunities and new risks for all but particularly for our children and young people. We can no longer adequately consider the safeguarding or wellbeing of our children and young people without considering their relationship to technology. We have developed additional guidance on online safety which is included in Appendix 1.

6. Related Policies & Documents

All relevant policies can be found on [SharePoint](#)

Whistleblowing Policy & Procedure

Adult Safeguarding Policy

Safer Recruitment Policy

Recruiting Ex-offenders Policy

Data Protection Policy

ICT related policies

Compliments, Comments and Complaints Policy & Procedure

Safeguarding Escalation Process

B. Procedure

1. Recognising Concerns

All Lancashire Mind staff complete Safeguarding Children Level 2 training within 6 months of starting in post and complete refresher training every 2 years. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads complete Level 3, which is refreshed every 3 years. The types and indicators of abuse will be covered during the training. Below is a summary:

Type of abuse	Can include but not limited to
Physical	Assault, rough handling, scalding and burning, physical punishments, poisoning
Sexual	Rape, penetration of an object or body part, inappropriate touching, making a child take their clothes off, showing pornography to a child, encouraging a child to watch sexual acts, online grooming, sexual conversations
Psychological	Threatening, humiliation, coercion, intimidation, isolation, radicalisation, forced marriage, cyber bullying, witnessing domestic abuse
Neglect	Unwashed or inadequate clothing, malnutrition, untreated injuries, an unsuitable home environment, being left alone, lack of supervision

Disclosure is the process by which children and young people start to share their experiences of abuse with others. This can take place over a long period of time. Children and young people may disclose abuse in a variety of ways, including directly, indirectly – making ambiguous verbal statements which suggest something is wrong, behaviourally or non-verbally e.g. through drawings or pieces of writing.

Children and young people may not always be aware that they are disclosing abuse through their actions and behaviour. Some children and young people are reluctant to seek help because they feel they don't have anyone to turn to for support.

They may have sought help in the past and had a negative experience, which makes them unlikely to do so again. They may also:

- feel that they will not be taken seriously
- feel too embarrassed to talk to an adult about a private or personal problem
- worry about confidentiality
- lack trust in the people around them (including parents) and in the services provided to help them
- fear the consequences of asking for help
- worry they will be causing trouble and making the situation worse
- find formal procedures overwhelming

2. Responding to concerns

Adults need to be able to notice the signs that a child or young person might be distressed and ask them appropriate questions about what might have caused this. You must never wait until a child or young person tells you directly that they are being abused before taking action.

Research has shown there are three key interpersonal skills that help a child feel they are being listened to and taken seriously:

- **Show you care, help them open up:** Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today' help.
- **Take your time, slow down:** Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
- **Show you understand, reflect back:** Make it clear you're interested in what the child or young person is telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.

If a child or young person tells you they are experiencing abuse, it's important to reassure them that they've done the right thing in telling you. Make sure they know that abuse is never their fault.

3. Information gathering and sharing

It's important to keep accurate and detailed notes on any concerns you have about a child or young person. You will need to record this information on the safeguarding concern form and complete all the mandatory fields.

- You must always have a clear and legitimate purpose for sharing a child's personal information. Keep a record of the reasons why you are sharing or requesting information about a child or their family.
- You must also make sure you are not putting a child or young person's safety and welfare at risk by sharing information about them.
- Ensure you ask open questions and collate information based on Who/Where/When/What
- It is important to include the full details of the child or young person and any information the child has given you about the alleged abuser.
- When recording information, you must be as factual as possible. If you need to give your own or somebody else's opinion, make sure it is clearly differentiated from fact. You must identify whose opinion is being given and record their exact words.
- Information must only be shared with people who need to know. Make sure your procedures are clear about what should be shared and who with. Remember you must share any concerns you have about a child, even if they ask you not to.

4. Consent

Children and young people should be given the opportunity to decide whether they agree to their personal information being shared. If a child or young person doesn't have the capacity to make their own decision, ask their parent or carer (unless doing so would put the child at risk of harm).

If consent is refused or if you're unable to seek consent, you can still share information with relevant professionals if this is in the public interest.

This includes protecting children from significant harm and promoting the welfare of children. The [Data Protection Act 2018](#) and [General Data Protection Regulation \(GDPR\)](#) do not affect this principle.

Please also refer to Lancashire Mind's Data Protection Policy in SharePoint.

5. Reporting a concern

It is important to report a concern as soon as practically possible. The following steps must be taken:

- Explain to the service user the next steps and gain consent for reporting the concern wherever possible. If consent isn't given/not safe to do so, record the reason on the safeguarding concern form.
- Evaluate if there is an immediate risk and if so, call emergency services
- If a crime has been committed, call 999 or 101
- Speak to your line manager/DSL to discuss the concern and agree the next steps
- If you decide that the concern does not meet the safeguarding threshold, complete a wellbeing concern form
- If the referral has come from a school, contact the school DSL to follow their safeguarding procedure
- Complete the Lancashire Mind [safeguarding concern form CYP \(non-school\)](#) or [safeguarding concern form CYP \(school\)](#), completing all mandatory fields. Attach to the client's Views record (or the school/organisation record if an individual record isn't possible) and then assign the form to your Manager, the Head of Operations and relevant Designated Safeguarding Lead. This must be within 24 hours of becoming aware of the concern.
- Complete an external safeguarding form if, following discussion with the DSL, you believe it meets the threshold. This must be within 24 hours of becoming aware of the concern.
- Make referrals to any external agencies where appropriate
- Carry out follow up with the service user and record your follow up on the Safeguarding Concern Form.
- Any serious safeguarding concerns will be reported by the Board Safeguarding Champion to the Charity Commission and national Mind.

6. Recruitment

- All Managers, Leads and SMT must complete NSPCC's Safer Recruitment training within the first six months of their start date.
- All staff working with children and young people, including Designated Safeguarding Leads, will complete NPSCC's Keeping Children Safe online training within the first six months of their start date.
- All roles that involve any contact with children and young people will be subject to an enhanced DBS check.
- All adverts and job packs will include a statement demonstrating our commitment to safer recruitment practices
- Applicants applying for posts that include contact with children and young people will be asked to explain any gaps in their employment history
- All applicants will be asked to disclose any criminal convictions, including spent convictions as any roles working with children are exempt from the [Rehabilitation of Offenders Act 1974](#)

- Where a criminal record is disclosed by a shortlisted applicant, it will be discussed with the individual to understand the circumstances before determining suitability for the role
- All paid and voluntary roles will be subject to the receipt of two satisfactory references and an enhanced DBS certificate. Staff will not carry out any direct work with children and young people until the DBS certificate has been received. Referees will be asked about the candidate's suitability of working with children and young people.
- If a DBS result shows anything that makes the applicant unsuitable for the post, the job offer will be withdrawn
- Successful applicants are required to produce documents to confirm their identity.

7. Managing allegations and concerns about staff

- If there are allegations or suspicions of abuse about someone who works with children, this must be reported to the Designated Safeguarding Lead
- If there is a concern about the nominated person, it must be reported to their deputy, the Chief Executive or the Board Safeguarding Lead
- The nominated person will be fully trained in managing allegations against or concerns about abuse by a member of staff or volunteer. They will contact the relevant child protection team, the Police and/or the local authority's designated officer (sometimes called the LADO or DOLA) who manages allegations against people who work with children.
- The [Whistle Blowing Policy June 22 \(2\)](#) must be followed in instances such as this. If the staff member feels unable to report an incident within the organisation, they can contact the NPSCC Whistleblowing Line on 0800 028 0285.

8. Photography

Whilst taking photographs of children and young people taking part in Lancashire Mind activities shows the positive impact of our services, we have a responsibility to promote the welfare of all children and young people and to take, share and use images of children safely. Therefore, we follow these guidelines:

- Ask for written consent from a child or young person and their parents or carers before taking and using a child's image
- Explain what images will be used for, how they will be stored and what potential risks are associated with sharing images of children and young people
- Make it clear that if a child or young person or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- Change the names of children and young people whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- Never publishing personal information about individual children and disguising any identifying information (for example the name of their school or a school uniform with a logo)

- Make sure children, their parents and carers understand how images of children and young people will be securely stored and for how long
- Reduce the risk of images being copied and used inappropriately by:
 - only using images of children in appropriate clothing (including safety wear if necessary)
 - avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
 - using images that positively reflect young people's involvement in the activity
- Store photographs and videos of children securely. We will never store images of children on unencrypted portable equipment such as laptops, memory sticks and mobile phones
- Lancashire Mind does not permit staff and volunteers to using any personal equipment to take photos and recordings of children. Only cameras or devices belonging to Lancashire Mind must be used and then subsequently images permanently deleted.

9. Safeguarding Contact Details

Designated Safeguarding Lead: Tara Horner (Mon-Thurs) – 07821 643 952
tarahorner@lancashiremind.org.uk

Deputy Safeguarding Leads:

Sarah Jeffrey (Mon-Thurs) – 07590 228 450 sarahjeffrey@lancashiremind.org.uk

Rachel Whippy – 07525 857 283 rachelwhippy@lancashiremind.org.uk

Hannah Holden – 07939 417 618 hannahholden@lancashiremind.org.uk

Jeanette Colclough – 07834 584 220 jeanettecolclough@lancashiremind.org.uk

David Dunwell – 07812 380 326 daviddunwell@lancashiremind.org.uk

Chief Executive: David Dunwell – 07812 380 326 daviddunwell@lancashiremind.org.uk

Board Safeguarding Lead: Alison Moore – 07855 329 240 alisonmoore@lancashiremind.org.uk

External contacts

LCC Safeguarding: 0300 123 6720 / 0300 123 6722 (out of hours)

Blackburn Safeguarding: 01254 666 400 / 01254 587 547 (out of hours)

Blackpool Safeguarding: 01253 477 025 / 01253 477 299(out of hours)

NSPCC helpline: 0808 800 5000

Appendices

Appendix 1 – Safeguarding CYP Concern Form (non-school)



MAKE A COPY BEFORE EDITING

Safeguarding CYP Concern Form (non-school)

Please note, all fields marked with a * are mandatory to complete

All information contained within this document is strictly confidential. It should not be used for any purpose other than the protection or care of the child (ren) concerned.

DETAILS OF CHILD/YOUNG PERSON AT RISK			
DATE CONCERN RAISED*		VIEWS ID*	
SURNAME*	FIRST NAME*		
AGE*	DOB*	GENDER*	
PHONE NO*	EMAIL ADDRESS		
ADDRESS*			
Any previous history of safeguarding concerns?*			
ETHNIC ORIGIN		RELIGION	
LANGUAGE SPOKEN		DISABILITY/ANY ADJUSTMENTS NEEDED?	
Name of early years/school/college			
DETAILS OF FAMILY MEMBERS*			
FAMILY MEMBER 1 FULL NAME		ADDRESS AND PHONE NO (if	

		different from the child)	
AGE		PARENTAL RESPONSIBILITY	YES ☐ NO ☐ DON'T KNOW ☐
FAMILY MEMBER 2 FULL NAME		ADDRESS AND PHONE NO (if different from the child)	
AGE		PARENTAL RESPONSIBILITY	YES ☐ NO ☐ DON'T KNOW ☐
FAMILY MEMBER 3 FULL NAME		ADDRESS AND PHONE NO (if different from the child)	
AGE		PARENTAL RESPONSIBILITY	YES ☐ NO ☐ DON'T KNOW ☐
FAMILY MEMBER 4 FULL NAME		ADDRESS AND PHONE NO (if different from the child)	
AGE		PARENTAL RESPONSIBILITY	YES ☐ NO ☐ DON'T KNOW ☐
FAMILY MEMBER 5 FULL NAME		ADDRESS AND PHONE NO (if different from the child)	
AGE		PARENTAL RESPONSIBILITY	YES ☐ NO ☐ DON'T KNOW ☐
THE INCIDENT			
Date of incident*		Location of incident*	
BRIEF FACTUAL ACCOUNT OF CONCERN* WHO/WHERE/WHEN/WHAT <i>Details of any witnesses</i> <i>Details of harm or risks, or potential for either</i>			

If appropriate, please complete a body map (see appendix)	
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Do you have reason to believe a crime has been committed?*	YES ☐ NO ☐
If yes, consult with Police on 101 or 999 in emergencies	

Are there any concerns of immediate risk to the individual or any other adults or children?*	YES ☐ NO ☐
--	--

TYPE OF CONCERN* Please select one or more:	Physical		Sexual		Modern slavery	
	Psychological/emotional		Discriminatory		Domestic abuse	
	Financial		Neglect			
	Organisational		Self-neglect			

WHAT ARE THE DESIRED OUTCOMES FOR THE CHILD/YOUNG PERSON AT RISK?*

--

Has the child or young person given consent for this concern to be raised?*	YES ☐ NO ☐
---	--

Have you gained consent to raise this concern from both parents with parental responsibility?*	YES ☐ NO ☐
--	--

If consent hasn't been given, please detail why consent needs to be overridden <i>(Please note, professionals should share their concerns about children with the family, unless doing so might place children at further risk of significant harm. You will need to make a professional judgement on informing the child or young person of this referral).</i>

--

WHAT EXISTING SUPPORT SERVICES IS THE CHILD/YOUNG PERSON ALREADY RECEIVING (IF ANY)?*
--

--

DETAILS OF THE PERSON/ORGANISATION ALLEGED TO BE RESPONSIBLE FOR THE ABUSE			
NAME			
ADDRESS AND PHONE NO			
Relationship to the person at risk			
WHAT ACTION HAS BEEN TAKEN IN RELATION TO THE CONCERN – include follow up here?*			
record of organisations contacted*			
Organisation 1		reference nO	
contact name		phone no/email address	
ORGANISATION 2		reference nO	
contact name		phone no/email address	
Provide details if medical attention given:		Name of Hospital/DOCTOR	
details of the person completing this form*			
NAME		JOB TITLE	
REPORTED TO		REPORTED ON	

APPENDIX

BODY MAP

Where appropriate use this form to provide further information to support a safeguarding concern.

Record the area/site of any injury, marks, bruising, etc. Please also indicate the rough size in centimetres or use a comparison, for example, the same size as a 10p coin. Record details such as the colour of bruising, etc.

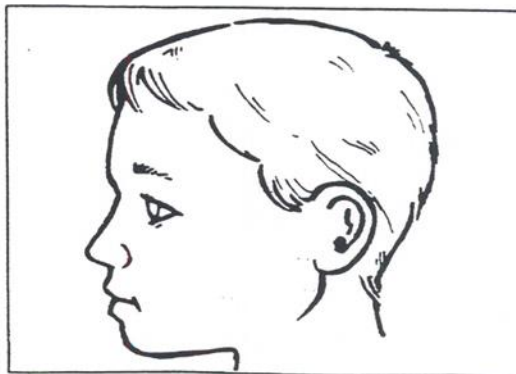
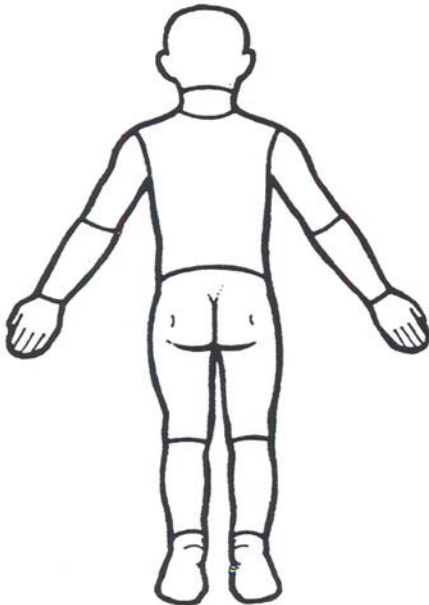
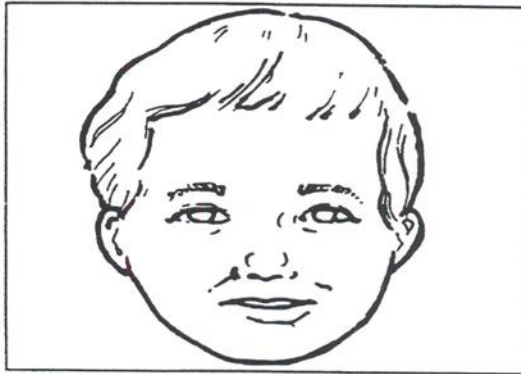
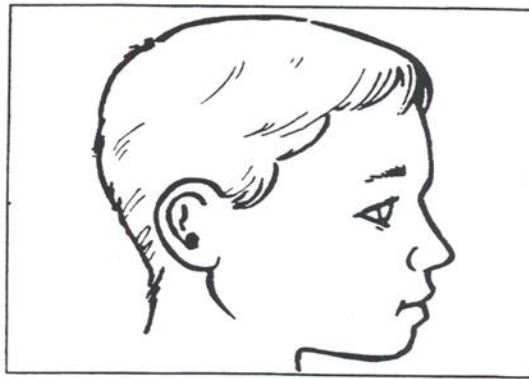
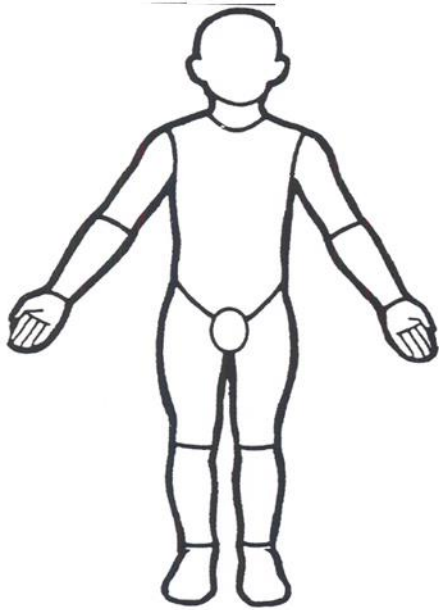
A – Pressure trauma

B – skin excoriation/grazing/reddening

C – burns

D – bruising

E – wounds



Appendix 2 – Safeguarding CYP Concern Form (school)



MAKE A COPY BEFORE EDITING

Safeguarding CYP Concern Form (school)

Please note, all fields marked with a * are mandatory to complete

All information contained within this document is strictly confidential. It should not be used for any purpose other than the protection or care of the child (ren) concerned.

DETAILS OF CHILD/YOUNG PERSON AT RISK				
DATE CONCERN RAISED*				VIEWS ID*
SURNAME*			FIRST NAME*	
AGE*		DOB		GENDER
Any previous history of safeguarding concerns?*				
ETHNIC ORIGIN				
LANGUAGE SPOKEN				DISABILITY/ANY ADJUSTMENTS NEEDED?
Name of early years/school/college				
THE INCIDENT				
Date of incident*				Location of incident*
BRIEF FACTUAL ACCOUNT OF CONCERN* WHO/WHERE/WHEN/WHAT <i>Details of any witnesses</i> <i>Details of harm or risks, or potential for either</i> <i>If appropriate, please complete a body map (see appendix)</i>				

Do you have reason to believe a crime has been committed?*		YES ☐ NO ☐			
If yes, consult with Police on 101 or 999 in emergencies					
Are there any concerns of immediate risk to the individual or any other adults or children?*		YES ☐ NO ☐			
TYPE OF CONCERN* Please select one or more:	Physical		Sexual		Modern slavery
	Psychological/emotional		Discriminatory		Domestic abuse
	Financial		Neglect		
	Organisational		Self-neglect		
WHAT ARE THE DESIRED OUTCOMES FOR THE CHILD/YOUNG PERSON AT RISK?*					
Has the child or young person given consent for this concern to be raised?*				YES ☐ NO ☐	
If consent hasn't been given, please detail why consent needs to be overridden (Please note, professionals should share their concerns about children with the family, unless doing so might place children at further risk of significant harm. You will need to make a professional judgement on informing the child or young person of this referral).					
WHAT EXISTING SUPPORT SERVICES IS THE CHILD/YOUNG PERSON ALREADY RECEIVING (IF ANY)*					
DETAILS OF THE PERSON/ORGANISATION ALLEGED TO BE RESPONSIBLE FOR THE ABUSE					
Name					
Address and Phone no					
Relationship to the person at risk					

WHAT ACTION HAS BEEN TAKEN IN RELATION TO THE CONCERN – Include Follow up information here?*			
school contact name and role*		email/phone	
Lancashire Mind Safeguarding Contact Name*		EMAIL/Phone	
Organisation 1		reference nO	
contact name		phone no/email address	
ORGANISATION 2		reference nO	
contact name		phone no/email address	
Provide details if medical attention given:		Name of Hospital/DOCTOR	
details of the person completing this form*			
NAME		JOB TITLE	

APPENDIX

BODY MAP

Where appropriate use this form to provide further information to support a safeguarding concern.

Record the area/site of any injury, marks, bruising, etc. Please also indicate the rough size in centimetres or use a comparison, for example, the same size as a 10p coin. Record details such as the colour of bruising, etc.

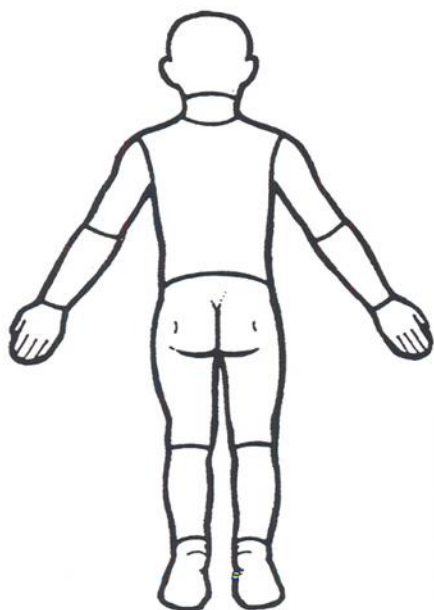
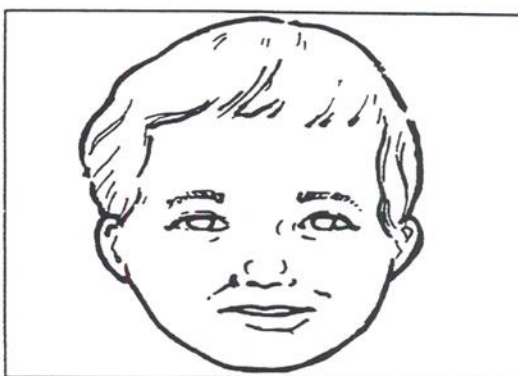
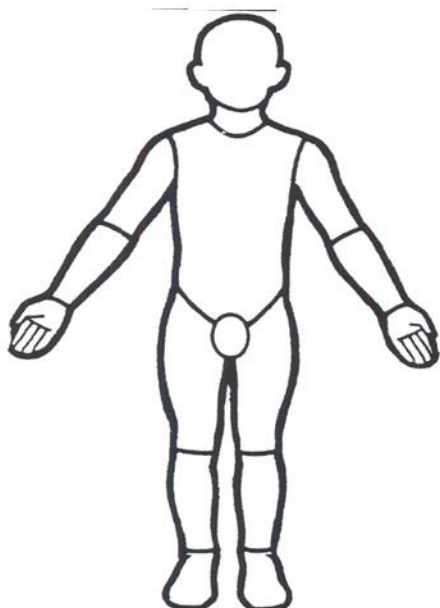
A – Pressure trauma

B – skin excoriation/grazing/reddening

C – burns

D – bruising

E – wounds



Appendix 3 – Online safety guidance

We recognise that:

- The online world provides everyone with many opportunities; however it can also present risks and challenges
- We have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- We have to ensure we are taking a trauma informed approach that is adapted for virtual delivery.

We will seek to keep our clients safe online by:

- Providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code, see Appendix 2
- Supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others through education and awareness raising
- Supporting and encouraging parents and carers to do what they can to keep their children safe online
- Through our safeguarding concern form and wellbeing concern form, we respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- Reviewing and updating the security of our information systems regularly to ensure the highest level of security. Continuing to meet the requirements of Cyber Essentials Plus. See associated [Lancashire Mind SharePoint - Home](#)
- Ensuring that usernames, logins, email accounts and passwords are used effectively
- Ensuring that images of children, young people and families are used only after their written permission (or that of their parents) has been obtained, and only for the purpose for which consent has been given
- Providing supervision, support and training for staff and volunteers about online safety
- Examining any digital platforms before they are used within the organisation to ensure that any risks are mitigated and they are fit for purpose.

We will ensure we take a trauma informed approach by:

- Ensuring the client is at the front and centre of the support. Asking what they want to get from sessions/don't want to discuss as it may be triggering and how they would like the sessions to be conducted
- Ensuring both you and the client are in a safe, private and confidential space: a room free of distractions, noises and intrusions. Ensure that you are using your Lancashire Mind background for all calls
- If the client can't guarantee a completely private space, suggest to them that they may want to wear headphones
- Blurring or 'green screen' the background on Zoom/Teams. You could also suggest to the service user that they also do this; to protect the private space they may be speaking to you in

- Covering confidentiality; explaining about your duty of care regarding any risk of harm to themselves or others
- Explaining the security of the platform you are using and that the session isn't being recorded
- If providing support online, make sure your video feed is clearly lit, so clients can see your facial expressions
- Nodding clearly, and use non-verbal, audible feedback like "mmhmm" to indicate that you are still with them
- Using active listening skills, such as paraphrasing, summarising, and verbal empathic statements to show the client that you are hearing them
- Invite clients to customise their profile name and add pronouns
- Discuss any adaptations the client might need to remove any barriers such as captioning the session, a translator being present, altering the background colour, providing supporting documents in different formats
- Highlighting the importance of honest feedback to develop the service through the feedback form and the anonymous feedback option via our website
-

We will ensure clients have the best experience by:

- Ensuring the client can hear and see you OK
- Having a backup means of contact in case the signal breaks up
- Managing risk and safeguarding in the same way as face-to-face sessions. Appropriate support information, such as crisis information or 24-hour support, should be made easily available to online and phone clients, please refer to the [Quick contacts](#) document.
- Confirming the client's location so that if urgent risk arises, the emergency services can be dispatched to the right location.
- Ensuring you have in advance the client's consent to send information such as crisis support, and where you can send this information safely, such as their email, or via a text message.

Please also refer to Lancashire Mind's Data Protection Policy in SharePoint.

Appendix 4 - Behaviour code for adults working with children and young people.

In your role at Lancashire Mind you are acting in a position of trust and authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model by young people and are expected to act appropriately. We expect people who take part in our services to always display appropriate behaviour. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Responsibility of staff and volunteers

You are responsible for:

- Prioritising the welfare of children and young people
- Providing a safe environment for children and young people
- Having good awareness of issues to do with safeguarding and child protection and acting when appropriate.
- Following our principles, policies and procedures, including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- Always staying within the law
- Modelling good behaviour for children and young people to follow
- Challenging all inappropriate behaviour and reporting any breaches of the behaviour code to the Designated Safeguarding Lead or Board Safeguarding Champion

Respecting children and young people

You must:

- Always listen to and respect children and young people
- Value and take children's contributions seriously, actively involving them in planning activities wherever possible
- Respect a young person's right to personal privacy as far as possible
- If you need to break confidentiality to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

Diversity and inclusion

You must:

- Treat children and young people fairly and without prejudice or discrimination
- Understand that children and young people are individuals with individual needs
- Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation
- Challenge discrimination and prejudice
- Encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

Appropriate relationships

You must:

- Promote relationships that are based on openness, honesty, trust and respect
- Avoid showing favouritism
- Be patient with others
- Exercise caution when you are discussing sensitive issues with children or young people

- Ensure your contact with children and young people is appropriate and relevant to the nature of the activity you are involved in
- Ensure that whenever possible, there is more than one adult present during activities with children and young people
- If a situation arises where you are alone with a child or young person, ensure that you are within sight or can be heard by other adults
- If a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are alone together.
- Only provide personal care in an emergency and make sure there is more than one adult present if possible, unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

Online support

You must:

- Use accounts that have been authorised by your organisation to communicate with children and young people (never use personal accounts)
- Turn on privacy settings on accounts that are used to interact with children and young people
- Use an organisational device to communicate with young people (if this isn't possible, senior managers must authorise individual staff and volunteers to use a personal device on a case-by-case basis and keep a record of this authorisation and who can see the communication)
- Ensure all communications are relevant to the work of the project and organisation
- Use age-appropriate language.

Inappropriate behaviour

When working with children and young people, you must not:

- Allow concerns or allegations to go unreported
- Smoke, consume alcohol or use illegal substances
- Develop inappropriate relationships with children and young people
- Make inappropriate promises to children and young people
- Engage in behaviour that is in any way abusive, including having any form of sexual contact with a child or young person
- Have any contact with children and young people outside of work. Eg. do not give out your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- Act in a way that can be perceived as threatening or intrusive
- Patronise or belittle children and young people
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

Upholding this code of behaviour

You must always follow this code of behaviour and never rely on your reputation or that of our organisation to protect you.

If you have behaved inappropriately, you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you might be asked to leave Lancashire Mind. We might also make a report to statutory agencies such as the police and/or the local authority child protection services.

If you become aware of any breaches of this code, you must report them to the Designated Safeguarding Lead or Board Safeguarding Champion. If necessary, you should follow our [whistleblowing procedure](#) and safeguarding and child protection procedures.

Appendix 5 – Designated Safeguarding Lead role profile

1. Take a lead role in developing and reviewing Lancashire Mind’s safeguarding adults and children policies and procedures.
2. Take a lead role in implementing Lancashire Mind’s safeguarding policies and procedures: ensuring all safeguarding concerns are responded to appropriately.
3. Ensure everyone working or volunteering for Lancashire Mind, including SMT/Board of Trustees/Board Safeguarding Champion understands the safeguarding policies and knows what to do if they have a safeguarding concern.
4. Ensure people who use our services are signposted or provided with the relevant information and advice regarding safeguarding and are supported to report any safeguarding concerns
5. Take the lead on responding to information that may constitute safeguarding concern, including a concern that an adult involved with Lancashire Mind may present a risk to children or young people or a vulnerable adult. This includes:
 - Assessing and clarifying the information
 - Making referrals to statutory organisations as appropriate
 - Consulting with and informing the relevant members of the organisation’s management
 - Following the organisation’s safeguarding policy and procedures.
6. Liaise with, pass on information to and receive information from other agencies such as:
 - Local authority child protection services
 - Police
 - Multi Agency Safeguarding Hub (MASH)

This includes making formal referrals to agencies when necessary.

7. Store and retain safeguarding records according to legal requirements and the organisation’s safeguarding policy and procedures.
8. Work closely with SMT/Board of Trustees/Board Safeguarding Champion to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.
9. Report regularly to SMT/Board of Trustees/Board Safeguarding Champion on issues relating to safeguarding, to ensure that safeguarding is seen as an ongoing priority issue and that safeguarding requirements are being followed at all levels of the organisation.
10. Be familiar with issues relating to safeguarding and keep up to date with new developments in this area.
11. Attend Level 3 DSL training and refresher training every 2 years and ensure all staff are completing mandatory safeguarding training as detailed in the Safeguarding policy and procedure.

Appendix 6 – Board Safeguarding Champion role profile

Lancashire Mind works with children and adults at risk. As per the guidance outlined by the Charity Commission, the organisation is expected to appoint a Board Safeguarding Champion to take the lead to support, advise and guide the Board on safeguarding matters.

Despite the need for a Champion role, the Charity Commission makes it very clear that safeguarding is the responsibility of all trustees. The Board Safeguarding Champion must not be the only person among the trustees who understands safeguarding.

The Board Safeguarding Champion will, in most cases, be a volunteer from within the Board who has skills, experience and confidence in the area of safeguarding or is willing to undertake the necessary training in order to develop the knowledge and skills required to undertake the role.

The safeguarding Board Safeguarding Champion will work closely with the staff Designated Safeguarding Lead who is responsible for operational matters.

Responsibilities

Strategic

- Consider the organisation's strategic plans and make sure they reflect safeguarding legislation, regulations specific to your activities, statutory guidance, and the safeguarding expectations of the Charities Commission.
- Work with the CEO and Designated Safeguarding Lead regularly to review whether the measures the organisation has put in place are creating a safer culture and keeping people safe.
- Check the organisation's risk register reflects safeguarding risks properly and plans sensible measures to take, including relevant insurance for Trustees liability.
- Make sure there is space on the agenda for safeguarding reports and help trustees understand and challenge those reports.

Effective policy and practice

- Make sure there is an annual review of safeguarding policies and procedures and that this is reported to Trustees.
- Understand the monitoring your charity does to see whether policies and procedures are effective.
- Learn from case reviews locally and nationally, to improve organisational policies, procedures and practices.
- Oversee safeguarding allegations against staff or volunteers, together with CEO and Designated Safeguarding Lead.
- Be a point of contact for staff or volunteers if someone wishes to complain about a lack of action in relation to safeguarding concerns.

Creating the right culture

- Champion safeguarding throughout the organisation.
- Attend relevant safeguarding training events and conferences.
- Support the Trustees in developing their individual and collective understanding of safeguarding.
- Attend occasional meetings, activities, projects to engage with staff, volunteers and beneficiaries to understand operational safeguarding practise.
- Work with the chair, CEO and Designated Safeguarding Lead in order to manage all serious safeguarding cases.

- Support regular safeguarding updates for staff, volunteers and beneficiaries.
- Make sure there are ways of gathering the views of staff and volunteers in relation to safeguarding and sharing these with the Board.

Support from the Chair

The Chair must make sure that the lead trustee for safeguarding either has the required knowledge, skills, and experience or is supported to develop these.

This can include:

- Setting up regular meetings together with the Board Safeguarding Champion, CEO and Designated Safeguarding Lead.
- Making sure the Board Safeguarding Champion is allocated enough time at meetings to provide full and detailed reports on safeguarding.
- Encouraging the Board Safeguarding Champion to take part in local and national partnerships that can help the organisation keep up to date with safeguarding messages, trends and priorities.