



Safeguarding Policy and Procedures

2024 DRAFT FOR NETWORK-WIDE REVIEW

Background

EduSpots' Safeguarding Policy is essential for the organisation's commitment to the protection of children and all vulnerable persons who participate in EduSpots activities. The safeguarding policy sets out EduSpots' responsibilities to ensure children and all persons participating in our activities remain safe and protected from any form of harm and abuse within the lifespan of our activities.

Purpose

The purpose of this policy is to provide a framework that protects people, particularly children, vulnerable adults and other participants in EduSpots' activities, from any harm that may be caused due to their participation in EduSpots' activities. This includes harm arising from:

- The conduct of staff, volunteers or personnel associated with EduSpots
- The design and implementation of EduSpot's programmes and activities

It also seeks to protect EduSpots' staff, volunteers and associated personnel (i.e. trustees, consultants / contractors, interns, ambassadors, advisors or anyone in contact with a Spot community on behalf of EduSpots' activities) from harm. The policy lays out the commitments made by us and informs staff and associated personnel of their responsibilities in relation to safeguarding.

For online courses and school partnerships, EduSpots has additional specific provisions in place (refer to relevant policies).

What is safeguarding?

Safeguarding means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, harassment, abuse and neglect. We understand it to mean protecting people, including children and vulnerable adults, from harm that arises from coming into contact with our staff or programmes, with particular reference to The United Nations Convention on the Rights of the Child.

Scope

- All staff, trustees, interns, peer mentors, and volunteers
- All associated personnel whilst engaged with work or visits related to EduSpots, including but not limited to the following: consultants; contractors; programme visitors; students

Policy Statement

EduSpots believes that everyone we come into contact with, regardless of age, gender identity, disability, sexual orientation, faith or ethnic origin has the right to be protected from all forms of harm, abuse, harassment, neglect and exploitation. We will not tolerate violence, harassment, abuse and exploitation by staff or associated personnel.

We recognise that:

- The welfare of the child/young person/vulnerable adult is paramount.
- Equal priority must be given to keeping all children, young people and vulnerable adults safe, regardless of their age, disability, gender, race, religion or belief, sexual orientation or identity.
- Some children and vulnerable adults may be additionally vulnerable due to previous experience, disability, additional needs, ethnicity or other issues.
- Working in partnership with children, young people, vulnerable adults, their parents, carers and other agencies is essential in promoting the welfare of young people and vulnerable adults.

For the purposes of this Code, a Child is defined as anyone under the age of eighteen (18)

Guiding principles:

The fundamental principle of the EduSpots Safeguarding Policy is that, it should at all times remain centred on the welfare of all the people covered by the policy, especially on children and vulnerable groups. The principles guiding the policy are outlined as follows:

1. Child rights approach: All children 'without discrimination of any kind' (Article 2 of the UNCRC3) have the right to be protected from 'all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual violence' as outlined in Article 19 of the UNCRC4.
2. Best interest of the child: all action taken to protect children will be in accordance with the best interest of the child as stated in article 3 of the UNCRC.
3. Child participation: Children should be empowered to understand their rights to safety and what represents unacceptable and what to do when they have a concern.
4. Confidentiality: We must ensure that confidentiality is maintained during all stages of the disclosure and reporting process. All reports/records will be kept in a secure online file or a locked place with limited access. Disclosure of information can be made only to relevant parties on a need- to-know basis.
5. Transparency: Throughout the process of reporting on and responding to an allegation of abuse, all information should be recorded carefully and comprehensively by those responsible for carrying out the investigation. This is to ensure accurate documentation of the incident. Rumours should be recorded as such and not as factual evidence.
6. Sensitivity: Incidents of child abuse are potentially traumatising for both the victim/survivor and all those associated to the alleged incident whether related to the survivor/victim or the alleged perpetrator. The gathering of information during the

investigation of the incident should therefore be undertaken with the utmost sensitivity and respect for all those associated with the case.

7. Collaboration: EduSpots will work closely with other agencies, such as social services, police, and health professionals as appropriate in addressing complex safeguarding issues. A collaborative approach ensures that all relevant organisations and agencies share information and resources to ensure the best possible outcomes for vulnerable individuals.

Operational elements:

1. Clear communication: The policy should be easily accessible and understood by all stakeholders, including staff, volunteers, and service users. It's important that everyone knows what is expected of them in terms of reporting suspected safeguarding issues and adhering to the organisation's safeguarding procedures.
2. Training and re-training: All staff and volunteers should receive regular training and refresher training on safeguarding issues, including recognition of signs of abuse, appropriate response procedures, and reporting protocols. This ensures that everyone is equipped to deal with any concerns effectively and act promptly.
3. All Spots must engage with our 'Keeping Spots Safe' strategy to remain in the EduSpots network, with resource kits provided to all Spots to support this procedure through which Spots gain an EduSpots 'Keeping Spots Safe' certificate.
4. Safe recruitment procedures: EduSpots should have rigorous procedures for recruiting new staff and volunteers. This includes background checks, reference checks, and interviews to ensure that only trustworthy individuals and those with a safeguarding mind-set are allowed to work with vulnerable groups.
5. Regular reviews and inspections: EduSpots should conduct regular reviews and inspections of its safeguarding policy and practices to identify any areas for improvement and ensure that they remain effective.
6. Safe reporting mechanism: A clear and confidential reporting process for staff and volunteers to raise concerns about safeguarding issues is essential. This encourages them to speak up if they witness or suspect any form of abuse or neglect.

Definition of Abuse

Child abuse is any act which individuals, institutions or processes do - or fail to do - which directly or indirectly harms child or damages their prospect of a safe and healthy development into adulthood.

Child abuse is categorised under five main forms, namely:

- a) Physical abuse is the actual or likely physical injury to a child or failure to prevent physical injury or suffering. This may involve hitting, shaking, burning or other physical acts.
- b) Sexual abuse is the actual or likely sexual exploitation of a child or young person through involving them, or threatening to involve them, in sexual activities. This may include rape, oral sex, penetration, masturbation, kissing, rubbing, inappropriate touching or involving children in watching or producing sexual images or encouraging children to behave in sexually inappropriate ways.
- c) Emotional abuse is the actual or likely adverse effect on the emotional or behavioural development of a child. This could include bullying (including cyber bullying), threats, discrimination, ridicule, or other forms of hostile or exclusionary treatment.

- d) Neglect is the persistent lack of care for children, thus failing to meet a child's physical or psychological needs, including safety, warmth, nutrition and medical attention.
- e) Exploitation relates to using children for the sake of another end, which could encompass, but is not limited to, commercial and sexual exploration. Examples include involving children in work for the benefit of others or involving children in sexual activity in exchange for money, gifts, food or any other material needs.

Prevention, Awareness Reporting and Response

EduSpots commits to addressing safeguarding throughout its work, aiming to protect all participants in EduSpots' activities from all forms of abuse through four pillars of prevention, awareness, reporting and response.

Prevention

EduSpots' responsibilities

We will:

- Design and undertake all our programmes and activities in a way that protects people from any risk of harm that may arise from their coming into contact with EduSpots. This includes the way in which information about individuals in our programmes is gathered and communicated.
- Ensuring that we provide a safe physical environment for children, young people, adults, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Implement stringent safeguarding procedures when recruiting, managing and deploying staff and associated personnel.
- Provide effective management for Trustees, staff and volunteers through supervision, support and training.
- Ensure staff and volunteers receive appropriate training on safeguarding at a level appropriate to their role in the organisation.
- Ensure all volunteers read and sign the Catalyst code of conduct.
- Regularly share messages to make all staff, volunteers, associates and participants of EduSpots aware of the dangers in causing abuse and violence including physical, sexual, emotional and discriminatory acts against any person.
- Openly post messages about safeguarding in visible places at physical locations and online for easy access by all concerned.
- Ensure that staff/volunteers share information about safeguarding and how to raise concerns with participants in EduSpots activities, including children, young people, parents, carers and vulnerable adults.
- Follow up on reports of safeguarding concerns promptly and according to due process.
- Build a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Awareness

EduSpots' responsibilities

We will:

- Ensure all staff have access to, are familiar with, and know their responsibilities within this policy.

- Ensure that all Catalysts receive safeguarding (“Keeping Spots Safe”) training upon joining the network, with regular engagements at all in person conferences.
- Ensure that Catalysts lead sessions with learners, other Catalysts, teachers and community members to increase awareness of our safeguarding policy, under the work of our ‘Keeping Spots Safe’ framework.
- Provide resources for use at the local level, support the awareness raising process.
- Ensure that there are regular awareness raising activities with Catalysts on WhatsApp through the Spot Lead feed.

Protection

Staff responsibilities

EduSpots staff, volunteers and associated personnel must not:

- Engage in sexual activity with anyone under the age of 18
- Sexually abuse or exploit children
- Subject a child to physical, emotional or psychological abuse, or neglect
- Engage in any commercially exploitative activities with children including child labour or trafficking
- Sexually abuse or exploit at risk adults
- Subject an at-risk adult to physical, emotional or psychological abuse, or neglect
- Exchange money, employment, goods or services for sexual activity. This includes any exchange of assistance that is due to beneficiaries of assistance

Additionally, all EduSpots staff, volunteers and associated personnel are obliged to:

- Value, listen to and respect all participants in EduSpots activities, including children and vulnerable adults.
- Contribute to creating and maintaining a safe environment for EduSpots activities that prevents harm.
- Inform the CEO if they are in, or entering into, any close intimate relationship with adult EduSpots activity participants or another staff member / volunteer.
- Report any concerns or suspicions regarding safeguarding violations to the channels outlined in this policy.
- Support and uphold the tenets of the EduSpot safeguarding policy and commitment to protect all persons within reach of EduSpots activities from harm and abuse.
- Respond to any child or vulnerable adult who is subjected to abuse or exploitation in any form within the boundaries of this policy.
- Cooperate fully and confidentially with any ongoing investigation regarding safeguarding.

Enabling reports

EduSpots will ensure that safe, appropriate, accessible means of reporting safeguarding concerns are made available to staff and the communities we work with.

Any staff reporting concerns or complaints through formal whistleblowing channels (or if they request it) will be protected by our Whistleblowing Policy.

EduSpots will also accept complaints from external sources such as members of the public, partners and official bodies.

How to report a safeguarding concern

Anyone who has a concern relating to safeguarding should report it immediately using the Safeguarding Reporting & Response Procedure, to:

- If they are a Spot user, community member or Spot volunteer - to their Project Leader (community-based Spots) or headteacher (school-based Spots); or
- If they are a Project Leader, staff member, trustee or other associated personnel - to one of the Safeguarding Leads listed below.

EduSpots volunteers and staff should report concerns immediately and not try to respond / deal with concerns themselves.

Safeguarding Leads:

Cat Davison (CEO); Email: cdavison@eduspots.org; Tel: +44 (0)7914 359903

Kennedy Apanyin (Head of Operations, Ghana); Email kapanyin@eduspots.org; Tel: +233 24 938 2808

Amjad Saleem (Trustee, UK); Email: asaleem@eduspots.org

Response

EduSpots will follow up safeguarding reports and concerns according to the Safeguarding Reporting & Response Procedure, and legal and statutory obligations. We will apply appropriate disciplinary measures to staff found in breach of policy.

EduSpots will offer support to survivors of harm caused by staff or associated personnel, regardless of whether a formal internal response is carried out (such as an internal investigation). Decisions regarding support will be led by the survivor.

Confidentiality

It is essential that confidentiality is maintained at all stages of the process when dealing with safeguarding concerns. Information relating to the concern and subsequent investigation & case will be shared on a need to know basis only and will be kept secure at all times.

Information may be shared with authorities (e.g. law enforcement, UK Charity Commission) or funders, where EduSpots has a legal or contractual obligation to do so.

Results of Misconduct

Actions in relation to safeguarding reports will operate under the guidelines below:

- When any allegation is made against a named person associated with EduSpots staff, volunteers, service provider etc from a verifiable source, the said person may be counselled and suspended from all activities of EduSpots pending the outcome of an investigation. Staff will continue to receive full pay during this time.
- All information from the investigations and minutes of meetings will be documented and kept confidentially. A final decision will be made within a minimum period appropriate to the concern raised for the way forward.
- EduSpots will take immediate disciplinary action based on the outcome of the investigation, which may be appropriate to the circumstances as stated in the policy.

Disciplinary action will depend on each case and the circumstances, and may include the following:

- Staff: written warning/other sanction / dismissal
- Volunteers, board members: warning/end relationship with EduSpots
- Service providers: written warning/termination of contract

EduSpots will ensure that the process of investigation remains fair. The final decision and action is open to appeal through an independent investigation.

Associated Documents

- Safeguarding Reporting & Response Procedure
- Safeguarding Incident Report Form
- Catalyst Code of Conduct
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy
- Online Courses – Data Protection & Safeguarding Information for Schools & Participants
- School Partnership Programme – Data Protection & Safeguarding Information for Schools & Participants

We are committed to reviewing this policy and good practice on an annual basis in line with current best practice guidance, or sooner in light of any changes in legislation or guidance. All changes will be communicated to staff and volunteers.

Glossary of Terms

Child: A person below the age of 18

Harm: Psychological, physical and any other infringement of an individual's rights

Psychological harm: Emotional or psychological abuse, including (but not limited to) humiliating and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation

Protection from Sexual Exploitation and Abuse (PSEA): The term used by the humanitarian and development community to refer to the prevention of sexual exploitation and abuse of affected populations by staff or associated personnel. The term derives from the United Nations Secretary General's Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse (ST/SGB/2003/13)

Safeguarding: In the UK, safeguarding means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect

In our sector, we understand it to mean protecting people, including children and at risk adults, from harm that arises from coming into contact with our staff or programmes.

This draws from our values and principles and shapes our culture. It pays specific attention to preventing and responding to harm from any potential, actual or attempted abuse of power, trust, or vulnerability, especially for sexual purposes.

Safeguarding applies consistently and without exception across our programmes, partners and staff. It requires proactively identifying, preventing and guarding against all risks of harm, exploitation and abuse and having mature, accountable and transparent systems for response, reporting and learning when risks materialise. Those systems must be survivor-centred and also protect those accused until proven guilty.

Safeguarding puts affected persons at the centre of all we do.

Sexual abuse: The term 'sexual abuse' means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual exploitation: The term 'sexual exploitation' means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. This definition includes human trafficking and modern slavery.

Survivor: The person who has been abused or exploited. The term 'survivor' is often used in preference to 'victim' as it implies strength, resilience and the capacity to survive, however it is the individual's choice how they wish to identify themselves.

At risk adult: Sometimes also referred to as vulnerable adult. A person who is or may be in need of care by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.



Safeguarding Reporting & Response Procedure

2024 DRAFT FOR NETWORK-WIDE REVIEW

Purpose and scope

The purpose of this document is to provide procedures for dealing with reports of a breach of EduSpots Safeguarding Policy, where the safeguarding violation is:

- Against staff or members of the public
- Perpetrated by staff, associated volunteer, trustee, partners or associated personnel (Associated personnel includes but is not limited to consultants, volunteers, contractors, consultants and visitors)

A safeguarding violation is where harm or potential harm has been caused to an individual or individuals as a result of coming into contact with our staff, volunteers, trustees, partners or associated personnel, or from coming into contact with our activities.

Ways that a concern might be brought to your attention

- A person might make a direct disclosure about themselves.
- A person might make a direct disclosure about someone else.
- A person might offer information that is worrying but not a direct disclosure.
- A volunteer or member of staff might be concerned about a person's appearance or behaviour or about the behaviour of a parent or carer towards a child or vulnerable adult.
- A person might make a disclosure about abuse that another person is suffering or at risk of suffering.
- A parent or carer might offer information about a child or vulnerable adult that is worrying but not a direct disclosure.

Procedure

1. Report is received

- 1.1. EduSpots advises Spot users, volunteers and project leaders to communicate safeguarding concerns according to the charts below which reflect different procedures for school-based and community-based Spots:



Keeping Spots safe



Child abuse occurs when a child is harmed in any way by an adult or another child.

Community-based Spots

If anyone is in immediate danger, call the police.

YOU ARE A CATALYST, LEARNER OR PARENT

Do you have a concern about someone being abused at the library/'Spot' or elsewhere by a volunteer, learner or another person?

YOU MUST PASS IT ON TO YOUR PROJECT LEADER

They will listen to your concerns, offer support and pass information on about the incident in the right way in line with our Safeguarding Policy.

If your concern involves the Project Leader you must report your concern to EduSpots' Safeguarding Lead (0533729038) and the community committee representative.

YOU ARE A PROJECT LEADER

Do you have a concern about a child, adult, or concern about an adult abusing a child? Or has someone reported a concern to you?

PASS IT ON TO THE EDUSPOTS TEAM & THE COMMUNITY SAFEGUARDING LEAD

Phone the EduSpots Safeguarding Lead or contact your regional coordinator who will work with you to ensure the well-being of all learners is protected.

Keep all information confidential. Only share the information with EduSpots Safeguarding Lead or your community committee. You will be supported in your response.

EduSpots' Keeping Spots Safe Line:
0533729038 or info@eduspots.org

Your community safeguarding lead:



Keeping Spots safe



Child abuse occurs when a child is harmed in any way by an adult or another child.

School-based Spots

If anyone is in immediate danger, call the police.

YOU ARE A CATALYST, LEARNER OR PARENT

Do you have a concern about someone being abused at the library/'Spot' or in EduSpots programmes by a Catalyst, learner or another person?

YOU MUST PASS IT ON TO YOUR HEADTEACHER

They will listen to your concerns, offer support, and pass information on about the incident in the right way in line with GES policy and our Safeguarding Policy

If your concern involves the headteacher or the abuse persists you must report your concern directly to the EduSpots Safeguarding Lead (info@eduspots.org) or 0533729038

YOU ARE A HEAD TEACHER

Do you have a concern about a child, adult, or concern about an adult abusing a child? Or has someone reported a concern to you?

ACT IN LINE WITH GES POLICY AND PASS IT ON TO THE EDUSPOTS TEAM

Phone the EduSpots Safeguarding Lead or contact your regional coordinator who will work with you to ensure the well-being of all learners is protected.

Keep all information confidential and act in line with GES policy.

EduSpots' Keeping Spots Safe Line:
0533729038 or info@eduspots.org

Your Spot safeguarding lead:
The headteacher

- 1.2. However, it is possible for initial concerns / reports to reach the organisation through various routes. This may be in a structured format such as a letter, e-mail, text or message on social media. It may also be in the form of informal discussion or rumour. If a staff member, trustee, appointed volunteer or associate personnel hears something in an informal discussion or chat that they think is a safeguarding concern, they should report this to the Safeguarding Lead.
- 1.3. If a safeguarding concern is disclosed directly to a member of staff, volunteer or project leader, the person receiving the report should bear the following in mind:
 - Keep calm, and be empathetic. Reassure the person that telling someone about it was the right thing to do.
 - Never promise to keep what they are telling 'a secret' or confidential.
 - Let the person tell you the whole story without interruption. Do not try to question, investigate or quiz them, but do make sure you are clear as to what they are saying.
 - Assure them that they are not to blame.
 - Inform the person that you have to inform the EduSpots safeguarding lead/s about what they have told you. Tell them that this is to stop the abuse from continuing and to keep them (or the affected person) safe.
 - Let the person know what you are going to do next.
- 1.4. Helping a person who is in immediate danger
 - If the person is in immediate danger or the abuse has happened where they live, immediately call the local police or the Domestic Violence and Victims Support Unit (DOVVSU) helpline: 055-100-0900 (for a child, young person or vulnerable adult)
 - If the person is elsewhere, contact the police or DOVVSU and explain the situation to them.
 - If they need emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get first aid assistance.
 - Contact the Safeguarding Lead immediately and inform them of the situation. If appropriate and the person consents (if they're able to) also contact a member of the Spot leadership committee.
- 1.5. The person receiving the report should complete the Safeguarding Incident Report Form.
- 1.6. The person should then forward this information to one of the Safeguarding Leads within 24 hours or **immediately if the incident involves a child under the age of 18 or a vulnerable adult**.
- 1.7. Due to the sensitive nature of safeguarding concerns, confidentiality must be maintained during all stages of the reporting process, and information shared on a limited 'need to know' basis only.
- 1.8. Once the report is received by the Safeguarding Lead it should immediately be kept safe in a locked drawer or in the password protected folder on the G Drive.
- 1.9. If the reporting staff member is not satisfied that the organisation is appropriately addressing the report, they have a right to escalate the report to an external statutory

body. The staff member will be protected against any negative repercussions as a result of this report. See EduSpots Whistleblowing Policy.

2. Assess how to proceed with the report

- **For School Based Spots**, if the abuse happened during school hours on school property, report it immediately to the headteacher, so the standard school procedure can be followed. EduSpots' safeguarding leads should be informed of level 2 and level 3 incidents where the activities relate to EduSpots' space, resources or activities.
- Form a Case Team including:
 - **For Community Based Spots** at least one member of the Spot Management Committee and at least one EduSpots Safeguarding Lead, who are in no way implicated or may have a conflict of interest.
 - **For School Based Spots**, where the incident took place outside school hours or involved someone not a student at that school, at least one EduSpots Safeguarding Lead, one member of the Spot Management Committee and the school safeguarding focal point (if they are not already on the Spot Management Committee), who are in no way implicated or may have a conflict of interest.
 - **For incidents not directly connected to a Spot but relate to EduSpots' activities¹**, two EduSpots Safeguarding Leads (or a trustee or leadership team member in lieu of one safeguarding lead if required), who are in no way implicated or may have a conflict of interest.
- Review details of the report and decide on the level of concern (see table below).
- Identify what further details might be needed, and if it's possible to collect them.
- Assess risks related to the possible next steps and agree mitigation methods.

3. Agree and action next steps

		Level 1	Level 2	Level 3
Description	<ul style="list-style-type: none"> ● Insufficient information is available and follow-up is not possible (e.g. report made anonymously). ● The incident is not a breach of safeguarding policy and so should be handled in line with other related policies. 	<ul style="list-style-type: none"> ● Isolated incident of poor practice or an accident, which causes no or minor harm. ● Incidents of poor practice / behaviour risking psychological harm or undermining the dignity of others. 	<ul style="list-style-type: none"> ● Isolated incident of poor practice causing minor/moderate harm. ● Multiple incidents of inappropriate (but non intrusive) physical contact or sexualised behaviour (but not physical sexual activity). 	<ul style="list-style-type: none"> ● An incident causing significant harm has occurred. ● A crime has been committed. ● Multiple incidents of abuse or exploitation. ● Sexual engagement with a child.

¹ This may include incidents amongst staff, between staff and volunteers at a training academy, online, related to students as part of school partnerships, etc.

Possible next steps	<ul style="list-style-type: none"> • Keep a (confidential) record of the report in case it can be of use in the future. • Look at any wider lesson learning we can take forward. 	<ul style="list-style-type: none"> • One of the Case Team speaks to the person involved to ensure they understand why it was poor practice and how to avoid such behaviour in future. • Review any related policies, procedures or guidance to prevent further incidents. 	<ul style="list-style-type: none"> • Ensure you have relevant expertise and capacity to manage the case; seek external advice/support if needed. • Immediate suspension of staff/volunteer (Catalyst)/personnel implicated while the report is investigated. • Immediate protection / support for anyone at risk. • For School Based Spots - work in alignment with the school's safeguarding procedures and contact points with the authorities. Let the school focal points lead the process and do not seek out any additional information on the case to maintain confidentiality. • For Community Based Spots - if the case involves a child, young person or vulnerable adult, call the the DOVVSU helpline within 24 hours and make a telephone referral. Be guided by the DOVVSU/police on any further actions required of you. • If a known crime has been committed, inform the police. • Decide whether to inform the person's family, carers or others (depending on the nature of the case, persons implicated, wishes of the survivor and requirements of the school/DOVVSU/police). • Conduct an investigation to gain further information (if not referred to police; seek external support if needed). • Disciplinary action taken if no further information needed
For all cases	<p>Check your obligations on informing relevant bodies when you receive a safeguarding report. These include (but are not limited to):</p> <ul style="list-style-type: none"> • Funding organisations • Statutory bodies (such as the Charity Commission in the UK) <p>Some of these may require you to inform them when you receive a report, others may require information on completion of the case, or annual top-line information on cases. When submitting information to any of these bodies, think through the confidentiality implications very carefully.</p>		

	<p>Document all decisions made clearly and confidentially. Store all information relating to the case confidentially, and in accordance with EduSpots' policy and local data protection law.</p> <p>Record anonymised data relating to the case to feed into organisational reporting requirements (e.g. serious incident reporting to Board, safeguarding reporting to donors), and to feed into learning for dealing with future cases.</p>
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Action should be taken until the Case Team are satisfied that:

- ❖ there is no further risk of harm;
 - ❖ appropriate action has been taken to support any affected parties and discipline anyone confirmed of wrongdoing; and
 - ❖ stakeholder compliance has been met.
- If the incident does **not** directly relate to EduSpots activities, personnel (including volunteers/Catalysts) or Spots you should refer it to the relevant external authority, providing guidance and support where appropriate, e.g.
 - If an incident takes place in a school where there is also a Spot (within classes/school hours, and unrelated to any Spot activities or Catalysts), report it to the school safeguarding lead or head teacher and encourage them to take appropriate action. Monitor behaviour at the Spot more closely.
 - If you have general concerns for someone's health, wellbeing or safety, try to speak with the person, or (if appropriate) with their family or carer. Explain your concerns and make sure they have the support they need. You could give them information of other available services. If the concern is about a child or vulnerable adult, you may need to refer them to DOVVSU.
 - If there is a safeguarding concern about another organisation, their staff, volunteers or the people they work with, you should immediately contact the Designated Safeguarding Lead of the organisation in question and pass on your concerns. If at any point you think the organisation has not acted and someone is at risk, you should contact DUVVSU yourself.
 - If the report concerns associated personnel (for example contractors, consultants or suppliers), the decision-making process will be different. Although associated personnel are not staff members, we have a duty of care to protect anyone who comes into contact with any aspect of our programme from harm. We cannot follow disciplinary processes with individuals outside our organisation, however decisions may be made for example to terminate a contract with a supplier based on the actions of their staff.

4. Provide support to survivor where needed/requested

- Provide appropriate support to survivor(s) of safeguarding incidents. Nb. This should be provided as a duty of care even if the report has not yet been investigated. Support could include (but is not limited to)
 - Health and wellbeing care or counselling
 - Medical assistance
- All decision making on support should be led by the survivor.

5. Responding to historic or non-recent concerns

Historical allegations of abuse should be taken as seriously as contemporary allegations.

- Remember that it's never too late to report abuse. An individual can make a formal complaint to the police about non-recent abuse, ideally in the geographic area in which the abuse is reported to have taken place.
- Establish if the person alleged to have caused the harm is still involved with EduSpots. If yes, follow procedures as outlined above for a current case. If not, a referral should be made to DOVVSU, with the consent of the person who experienced the abuse.
- Signpost the person who experienced the abuse to relevant support groups that can help them.

6. Supporting those who share a concern with you

Your primary concern should be the best interests of the person who is at risk of harm. However, the person sharing this concern with you may also be distressed by the situation, even if they are reporting on behalf of someone else. Everyone can respond to worries about another differently. If someone has previously experienced trauma, they can find it especially upsetting. You should:

- Thank them for bringing this concern to your attention and that they have fulfilled their key responsibility
- Explain that you will now take responsibility in leading management of this concern and any contact with statutory agencies
- Highlight that there may be limited updates that you have or can give them on the situation; that does not mean that it was not important for them to share this
- Remind them of the importance of confidentiality and not sharing this information further
- Ensure they have your contact details in case they think of anything else they have not yet shared that they think may be relevant
- Discuss with them what additional support they may require. This may include informing their supervisor that they have dealt with a difficult situation, or helping them to access additional support
- Consider contacting them later to check in on how they are doing

Six things to remember when responding to a safeguarding concern

1. Do not delay. Always respond immediately to any safeguarding concern raised.
2. Only collect the information required for next steps. Do not try to assume the role of an investigator if you are not equipped to do so.
3. Wherever possible, tell the person concerned what you are going to do, unless you think it unsafe to do so.
4. Maintain confidentiality at all stages, only informing necessary people with the minimum amount of information they need to know.
5. If at any point you are not sure what to do, always speak to a professional for advice.
6. Record everything. You must record all the information you have, any decisions made, or information shared.

Safeguarding Leads:

Cat Davison (CEO); Email: cdavison@eduspots.org; Tel: +44 (0)7914 359903

Kennedy Apanyin (Head of Operations Ghana); Email kapanyin@eduspots.org; Tel: +233 24 938 2808

Amjad Saleem (Trustee, UK); Email: asaleem@eduspots.or

Safeguarding Incident Report Form

To be completed by case reporter and sent to one of EduSpots' safeguarding leads, where it will be stored securely.

Your name:	Your position:
Your address:	Your phone number/s:
Survivor(s) Name (if different to above):	
Survivor(s) Address (if known):	
Date of birth / Age (if known):	
Sex of survivor (male/female):	
What is the relationship of EduSpots/reporter to the survivor?	
<i>If incident relates to a child or vulnerable adult</i>	
Parents/carers/Family names and address (if known):	
Name of school or other organisation person is associated with (if applicable):	
Date, time and location of any incident if reporting a witnessed incident:	
Your observations if you are reporting a suspected incident or concern about a person	

Exactly what the person said and what you said if you are reporting a disclosure:	
Action taken so far if any:	
Alleged / suspected Perpetrator(s): Name(s): Other relevant details (e.g. relationship of the suspect to the survivor, age, occupation):	
External agencies contacted (if any)	
Local Police	If yes, which: When: Name and contact number: Details of advice received:
DOVVSU	If yes, when: Name and contact number: Reference (if given): Details of advice received:
Other (e.g. school, hospital)	If yes, which: When: Name and contact number: Details of advice received:
Signature:	Print name:
Date:	

This form should be kept confidential and passed to a Safeguarding Lead via the listed contact details within 24 hours, marked SAFEGUARDING INCIDENT – URGENT & CONFIDENTIAL .