

## **SAFEGUARDING GUIDANCE FOR VOLUNTEERS WORKING IN SCHOOLS**

Anthony Nolan has a responsibility to safeguard the welfare of all children and vulnerable adults who are involved in, or affected by, our work.

As a volunteer, your role takes you into schools and brings you into contact with young people. You may see and hear things which raise concerns about a young person's welfare. You may even have a disclosure made to you by a young person.

This document aims to equip you with the information about what to do if that happens. It also provides guidance on how to conduct yourself when volunteering in schools.

You can view Anthony Nolan's full safeguarding policy on our website at:

<https://www.anthonynolan.org/policies-and-procedures>

If you do not understand or accept anything within the Safeguarding Policy, or this document, you must discuss your concerns with your Regional Register Development Manager or the Education Programme Lead (Katie Day).

### **YOUR CONDUCT**

When engaging with children or young people, you must:

- Ensure that there is more than one adult present, or at least that others are within sight or hearing of your activity
- Respect a young person's right to personal privacy
- Operate within the principles, procedures and guidance of Anthony Nolan and the school hosting the activity
- Report all allegations/suspicions of abuse (using the framework outlined later in this document)

You must not:

- Have inappropriate physical or verbal contact with children or young people
- Make suggestive or derogatory remarks in front of children or young people
- Jump to conclusions about others without checking the facts
- Exaggerate or trivialise child abuse issues
- Work with young people unsupervised. A member of staff from the school / organisation must be present at all times.

## **RECOGNISING ABUSE**

Child abuse is when anyone under 18 years is being harmed or isn't being properly looked after. There are four main types of abuse.

### **Physical abuse**

This is when someone hurts a child or young person on purpose. Physical abuse can include:

- Hitting
- Shaking
- Poisoning
- Burning
- Drowning
- Suffocating
- Making a child ill

### **Sexual abuse**

Sexual abuse is when someone under the age of 16 is told, asked or forced to take part in sexual activities. This can include:

- Making them do sexual things either to themselves or with other people
- Involving them in the making of films, videos or DVDs or taking photos and videos on mobile phones that involve sexual activity
- Making them watch sexual behaviour

### **Emotional abuse**

Emotional abuse happens in many different ways. It can affect how a young person or child feels about themselves, how they feel they fit in with their friends, at school, or where they live. Examples of emotional abuse are:

- Being made to feel inadequate, wrong or unhappy;
- Being unfairly blamed;
- Being bullied;
- Being made to feel frightened or in danger;
- Seeing or hearing someone from home being hurt by another member of the family (domestic violence).

### **Neglect**

Neglect is when a child or young person is not being properly looked after and basic needs are not being met. This could damage their health or wellbeing. These basic needs include:

- Food and shelter (a safe place to stay/roof over your head)
- Safety at home
- Proper clothing
- Good cleanliness and being kept warm

- Receiving any necessary medical treatment
- Protection from physical and emotional harm or danger

### **REPORTING A CONCERN**

**You may be concerned with the safety of a child because:**

- You see or suspect abuse;
- An allegation of abuse is made
- A child or vulnerable adult discloses abuse (see Appendix 2)

**If so, follow these steps:**

**1. Discuss your concerns with your Regional Register Development Manager**

If you cannot reach this person, please contact Katie Day (Education Programme Lead, 07788 385474), or Rebecca Pritchard (Head of Register Development, 0303 303 0303)

The discussion should focus on: the nature of the abuse, any risks to the child/children, appropriate action/next steps. Concerns should be reported on the same working day.

Ensure that detailed written records are made of all events (use the form at the end of this document).

**2. Report the incident to Anthony Nolan's key contact at the school/organisation**

Provide written records, where possible. The issue should then be dealt with through the child protection structures of the school/organisation

**3. If you still have serious concerns and there is immediate risk to the child/children (that the school is not already dealing with) call the police on 999.**

It is essential to avoid delay as inaction may place the child/children at further risk. Contact the NSPCC Child Protection Helpline 0808 800 5000 at any stage for advice.

If you contact the police or NPSCC, it is still important to report your concern to the school and to Anthony Nolan.

### **RESPONDING TO DISCLOSURE**

When a young person discloses to you, stay calm and be reassuring. In the most appropriate way possible try to convey that:

- You are glad the young person told you
- You believe what you are being told
- You know it is not the young person's fault
- You will do your best to protect and support the young person

### **1. Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said but do not comment upon it
- Record the information as soon as possible, using the form in this document. Ensure that you include the circumstances that led up to the disclosure. Write exactly what the young person told you, not your interpretation. Important information to include is: date, time, words spoken, injuries noticed/disclosed, and a brief outline of the concern or incident.

### **2. Reassure**

- Reassure the young person, but don't make promises you may not be able to keep, such as, "I'll stay with you", or "everything will be all right now"
- **Do not promise confidentiality**; you have a duty to refer
- Do reassure and alleviate guilt, if the young person refers to it. It is important for the young person to hear that they are not to blame

### **3. React**

- Do not give your opinion or pass any judgemental comment on what you have been told
- Do not ask leading questions, for example, "What did s/he do next?" or, "Did s/he touch your private parts?" Such questions may invalidate your evidence (and the young person's) in any later prosecution in court
- Do not criticise the perpetrator; the young person may love him/her. Your criticism could be confusing and reconciliation may be possible

### **4. Refer**

- It is vital that you report your concerns to your Regional Register Development Manager **immediately** and then speak with Anthony Nolan's key contact at the school. It is not your responsibility to attempt to address the issues yourself

It is important to convey to the young person that if they tell you something that you feel could harm them or anyone else that you *have* to tell someone. This 'someone' will only be an appropriate person with the authority and the skills to help but **you should never promise to keep anything a secret.**

In light of this information, the young person may then choose not to tell you. They have the right to do this and will hopefully tell what they have to at another time when they are ready. You should not pressure them. If they choose *not* to tell, you should still inform your Regional Register Development Manager.

## **WHAT HAPPENS AFTER A CONCERN IS REPORTED?**

Once a concern is reported to a school, the issue should then be dealt with through the child protection structures of the school.

Once your concerns have been logged with Anthony Nolan, a safeguarding record form will be filled out by the person you reported it to. The details will be reviewed to see if further action is needed by Anthony Nolan. If so, the matter will be passed to the local authority / child protection services / police.

You can request an update on the outcome from the Designated Safeguarding Lead. If you are not satisfied by the actions taken, they can raise this with the Designated Safeguarding Director

## **YOUR SAFETY AND WELL-BEING**

It is important to ensure your own safety – if you feel you may be at risk, leave the area before reporting your concerns.

Your well-being is important – if you feel you need to talk or would like further support after raising a concern / responding to disclosure, please speak to your RRDM or the Education Programme Lead.

### Incident Record Form

(expand on additional sheets if necessary)

<b>Your name and role:</b>	
<b>Child's name:</b>	
<b>School and key contact:</b>	
<b>Date and time of any incident:</b>	
<b>Your observations:</b>	
<b>Exactly what the child said and what you said:</b> (remember, do not lead them – record actual details)	
<b>Action taken so far (including contact with the school and external agencies e.g. police/NSPCC):</b>	
<b>Signature:</b>	
<b>Print Name:</b>	
<b>Date:</b>	