Child Protection and Safeguarding Policy and Procedure for FUNK FUSION FITNESS LTD

 This policy was adopted on 18th Nov 2021 & due to be reviewed on the 18th Nov 2022

The welfare of our class participants is of paramount concern to all instructors working for Funk Fusion Fitness LTD. Copies of certificates are held at the company office and updated every 3 years with online & in house training days at the school where each instructor teaches.

We will ensure that our team will safeguard and promote the welfare of pupils and work together with the school and other agencies to identify, assess and support those children who could be suffering.

School’s are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure. As external instructors, we will adhere to the school’s policy and record information as we have been advised to and also report back to Rebecca Tompkins (Director).

Funk Fusion Fitness LTD believe that our classes should provide a positive, caring, safe & stimulating environment that provides social, physical and moral development of each individual child.

We will ensure that our classes are registered with permission slips and exited in an orderly fashion so each individual child goes to their parent/carer at the end of the session. If a child is not collected our instructor will wait with them in the school office where we will notify the parent by phone and Rebecca Tompkins if a parent cannot be reached. Rebecca Tompkins will go to the school if this then becomes a safe guarding issue and needs 2 members of our staff. We will also ensure that anyone working with the children in our classes hold a valid DBS check and any new team members are aware of the policies of the school they are working in.

This policy has been developed in accordance with the following statutory guidance and local safeguarding procedures:

* *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
* *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.*

Roles & Responsibilities:

All instructors know how to recognise signs and symptoms of abuse, how to respond to pupils

who disclose abuse and how to record with in the school they are working in.

Director, Rebecca. Tompkins, will liaise with each Head teacher about any safeguarding issues relating to pupils we teach and act as a source of support and advice for the team.

**DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE**

If a child discloses that he or she has been abused in some way, the instructor should follow this guidance.

* Listen to what is being said without displaying shock or disbelief.
* Only ask questions when necessary to clarify.
* Accept what is being said.
* Allow the child to talk freely – do not put words in the child’s mouth.
* Reassure the child that what has happened is not his or her fault.
* Do not make promises that you may not be able to keep.
* Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
* Stress that it was the right thing to tell.
* Do not criticise the alleged perpetrator.
* Explain what has to be done next and who has to be told.
* Inform the DSL without delay.
* Complete the child protection incident/welfare concern form and pass it to the DSL.
* Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Action:

1. Discuss concerns with the Head or DSL or in their absence, with the Deputy DSL **as soon as possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action.
2. Complete the **child protection incident/welfare concern form** and pass it to the DSL.
3. Contact Rebecca Tompkins who will continue to liaise with the school.

Action for a complaint about a member of the FFF team:

1. Rebecca Tompkins to discuss with the school’s DSL
2. The instructor concerned to record their version of events.
3. Both to meet the Head/DSL to discuss further.

**DEFINITIONS**

1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

2 **Children** areany people who have not yet reached their 18th birthday; a 16-year- old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

4 **Early help** means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years to teenage years.

5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

6 **Safeguarding** **children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [*Working Together to Safeguard Children*: *A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)*](https://www.gov.uk/government/publications/working-together-to-safeguard-children)as:

* protecting children from maltreatment;
* preventing impairment of children’s health and development;
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.

7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states ‘where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.’

8 For more definitions, see [*Pan-Sussex Child Protection and Safeguarding Procedures*](http://trixresources.proceduresonline.com/nat_key/index.htm).

 **CATEGORIES OF ABUSE**

1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child’s emotional development. It may involve:

* + making a child feel worthless, unloved or inadequate
	+ only there to meet another’s needs
	+ inappropriate age or developmental expectations
	+ overprotection and limitation of exploration, learning and social interaction
	+ seeing or hearing the ill treatment of another, e.g. domestic abuse
	+ making the child feel worthless and unloved - high criticism and low warmth
	+ serious bullying
	+ exploitation or corruption

 Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2 **Neglect** is the persistent failure to meet a child’s basic physical 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 misuse. Once a child is born, it may involve a parent 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 care givers
	+ ensure access to appropriate medical care or treatment

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

3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Company Director:

Signature

Self employed instructor:

Signature