



St Helen's
Bishopsgate

Safeguarding Policy Part B: Children (ages 0–11)

ST HELEN BISHOPSGATE AND ST PETER-UPON-CORNHILL

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SECTION A

Guidelines for recognising and responding to potential child abuse

Child abuse is serious. All caregivers need to know how to recognise and respond to indicators of abuse or disclosures of abuse. The following guidelines are in place to meet that need.

Definitions

Who is a child?

Any person under the age of 18 years.

What is abuse?

'Working together to safeguard children' states:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are 4 categories of abuse. All abuse falls into one or more of these categories. There are also types of abuse which seek to identify areas of risk that may harm in one or more of the categories. Please see the appendix for definitions and signs of abuse.

Categories of abuse

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Neglect

In addition to the categories of abuse, there are a range of identified risks, which for the sake of this policy will be referred to as types of abuse. These all fit within one or more of the categories of abuse. These are sometimes referred to as 'current themes' or 'hot topics' and include, but are not limited to:

1. Domestic Abuse
2. Child exploitation
 - a) Child sexual exploitation
 - b) Child criminal exploitation includes Criminal, gang related, county lines
 - c) Child financial exploitation includes **Modern Slavery and forced servitude**
 - d) **Extremism and Radicalisation**
3. Bullying, cyberbullying, online abuse and other technology based abuse
4. Abuse related to faith or belief includes forced marriage and so-called honour based abuse
5. Violence against women and girls includes Female Genital Mutilation, breast ironing and labia stretching
6. Peer abuse
7. Abuse of a position of trust
8. Fabricated or Induced Illness

Guidelines for when a child tells us they have been abused

As a church, we seek to create and maintain a safe environment for all. This includes being open and responding appropriately to concerns and allegations raised by children and young people. Caregivers should avoid intentionally instigating a meeting with a child or young person to receive a disclosure or take a statement from them – that is the role of local authorities' children's social care services or the police. However, if a child or young person directly discloses about abuse happening to them, the following general guidelines should be followed:

Respond

Remain calm.

Listen to the child or young person carefully and in a manner that conveys they are being heard and taken seriously. Give the child or young person the opportunity to tell their story in their own time.

Ask questions only for clarification.

Reassure the child or young person they have done the right thing by disclosing and that the Church will work with statutory services to safeguard them.

Do not make promises that cannot be kept – for example, that the disclosure will be kept secret.

Explain to the child or young person what will happen next – ie that you will inform your ministry area leader or parish safeguarding officer who will progress the disclosure.

Record

Make an accurate record of the disclosure (preferably within one hour, but always within 24 hours)

Record dates and times of these events and when you made the record. Record what was said and when, what you said in reply and what was happening immediately beforehand (eg a description of the activity/situation).

The safeguarding concern form is available to staff members on Trellis for this purpose.

Keep all handwritten notes, unless scanned and stored on St Helen's servers, even if subsequently typed. Such records should be kept securely and retained in line with the Church of England data retention guidelines.

Report

Emergency: If you believe a child or adult is in immediate danger of significant or serious harm, contact the police. Ring 999.

Non-emergency: Contact your ministry area leader as soon as possible. (If the allegation is against your ministry area leader, contact the PSO. If neither are available, contact the Diocesan Safeguarding Advisor (DSA) directly. Contact details are at the end of this document.) The ministry area leader/PSO will then seek advice from the DSA as required within 24 hours. The ministry area leader and PSO will act upon all directions given by the Diocese in the timescale given. They will also consider whether any additional action is required.

You retain the right to report serious matters directly to Social Services or the police. Even so you must also contact either your ministry area leader or the PSO.

If you are not sure whether this is a concern that needs reporting or not, check with your ministry area leader or the PSO. You don't need to mention names initially unless advised to do so, and any information given will be handled confidentially.

Apart from telling your ministry area leader/PSO, the information must be treated as confidential and not shared with other church members.

Do not investigate the concerns of abuse yourself. Do not contact anyone who may be implicated in the allegation or disclosure, even if they would normally be contacted as part of the procedure, until advice has been sought from the DSA or statutory agencies.

Consider your own feelings and ask your ministry area leader for pastoral support if needed.

SECTION B

Safeguarding children whilst they are in our care

Caregiver ratios

Caregivers should adhere to the 'two-caregiver rule': two caregivers must always be present in each room.

It is not necessary for the two caregivers to be of opposite genders. In an emergency setting the emergency takes priority over the ratios. However, children should not be left unattended in a room. At other times with some planning this scenario need not occur.

In addition to always having two caregivers present, we have adopted the Church of England's **minimum** requirements which are:

Age of children	Number of adults	Number of children
0–2 years old	1	3
2–3	1	4
4–8	1	6
9–12	1	8
13–18	1	10

Each group should have at least two workers, even for smaller groups, and if possible one male and one female. Staff ratios for all groups should always be based on a risk assessment. For example, staffing numbers would need to be increased for outdoor activities and more so if that activity is considered higher risk, potentially dangerous or when children with disabilities or special needs are involved. Where more than one group meet in the same venue, and the groups can be seen by others, the total number of adults to children within the room should be within the ratio suggested but the individual group may have fewer adults.

If there are not enough caregivers turning up on the day, the caregivers must either:

- recruit another DBS-screened individual to help or;
- meet in the same venue as other screened caregivers, in full view of those caregivers.

For all groups and activities:

- Undertake a health and safety risk assessment.
- A registration form must be completed for every child or young person who attends groups or activities. This should include up-to-date information on parents' contact numbers, medical information (eg allergies) and any special needs.
- An attendance register must be kept and be available at all group meetings.
- A first aid kit must be available on any premises that are used by children.
- An accident form is available, and all accidents and incidents must be recorded and sent to the facilities manager
- In premises where children's groups meet, the Childline and Family Lives telephone numbers should be displayed.
- Parents must sign a consent form before children are transported in a private car and before any photography or images are taken.

In addition, when taking children offsite:

- The church leadership must be informed and agree to the activity.
- Details of the activity and any itinerary must be given in advance to parent/s and consent forms received in advance of the activity taking place.
- Details of the activity and a list of contacts must be left with someone in the church.
- Details of the activity and arrangements must be available to the incumbent and/or PSO, in writing prior to the offsite activity.
- A risk assessment must be undertaken, and confirmation obtained that the activity is covered by PCC insurance.
- A leader must be designated to take responsibility for first aid.

Discipline

All caregivers are responsible for providing a loving, respectful, and orderly atmosphere in which children can learn, play and interact with others. This atmosphere should be maintained by preparing beforehand, proactively directing children towards acceptable activities, verbally encouraging positive behaviour and, when necessary, correcting or redirecting inappropriate behaviour.

Acceptable means of redirecting inappropriate behaviour include correcting the child verbally, withholding a certain privilege or activity for a brief time, or separating them from the group for a brief time (particularly if their behaviour is endangering or upsetting other children).

Caregivers should never use any form of physical punishment. If behaviour is uncontrollable or the child does not respond to the discipline measures above, the parents/guardians will be contacted. Caregivers should never yell at a young person except in circumstances where the young person is in danger or is at risk of causing danger to others.

Appropriate contact and conversation

Caregivers need to be above reproach in all that they do, and wisdom is often required to know what that looks like in different situations. Two good questions to ask in any situation are 'What is the worst that could happen?' and 'What is the worst way this could be perceived?' Team members should monitor one another in the area of physical contact. They should help and support each other by pointing out anything that could be misconstrued. Concerns about abuse must always be reported.

Sympathetic attention, humour, encouragement and age appropriate, child-led physical contact are needed by children and young people as part of their coming to understand human relationships. However, there are reports of some people who have decided to avoid having anything to do with children or young people and who avoid all occasion of touching or encouraging them. This is an understandable but regrettable response. It also conveys unhelpful messages to them. Caregivers should follow the following guidelines:

- Always avoid being alone in a room with a young person. Keep everything in public
- Conversations should be appropriate for the age of the young person
- Avoid unnecessary physical contact with young people. Touch should be age-appropriate and generally initiated by the young person rather than the caregiver
- Avoid any physical activity that is, or may be thought to be, sexually stimulating to the adult or the young person.

Acceptable touch

Sympathetic attention, humour, encouragement and appropriate physical contact are needed by children and adults. Some physical contact with children, particularly younger children, is wholly appropriate. The following guidelines regarding touching are suggested:

- Always ask permission
- Be mindful of your body position
- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors.
- Touch should be in response to a child's needs and not related to the worker's needs. It should be age appropriate, welcome and generally initiated by the child, not the church helper
- Avoid any physical contact that is or could be construed as sexual and/or abusive/offensive
- Allow the child to determine the degree of physical contact with others except in exceptional circumstances (eg when they need medical attention).

In addition:

- You can allow people you support to give you brief hugs if you feel comfortable with this
- You can allow people you support to hold hands or link arms with you to help with travel and stability
- You should discourage people you support from touching your face. You can offer your hand instead
- You should discourage people you support from sitting on your lap. You can offer to sit side by side
- You should avoid using touch if the person you support is very distressed and is unlikely to tolerate it.

Can I have a child sit on my lap when we're all sitting on the floor?

You should discourage school-aged children you support from sitting on your lap. You can offer to sit side by side.

Can I play rough and tumble games with children?

Yes, you may—as long as you are in public and there is no way your actions could be misconstrued by a third party. Bear in mind that the chummier you are with children in this way, the less likely you are to have any authority in their eyes. Remember too that they are not as strong as you.

Can I hold hands with a child?

Yes, you may if there is a clear reason to do so—as long as you are in public and there is no way your actions could be misconstrued by a third party. Reason could include walking a child across a road, or to the bathroom, playing a game requiring hands held. For younger children this might happen frequently. For older children there will be very few occasions when this is ever appropriate.

Can I ever hug a child?

Yes, you may if a child is clearly distressed—as long as you are in public and there is no way your actions could be misconstrued by a third party. There may be other occasions when this might be appropriate, like congratulating them. Bear in mind your normal character—if you rarely hug anyone you should probably not ever hug a child in your care. If hugging is one way you interact with all kinds of people you might need to rein yourself in a bit but not necessarily completely. Touch should be related to the child's needs, not the caregivers, and should be age-appropriate and generally initiated by the child rather than the caregiver. Avoid any physical activity that is, or may be thought to be, sexually stimulating to the adult or the child.

Can I ever tickle a child?

It is difficult to see why a child would need to be tickled by a caregiver. It is best avoided when acting as a caregiver. This is not to say that a child should not be tickled but there is a time and a place.

Can I ever physically restrain a child?

Yes. If a child is being a danger to themselves or to another person restraint, used in proportion to the situation, may be necessary. Outside these scenarios physical restraint should be required rarely.

Can I take a picture of a child in my care?

No. Caregivers must never take any pictures of children they are caring for unless they have received explicit permission from the child's parents/guardians. For the avoidance of doubt, caregivers must also never post any pictures of the children in their care on social media platforms including but not limited to Instagram, Facebook, WhatsApp, X (formerly known as Twitter) and Snapchat.

Toileting

A caregiver may change the nappy for any baby if required.

For school-aged children, toilet breaks should be organised for them. They should be able to take themselves to the toilet without assistance.

If a preschool or school-aged child requires assistance in going to the toilet, another adult should be informed, and assistance should be given by a caregiver of the same gender where possible. The caregiver should wait outside the closed cubicle door unless the child requires assistance. The cubical door must not be closed with the caregiver and child inside.

Food

The only foods caregivers can give to children are:

- Biscuits, plain crackers and popcorn provided by the church
- Food provided by a parent/guardian for a specific child
- When on a weekend away/City Summer School children will receive cookies/muffins or fruit etc during the midmorning break time. These food items will be labelled with allergy information. Leaders will be made aware of any children with allergies and what they can and can't consume.

No other food is given. Food for a specific child must not be shared with any other child. Some children in our care have severe allergies to certain foods and giving them the wrong food could have serious consequences.

Risk management/illness/accidents

Caregivers should consider the health and safety of all children and caregivers when organising activities or planning games.

Children with infectious illnesses must be kept at home and not join the children's groups. If a young person appears ill while in the church's care, caregivers will use their discretion to determine whether the young person should be isolated from other young people by a caregiver (who will remain with them), and whether parents/guardians should be contacted to collect their child.

A basic first aid kit must be readily available at all times. All caregivers should be familiar with its location. In the event of a life-threatening illness or injury, emergency medical services will be called first and the parents will be located and informed immediately. Caregivers will report all injuries, whether major or minor via an online accident and incident report form to the facilities manager by emailing [Facilities report form](#)

Caregivers should be familiar with evacuation procedures, including where the fire exits are located and where the meeting point is, should the fire alarm sound.

Safeguarding children with special education needs and disabilities (SEND)

Safeguards for young people with special education needs and disabilities (SEND) are essentially the same as for all young people. Young people with SEND have exactly the same human rights as any other children to be safe from abuse and neglect and to be protected from harm.

However, research suggests that children with SEND may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and / or neglect than other children. Children with SEND can be abused and neglected in ways that other children cannot, and the early indicators suggestive of abuse and neglect can be more complicated than that. They face an increased risk of abuse and neglect, including bullying, for a variety of reasons including:

- Greater dependency on parents/ carers for practical assistance in their day to day lives, such as feeding or personal care
- Impaired capacity to recognise, resist or avoid abuse, or feeling too scared to report abuse/ bullying
- Speech, language and communication needs/ barriers which can make it more difficult to tell other adults what is happening and get them to understand
- Increased likelihood of social isolation, with fewer outside contacts than non-disabled children, resulting in less access to someone they trust to disclose abuse to
- An embedded cultural/ societal assumption that abuse and neglect does not happen to disabled children, leading to a lack of vigilance, spotting of the signs of abuse and reporting of concerns
- Empathy on the part of professionals/ practitioners with parents/ carers, who are felt to be under considerable stress, leading to certain behaviour/ treatment being accepted by other adults rather than concerns being raised
- Behavioural/ physical indicators, such as (self-)injury or withdrawal, can be interpreted as part of the child's disability or condition rather than as the result of abuse/ neglect (or vice versa), and therefore abuse/ neglect can be missed and go unreported
- Being perceived as physically or behaviourally different from others, and therefore more likely to be the victim of bullying or intimidation.

Where the participants in a group/ activity at St Helen's includes a child with SEND, caregivers must be especially vigilant to the potential increased risk of abuse and neglect, and the additional action that will be needed to ensure this policy and procedure is enacted for that child as it would be for any other child.

Caregivers must be additionally aware of the following possible indicators of abuse or neglect for a child with SEND:

- A bruise in a site that might not be of concern on a non-disabled child, such as the shin, might be of concern on a nonmobile child
- Malnourishment, potentially due to not getting enough help with feeding
- Force feeding
- Unjustified/ excessive use of restraint

- Rough handling/ extreme approached to behaviour modification (eg withholding of liquid, food, medication, clothing)
- Poor grasp of a child's means of communication
- Ill-fitting equipment, eg callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Invasive procedures that are unnecessary or carried out against the child's will
- Misuse of medication, or deliberate failure to follow medication or therapeutic programmes
- Age or culturally inappropriate care and support.

Even subtle changes in behaviour may be a child communicating that something is wrong and/ or that they are being abused. It is vital caregivers for children with SEND are aware of changing patterns of behaviour and potential causes.

Where there are concerns about the welfare of a child with SEND, caregivers should act upon them in accordance with this policy as they would for any other child. Where a child with SEND has communication needs, special attention should be paid to gaining a clear understanding of the child's perception of events, wishes and feelings. This may require the involvement of children's social care or speech and language clinicians for non-verbal children.

Guidance on communicating electronically with children

What you should do:

- Only use an approved church / ministry account to communicate with children. The named persons should be able to access this and review conversations where applicable, and the account should be visible to children and their parents. Children must be made aware that any communication will be viewed by all users. Save any messages and threads through social networking sites, so that you can provide evidence to the named persons of your exchange when required
- Have your eyes open and be vigilant
- Maintain the upmost integrity – honesty, transparency, consistency and accountability are key. Treat online communication with children as you would communication that is face to face. Always maintain the same level of confidentiality
- Report any safeguarding concerns that arise on social media to the PSO
- Always assume that everything you write is permanent and may be viewed by anyone at any time; and that everything can be traced back to you personally as well as to your colleagues or the church. Always think before you post
- Draw clear boundaries around your social media usage associated with your private life and your use of different social media for public ministry. Keep church accounts and profiles separate from your personal social media accounts eg only use a Facebook page, X (formerly known as Twitter) or blogs for public ministry, while keeping a separate Facebook profile for private life
- Always ask parents/carers for written consent to:
 - Use and store photographs of children from activities or events in official church publications, or on the church's social media, website and displays
 - Use telephone, text message, email and other messaging services to communicate with young people
 - Allow young people to connect to the church's social media pages
- Avoid one-to-one communication with a child
- Use clear and unambiguous language in all communications and avoid abbreviations that could be misinterpreted
- Save and download to hard copy any inappropriate material received through social networking sites or other electronic means and show immediately to the named persons
- Use passwords and log off promptly after use to ensure that nobody else can use social media pretending to be you.

What you should not do:

- Use a personal Facebook or any other social media account in your work with children
- Add children as friends on your personal accounts
- Facebook stalk (ie dig through people's Facebook pages to find out about them)
- Say anything on social media that you would not be happy saying in a public meeting, to someone's face, writing in a local newspaper or on headed notepaper
- Comment on photos or posts, or share content, unless appropriate to your church role

- Use visual media (eg Skype, Facetime, Zoom) for one-to-one conversations with children – use only in group settings.

In particular, do not allow content to contain or share links to other sites that contain:

- Libellous, defamatory, bullying or harassing statements
- Breaches of copyright and data protection
- Material of an illegal nature
- Offensive sexual or abusive references
- Inappropriate language
- Anything which may be harmful to a child, or which may bring the church into disrepute or compromise its reputation.

Apart from in exceptional circumstances, no communication should occur between 10pm and 8am.

Supplementary information for specific ministry areas

Specific guidelines for different services

1. Creche

Creches are located in the St Helen's ministry rooms and in St Peter's vestry and St Michael Rectory. Parents/carers should take their creche-aged children there at the point indicated in the service. Upon arrival each child is registered. If they are new a registration form is filled out by the parent or carer. The children are registered at this point, and this marks the official start of the caregiver's responsibilities.

For children who are new, creche helpers must ensure they have met the child's parent or carer at registration, so that they know who will be collecting the child at the end of creche.

At the end of the service, a parent or carer must pick up their child from creche. This marks the official end to the caregivers' responsibility for the child. If the creche helper is not familiar with the adult collecting the child, they should look to another known adult who can vouch for them being the parent/guardian of the child.

2. Sunday school in St Andrew Undershaft

For the 10am, the 10.30am, and the 4pm services, all groups for children in preschool to year 6 are located in St Andrew's.

Registration for the 10am takes place in the St Peter's church yard or just within the St Peter's church building at the point indicated during the service. Upon registering, children are given a coloured wristband. This indicates they have been collected from, and are to be taken back to, St Peter's.

Registration for the 10.30am takes place under the gallery in St Helen's. Upon registering, children are given a coloured wristband. This indicates they have been collected from, and are to be taken back to, St Helen's. Though now registered, the children remain in the care of their parents/guardians for the opening of the church service. At the point indicated in the service, children make their way to the South Transept. Those with a wristband, indicating they've been registered, head out of the building with their caregivers. Those without a wristband are registered before joining the other children. The caregivers' responsibilities officially start once the registered children cross the threshold of the South Transept or are otherwise registered within the South Transept.

Registration for the 4pm takes place in St Helen's before the service begins. Though now registered, the children remain in the care of their parents/guardians for the opening of the church service. At the point indicated in the service, children gather with their caregivers in the South Transept. The caregiver's responsibilities officially start once the registered children are gathered in the South Transept.

To get to St Andrews for Sunday school, children are walked in a line by their caregivers. The caregivers will set an example in following basic road safety and instruct the children to do the same. Caregivers will wear high-vis jackets. At least one caregiver will be at the front of the line and one at the back. Where appropriate the group will cross the road

at a pedestrian crossing, only on a green man, and only if it is deemed safe to do so. Before the crossing begins two leaders will act as 'lollipops' by standing in the road facing the direction of oncoming traffic.

At the end of morning Sunday school, the children who were brought from St Peter's and St Helen's are taken back to their respective buildings. A parent/guardian must collect their child from the group. For the 10am service this takes place in the church yard or just within the St Peter's church building. For the 10.30am service this takes place in the South Transept. At the end of afternoon Sunday school, a parent/guardian must collect their child from St Andrews.

The handing back of a child to a parent/guardian marks the official end to the caregivers' responsibility for the child.

3. Food at 5s

Each week food is provided for the 4pm congregation. For the duration of the Food at 5s children are in the care of their parents/guardians. The children may mingle freely with any adults in the building at the discretion of their parents/guardians.

Weekends away

If any weekend away advertises childcare, or if provision is made for volunteers to help in addition to parents or designated guardians, the childcare for that weekend must be treated in the same way as other weekends that provide childcare. It comes under our Safeguarding Policy and must be run accordingly, following the same procedures as Sunday creche and Sunday school as detailed in this policy. All caregivers must be screened as outlined in the main policy, and the same regulations concerning ratios, registration, discipline, toileting, food and accidents must be followed as in Sunday creche/Sunday school, with the following alterations/additions:

Registering

Children are registered for the weekend when initially signed up so no further registration is needed when their specific groups meet. However, parents must drop off and collect their children at the beginning and end of the advertised children's programme slots. This marks the official start and end of caregiver responsibilities for these children.

Evening patrol

Parents/guardians are responsible for putting their children to bed. Once children are in bed, their parents/guardians may leave them at their own discretion.

Important: during evening patrol parents/guardians are still responsible for their children.

Between the advertised times, pairs of volunteers will patrol the corridors of sleeping areas listening for any children who are disturbed. If volunteers hear of a child who is disturbed, they will contact another volunteer in a more centralised area, who will fetch the child's parents/guardians and ask them to return to their child.

Volunteer pairs **must always** stick together. Volunteers **must not** enter a child's bedroom. Only in a life or limb threatening circumstance should volunteers consider doing so (such as a fire). Volunteers are providing a listening service to be the first point of contact if a child needs their parent/guardian. Volunteers do not need to be DBS screened as these volunteers should not come into direct contact with children.

All evening patrol volunteers and parents must be given a copy of this guidance before evening patrol can begin.

City Summer School

The creche and children's groups at City Summer School come under our safeguarding policy and must be run accordingly, following the same procedures as Sunday creche and Sunday school as detailed above. All caregivers must be screened as outlined in the policy above, and the same regulations concerning ratios, registration, discipline, toileting, food and accidents must be followed as in Sunday creche/Sunday school, with the following alterations/additions:

- Caregivers are not responsible for any children (ie under 18s) outside the advertised times of the children's or youth programmes. In all such times children are the responsibility of their parents or a designated guardian
- Any excursion offsite or any activity onsite organised outside the advertised times for the children or youth programmes are not part of the safeguarding arrangements. Throughout such activities children and young

people remain in the care of their parents or designated guardians. Caregivers are free to join in with these excursions or activities but do not do so as caregivers

- Evening patrol on City Summer School follows the same principles as on St Helen's weekends away as detailed above.

Little Pickles

All children attending Little Pickles will attend with a parent or carer. At no time will they be out of the direct care of their parent/carer.

Registering

All children and their parent/carers will be registered when they arrive and parent/carer will sign out when they leave. All helpers present will be registered on a separate register. For the duration of the morning these registers will form the fire register, and thereafter the completed registers will be filed and kept secure for an indefinite period.

Restricting access to outsiders

At all times someone will be on the door to welcome people as they arrive. It is also the responsibility of the welcomer to ensure that no one who is not associated with Little Pickles or is not a member of St Helen's staff enters the building for the duration of Little Pickles.

Discipline

Children will be at all times under the care of their parent/carer and signs will be around the building to remind carers of this. If appropriate, helpers can remind parent/carers of their responsibility. It is therefore inappropriate for carers to discipline a child in any way. However, helpers should be vigilant about potential safety issues, and where a child is engaging in activity that is likely to be a danger either to themselves or others, or is likely to be upsetting to other children, it is the responsibility of the helpers to take action. This may be either to draw the parent/carer's attention to the child's actions, or in extreme circumstances to intervene. The safety of the children should take precedence over the fear of being seen to interfere by the parent/carer.

Appropriate contact

Children are the responsibility of their parent/carer, but as the parent/carer gets to know and trust the helpers they may ask a helper to care for their child on a temporary basis (eg if they are attending to the needs of another child). This is fine but should be the exception rather than the rule. Helpers need to be aware in such situations that they must be above reproach in all that they do, and wisdom is often required to know what that looks like in different situations. Two good questions to ask in any situation are 'What is the worst that could happen?' and 'What is the worst way that this could be perceived?' All helpers must be willing to receive advice from a fellow helper if their behaviour is beginning to stray from what is wise.

Food and drink

Coffee will be provided for the parents and it is their responsibility to behave sensibly with their coffee. However, because of the risks to children with hot coffee, it is strongly recommended that helpers do not drink coffee when they are around the children. Snacks will be provided for the children, but nothing other than the snacks provided should be offered and these should only be offered with the permission of the parent/carer.

Toileting

Toileting is the responsibility of the parent/carer.

Risk management/ illness/ accidents

It is the responsibility of the Little Pickles team to consider the health and safety of all children when planning zoned activities.

Toys should be scrutinised regularly to ensure they are not broken and could not constitute a danger to children.

Parent/carers will be asked not to bring children to Little Pickles if they have an infectious disease or appear unwell.

A basic first aid kit should be readily available at all times. All helpers should be familiar with its location, contents and use. One helper will be designated to take responsibility for first aid each week.

All accidents and injuries, however minor, should be recorded in the online accident and incident report form. In addition, a specific Little Pickles incident book will be kept. This will record not only accidents and injuries, but any other incident where a child has caused potential danger to a child. This is for the purpose of monitoring such incidents.

All helpers should be aware of where the fire exits are and what the meeting point is. If the fire alarm sounds helpers should usher parent/carers and their children to the nearest exit and take them to the meeting point. The fire officer should ensure that they bring the register with them so that they can check that the building has been evacuated.

Central and local Women on Wednesday (WoW)

Central WoW

Creches are provided for children aged 3 and under in St Andrew's. This comes under our safeguarding policy and must be run accordingly, following the same procedures as Sunday creche and Sunday school as detailed above. All caregivers must be screened as outlined in the policy above, and the same regulations concerning ratios, registration, discipline, toileting, food and accidents must be followed as in Sunday creche/Sunday school.

Local WoW

Local WoW groups meet during the week in homes throughout London. Women are free to bring their own children to a local group, but they remain responsible for their own children throughout the time the group meets.

Women in a local group are free to join together amongst themselves and co-ordinate childcare for their own children while the group meets. This may include using an au pair or nanny or arranging for additional volunteers to cover childcare.

This is a private arrangement happening in a home and is akin to babysitting. The women in the group must take responsibility for assessing the suitability of any volunteer. Local WoW is not covered by the St Helen's safeguarding policy, and as such it is not guaranteed that a volunteer from the congregation is DBS-checked (although they may be).

Other events/activities

From time to time the Sunday congregations will organise extra events which include children.

Occasional seminars/training days (Eg Marriage day, Parenting day, Central Focus training, September staff training)
If childcare is required for children, it must be requested in advance. All caregivers must be screened in accordance with the church safeguarding policy. Caregiver ratios must be maintained.

Where events are being held at St Helen's but run jointly with another Church of England church, care givers can be volunteers from that other church, so long as they have been safely recruited by that church according to Church of England policy. Volunteers from the other church must be familiar with the St Helen's safeguarding policy and the safeguarding procedures relevant to the event being held.

A parent/guardian must drop off and collect their children at the prearranged venue. This marks the official start and end of caregiver responsibilities for these children.

6pm service

No provision is made for children during the 6pm service. Children are welcome in our midst but remain in the care of their parents/guardians. The children may mingle freely with any adults in the building at the discretion of their parents/guardians.

Midweek small groups

Creche-aged children are welcome to the small group evenings at the discretion of the small group evening leader but remain in the care of their parents/guardians throughout.

Babysitting

Babysitting is an area in which we are unable to provide formal provision. Families can make informal arrangements within the congregation outside of church premises and activities and must take full responsibility for assessing the suitability of the volunteer.

APPENDIX

Definitions Of Abuse

Taken from Church of England Safeguarding e-manual <https://www.churchofengland.org/safeguarding/safeguarding-e-manual/safeguarding-children-young-people-and-vulnerable-adults/2>

1. Physical abuse

What it is

Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs you may see

Bumps and bruises don't always mean someone is being physically abused. Although there isn't just one sign or symptom to look out for, it's important to be aware of the signs.

If someone regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Symptoms may include: bruises, flinching away from others, wearing clothes that cover up, even in warm weather, burns or scalds, broken or fractured bones, bite marks.

Head injuries in babies and toddlers can be signs of abuse so it's important to be aware of these. Visible signs may include: Swelling, bruising, fractures, being extremely sleepy or unconscious, breathing problems, seizures, vomiting, unusual behaviour, such as being irritable or not feeding properly.

2. Domestic Abuse

What it is

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.

It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended and that both males and females can be abused or abusers

Signs you may see

The Domestic Abuse Act 2021 now recognises that children are victims of domestic abuse as well as their parents. It may be harder to detect in children, but signs you might see include:

- aggression or bullying, anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use, eating disorders, problems in school or trouble learning
- tantrums
- withdrawal.

3. Neglect

What it 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, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The NSPCC adds: Neglect can be a lot of different things, which can make it hard to spot. But broadly speaking, there are 4 types of neglect.

- Physical neglect: A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe
- Educational neglect: A parent doesn't ensure their child is given an education
- Emotional neglect: A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them
- Medical neglect: A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Signs you may see

Neglect can be really difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem. Children and young people who are neglected might have:

- Poor appearance and hygiene: being smelly or dirty, being hungry or not given money for food, having unwashed clothes, having the wrong clothing, such as no warm clothes in winter, having frequent and untreated nappy rash in infants
- Health and development problems: regular illness, infections or dental issues, missed medical appointments, such as for vaccinations, poor language or social skills, tiredness, repeated accidental injuries, often caused by lack of supervision, skin issues, such as sores, rashes, flea bites, scabies or ringworm
- Housing and family issues: living in an unsuitable home environment, such as having no heating, being left alone for a long time, taking on the role of carer for other family members
- Change in behaviour: becoming clingy, becoming aggressive, being withdrawn, depressed or anxious, changes in eating habits, displaying obsessive behaviour, finding it hard to concentrate or take part in activities, missing school, showing signs of self-harm, using drugs or alcohol.

4. Emotional abuse

What it 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

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children, interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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.

Signs you may see

There might not be any obvious physical signs of emotional abuse. A child or young person might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child or young person is acting. As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- seem unconfident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

Babies and pre-school children who are being emotionally abused or neglected might:

- be overly affectionate to strangers or people they don't know well
- seem unconfident, wary or anxious
- not have a close relationship or bond with their parent
- be aggressive or cruel towards other children or animals. Older children/young people might:
- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends.

5. Sexual abuse

What it is

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs you may see

Knowing the signs of sexual abuse can help give a voice to children and young people. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out. Some of the signs you might notice include:

- Avoiding being alone with or frightened of people or a person they know
- Language or sexual behaviour you wouldn't expect them to know
- Having nightmares or bed-wetting
- Self-harm
- Changes in eating habits or developing an eating problem
- Alcohol or drug misuse.

If a child is being or has been sexually abused online, they might:

- a) spend a lot more or a lot less time than usual online, texting, gaming or using social media
- b) seem distant, upset or angry after using the internet or texting
- c) be secretive about who they're talking to and what they're doing online or on their mobile phone
- d) have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet
- e) Children and young people might also drop hints and clues about the abuse.

6. Exploitation

a) Child sexual exploitation

What it is

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. Exploitation can take place between a child and an adult as well as 'peer on peer' (for example between one young person and another).

The NSPCC adds, when a child/young person is sexually exploited online they might be persuaded or forced to send or post sexually explicit images of themselves, film or stream sexual activities or have sexual conversations. Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

Gangs use sexual exploitation to exert power and control, for initiation or to use sexual violence as a weapon. Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.

b) Child Exploitation – Criminal, gang related

What it is

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:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited **even if the activity appears consensual**. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

This includes 'County Lines', a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal lines'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Exploitation can take place between a child and an adult as well as 'peer on peer' (for example between one young person and another).

Signs you may see

- frequently absent from and doing badly in school
- Going missing from home, staying out late and travelling for unexplained reasons
- In a relationship or hanging out with someone older than them
- Being angry, aggressive or violent
- Being isolated or withdrawn
- Having unexplained money and buying new things
- Wearing clothes or accessories in gang colours or getting tattoos
- Using new slang words
- Spending more time on social media and being secretive about time online
- Making more calls or sending more texts, possibly on a new phone or phones
- Self-harming and feeling emotionally unwell
- Taking drugs and abusing alcohol
- Committing petty crimes like shop lifting or vandalism

- Unexplained injuries and refusing to seek medical help
- Carrying weapons or having a dangerous breed of dog.

7. Modern Slavery

What it is

- slavery
- human trafficking
- forced labour and domestic servitude
- traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Signs you may see

- Shows signs of physical or psychological abuse and untreated injuries
- Looks malnourished or unkempt, or appears withdrawn and neglected
- Seems under the control or influence of others
- Wears the same clothes every day
- Wears no safety equipment even if their work requires it
- Living in dirty, cramped or overcrowded accommodation
- Living and working at the same address
- Appears unfamiliar with their neighbourhood or where they work
- Rarely allowed to travel on their own
- Collected and dropped off on a regular basis early in the morning or late at night
- In a crowded minibus with other workers
- Has no control of their identification documents such as their passport
- Reluctant to seek help and avoids eye contact
- Appears frightened or hesitant to talk to strangers
- Fear of police, don't know who to trust or where to get help
- Afraid of deportation, and risk of violence to them or their family.

8. Extremism and Radicalisation

What it is

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. This can include harmful minority religions (“cults”)

Signs you may see

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination.

Extremists might target them and tell them they can be part of something special, later persuading them into cutting themselves off from their friends and family. However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong.

9. Bullying, cyberbullying and online abuse

What it is

Bullying can include many different forms of abuse, including physical and emotional abuse, and typically (but not exclusively) takes place between peers.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home, online, at work or in church. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- revenge porn
- trolling.

Signs you may see

- being afraid to go to school or youth groups (or work or church), being mysteriously 'ill' each morning, or skipping school/youth group
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- belongings getting 'lost' or damaged
- spending a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone •
physical injuries, such as unexplained bruises
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- bullying others.

10. Female Genital Mutilation

What it is

Female genital mutilation (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. The practice is not required by any religion and is medically unnecessary, painful and has serious health consequences at the time it is carried out and in later life.

The procedure is typically performed on girls of any age but is also performed on newborn infants and on young women before marriage/ pregnancy.

FGM may be practised illegally by doctors or traditional health workers in the UK, or girls may be sent abroad for the procedure. FGM is illegal in the UK, under the Female Genital Mutilation Act 2003 (as amended)

Signs you may see

Signs FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'
- A female relative, like a mother, sister or aunt has undergone FGM
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays
- A girl has an unexpected or long absence from school
- A girl struggles to keep up in school
- A girl runs away – or plans to run away - from home. Signs FGM might have taken place:
- Having difficulty walking, standing or sitting

- Spending longer in the bathroom or toilet
- Appearing quiet, anxious or depressed
- Acting differently after an absence from school or college
- Reluctance to go to the doctors or have routine medical examinations
- Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.