



# SAFEGUARDING POLICY

Spinnaker Trust Ltd  
The Office, Christ Church Chislehurst  
40 Lubbock Road  
Chislehurst  
Kent BR7 5JJ

Tel: 0203 764 8503  
Email: [spinnaker@spinnaker.org.uk](mailto:spinnaker@spinnaker.org.uk)  
Website: [www.spinnaker.org.uk](http://www.spinnaker.org.uk)

Registered Charity Number: 1111351  
Company Number: 5503977

**CEO: Mike Harrowing**  
E-mail: [mike@spinnaker.org.uk](mailto:mike@spinnaker.org.uk)  
Tel: 07725 561154

**Safeguarding Co-ordinator: Clare Holl**  
E-mail: [clare@spinnaker.org.uk](mailto:clare@spinnaker.org.uk)  
Tel: 07968 556832

**Thirtyone:Eight Advice Line – 0303 003 11 11**  
An independent Christian charity which helps individuals, organisations, charities, faith and community groups to protect vulnerable people from abuse.

Reviewed April 2022

# Contents

<b>Statement of Policy .....</b>	<b>3</b>
<b>Safeguarding Principles.....</b>	<b>3</b>
<b>Types &amp; Indicators of Abuse &amp; Neglect.....</b>	<b>4</b>
<b>Recognising Possible Signs of Abuse .....</b>	<b>5</b>
<b>Mental Health .....</b>	<b>6</b>
<b>Contextual Considerations .....</b>	<b>6</b>
<b>Guidance for Handling Disclosures .....</b>	<b>7</b>
<b>Responding to Allegations of Abuse.....</b>	<b>8</b>
<b>Recruitment, Supervision &amp; Training of Paid Staff &amp; Volunteers.....</b>	<b>9</b>
<b>Guidelines for Good Practice in all Activities .....</b>	<b>10</b>
<b>Guidelines on Touch When Working With Children .....</b>	<b>10</b>
<b>Behaviour Management Guidelines .....</b>	<b>11</b>
<b>Guidelines for Clubs.....</b>	<b>12</b>
<b>Responding to an Allegation Against a Member of the Spinnaker Team .....</b>	<b>13</b>
<b>Handling Disclosure Documentation .....</b>	<b>15</b>
<b>Useful Contact Details.....</b>	<b>16</b>

## Statement of policy

Spinnaker recognises that the welfare of the child/young person is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people with whom it comes into contact. When working in school, Spinnaker staff (which includes both paid and voluntary staff) must familiarise themselves and adhere to the school's safeguarding policies and procedures as well as our own. **If a disclosure is made on school premises, Spinnaker staff will liaise with the school's Designated Safeguarding Lead as well as Spinnaker's safeguarding co-ordinator.** Members of school staff should be present in lessons and collective worship at all times, and while they continue to have overall responsibility for safety and discipline, it is the duty of Spinnaker staff to support this by their safe working practices and vigilance.

Spinnaker adopts the definition of Safeguarding as stated in the Department of Education's 'Working Together to Safeguard Children' guidance:

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

---

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

---

## Safeguarding Principles

### Spinnaker recognises that:

- The welfare of the child or young person is paramount
- All children (regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity) have a right to equal protection from all types of harm and abuse
- Working in partnership with schools, churches and other agencies is essential in promoting young people's welfare

### \*In our activities Spinnaker will:

- Value, listen to and respect children and young people
- Foster and encourage best practice by setting standards for working with children and young people in co-operation with schools, churches, voluntary agencies and other faith communities.

## Types & Indicators of Abuse & Neglect

**Knowing what to look for is vital to the early identification of abuse and neglect. All team members should be aware of indicators of abuse and neglect so that they are able to identify cases of children who maybe in need of help or protection. If team members are unsure, they should always speak to the school Safeguarding Co-ordinator (or deputy).**

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

The following definitions of child abuse are taken from The Department For Education's publication: 'Keeping Children Safe in Education'.

**Abuse:** 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (for example via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

**Sexual abuse:** involves 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other areas of risk that you need to be aware of are: Bullying or Harassment, Domestic Abuse, Controlling or coercive behaviour, Health & Safety, Commercial Exploitation, Extremism and Radicalisation, Spiritual Abuse, Forced Marriage, Child Trafficking, Female Genital Mutilation, Discrimination on any of the grounds in the Equality Act 2010, a Charity’s culture allowing poor behaviour, people abusing a position of trust they hold within a Charity. (Gov.uk guidance on Safeguarding)

## Recognising Possible Signs of Abuse

The following may or may not be indicators that abuse has taken place, but the possibility should be considered: -

Physical Abuse	Sexual Abuse
<ul style="list-style-type: none"> <li>• Any injuries not consistent with the explanation given for them</li> <li>• Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc</li> <li>• Injuries which have not received medical attention</li> <li>• Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc</li> <li>• Reluctance to change for, or participate in, games or swimming</li> <li>• Repeated urinary infections or unexplained stomach pains</li> <li>• Bruises, bites, burns, fractures etc. which do not have an accidental explanation</li> <li>• Cuts/scratches/substance abuse</li> </ul>	<p>Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play</p> <ul style="list-style-type: none"> <li>• Sexual activity through words, play or drawing</li> <li>• Child who is sexually provocative or seductive with adults</li> <li>• Inappropriate bed-sharing arrangements at home</li> <li>• Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations</li> <li>• Secretive relationships with children or adults</li> <li>• Eating disorders – anorexia, bulimia. (These signs may indicate the possibility that a child or young person is self-harming, mostly by cutting, burning, self-poisoning)</li> </ul>
Emotional Abuse	Neglect
<ul style="list-style-type: none"> <li>• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy</li> <li>• Depression, aggression, extreme anxiety</li> <li>• Nervousness, frozen watchfulness</li> <li>• Obsessions or phobias</li> <li>• Sudden under-achievement or lack of concentration</li> <li>• Inappropriate relationships with peers and/or adults</li> <li>• Attention-seeking behaviour</li> <li>• Persistent tiredness</li> <li>• Running away/stealing/lying</li> </ul>	<ul style="list-style-type: none"> <li>• General unhappiness</li> <li>• Being withdrawn or aggressive</li> <li>• Having on going health problems or long-term injuries</li> <li>• Witnessing domestic abuse</li> <li>• Dishevelled or unkempt appearance</li> </ul>

## Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that it is recognised how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child, this should be reported to the teacher or member of school staff present to discuss those concerns.

## Contextual Considerations

### Race, Culture & Religion

Crucial to any assessment is a knowledge of and sensitivity to racial, cultural and religious aspects. Remember also that differences exist not only between ethnic groups but also within the same ethnic group and between different neighbourhoods and social classes. While different practices must be taken into account, it is also important to remember that all children have basic human rights. A difference in child-rearing does not justify child abuse.

### Children with Disabilities

As an organisation, we need to be aware that children and young people who have physical or learning disabilities can be at greater risk of abuse.

Some considerations around children & young people with disabilities:

- Children with disabilities tend to have more physical contact than those without disabilities (i.e. therapists, care workers) and may require higher levels of personal care
- Blind or deaf children may be less aware of their surroundings and are therefore more vulnerable. They may be reliant on physical contact for communication
- The definition of what constitutes abuse is wider for children with disabilities. (This can include force-feeding, financial abuse, overmedication and segregation.)
- Attitudes can play a part, e.g. the belief that a child or young person with a disability can't be sexually abused because they are seen as asexual
- It can be hard to know if a child with a disability has been abused because of communication problems
- Children may not fully understand what is said to them, or may not be able to express themselves in ways that can be easily understood
- Children may be more vulnerable to suggestion or eager to please the youth or children's worker, relinquishing their autonomy

## Guidance for Handling Disclosures

### How to respond to a child wanting to talk about abuse

#### General points:

- Above everything else, listen, listen, listen
- Show acceptance of what the child says and reassure them (however unlikely the story may sound). Do not pass judgment.
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise secrecy.
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. Authorities may discount information if it is thought that you asked a leading question. If a child decides not to tell you after all, then accept that, and let them know that you are always ready to listen
- As soon as possible write down what has been shared
- Speak to the class teacher/Safeguarding Co-ordinator immediately

#### Helpful responses:

- You have done the right thing in telling me
- That must have been really difficult
- I am glad you told me
- It's not your fault
- I will help you

#### Don't say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where? Asking the child questions could contaminate evidence for possible criminal proceedings
- Never make false promises
- Never make statements such as, "I am shocked" or "don't tell anyone else"

#### Concluding:

- Again, reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the school Safeguarding Co-ordinator as a priority and also advise Spinnaker's Safeguarding Co-ordinator.
- Make handwritten notes straight away, or as soon as possible
- Consider your own feelings and seek pastoral support if needed.

## Responding to Allegations of Abuse

Under no circumstances should a member of the Spinnaker team carry out their own investigation into suspicions of abuse. When you suspect possible abuse based on your own observations or conversations, do not try to 'solve' the problem yourself. If you have any suspicions, however slight, follow the outlined procedure. You do not need to be convinced that abuse is taking place before you take action – it is your responsibility to report concerns and for the school to investigate.

The person in receipt of allegations or suspicions of abuse will do the following:

- 1) Inform the teacher present in the assembly/lesson immediately.
- 2) If you are running a club, inform the school's Designated Safeguarding Lead. If they are not available, then inform the most senior person in the school such as the Head Teacher or Deputy Head Teacher.
- 3) Inform Spinnaker's Safeguarding Co-ordinator that an incident has occurred. If the Safeguarding Co-ordinator is not available, then contact the CEO or one of the Core Team.
- 4) Make handwritten notes straight away, or as soon as possible, preferably within one hour of the child talking to you. Write down exactly what the child said, when he/she said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). If you notice marks on the body of the child, record in detail where they are and describe them. Record dates and times of these events and the date and time you wrote the record. Keep all hand-written notes, even if subsequently typed. Such records should be kept in a secure place.
- 5) If the suspicion or allegation relates to one of the senior people you are required to report to, then the incident should be reported to the next most senior person available. If you feel that there is no-one in the organisation whom you can safely report the incident to, or if you are not happy with the advice you have been given, then contact Thirtyone:Eight directly on 0303 003 11 11.
- 6) Spinnaker Trust will support the Co-ordinator in their role and accept that any information they may have in their possession will be shared in a strictly limited way on a need-to-know basis.
- 7) At no point should the allegation be discussed with anyone other than the individuals mentioned in the above guidance.



## Recruitment, Supervision & Training of Paid Staff & Volunteers

In our recruitment of paid staff and volunteers Spinnaker will:

- Require completion of an application form
- Organise an interview with the hub leader and the Safeguarding Co-ordinator
- Require at least two satisfactory references, one of them being the applicants church leader and, if applicable, the second should be from their employer or previous employer
- Require an enhanced DBS check
- Provide induction, support and on-going training (at least once a term)
- Ensure all staff and volunteers have up to date safeguarding training and have read the safeguarding policy
- Ensure all staff and volunteers have access to all policies, procedures and guidelines and are committed to following them
- Carry out annual observations of lessons, clubs, or assemblies for each team member
- Conduct annual appraisals with a hub leader or member of the core team
- It is recognised that there may be instances where the behaviour of staff or volunteers, when involved in activities outside of Spinnaker, indicates that they may not be suitable to work with children (transferable risk). Any instances reported to the Safeguarding Co-ordinator will be investigated, the risk assessed, and the outcome discussed with the individual.

### Working with Offenders

As a Christian organisation, we believe strongly in the redemptive power of the Holy Spirit and as such, do not consider past criminal convictions as a prohibitive factor when wishing to work or volunteer for Spinnaker. However, we will not accept applications from ex-offenders whose convictions pose a safeguarding risk to children and/or vulnerable adults. Risk assessments will be carried out on any individual with a criminal record.

## Guidelines for Good Practice in all Activities

- 1) Staff/volunteers should avoid being left alone with an individual student and should never be without a teacher present in assemblies and lessons
- 2) Staff, volunteers, and visitors will abide by the schools' agreed policies on all issues including child protection, behaviour management, discipline, bullying etc.
- 3) Staff/volunteers will aim to avoid any inappropriate physical contact with the students.
- 4) Staff/volunteers will always report situations which they regard as unsafe and any suspected abuse or bullying, even when it is felt that the school may already be aware of the issues and people involved. Any concerns should be reported to the School Designated Safeguarding Lead and Spinnaker's Safeguarding Co-ordinator.
- 5) Safeguarding and the welfare of young people, staff, volunteers, and visitors is everybody's responsibility. The management team and the trustees have overall responsibility in ensuring that effective safeguarding procedures are in place.
- 6) All approved staff/volunteers will attend team meetings and other occasions for development. The team will meet to review and plan activities and receive training. This will form part of on-going supervision and quality assurance.

## Guidelines on Touch When Working with Children

We recognise that children are tactile and flourish in an environment where physical contact is an expression of communication and reassurance. It could be important if a child is upset or has injured themselves to put a reassuring arm on their shoulder, but this should only happen if the child is comfortable with this and bearing in mind the following guidelines:

- 1) Keep everything in public. A hug in the context of a group is very different from a hug behind closed doors.
- 2) Touch should be related to the child's needs, not the worker's.
- 3) Touch should be age appropriate and always initiated by the child rather than the worker.
- 4) Avoid any physical activity which is, or could be construed as, sexually stimulating to the adult or the child.
- 5) Children are entitled to determine the degree of physical contact with others except in certain circumstances, i.e. when they need medical attention.
- 6) Staff/volunteers should take responsibility for monitoring one another in the area of physical contact. They should be free to constructively challenge a colleague if necessary. If they feel nervous or unsure about challenging a colleague directly, then confidential advice or support could be sought from their line manager/supervisor and/or a member of the leadership team.

## Behaviour Management Guidelines

We must do everything we can to promote good behaviour in a positive way. These guidelines are given to help support this, but please do ask for help from the school and the Spinnaker Core Team if you need further help or assistance.

- Lay down ground rules, e.g. treat one another with respect, speak politely to each other, take care of resources and make sure the children understand what action will be taken if not kept.
- Be aware and endeavour to follow the behaviour guidelines of the school you are working in to ensure consistency.
- Ask God for wisdom, discernment and understanding for managing difficult behaviours.
- Build healthy relationships with children and be a good role model by setting an example. You can't expect children to observe the ground rules if you break them yourself.
- Work on each individual child's positives, do not compare one child with another, but encourage and affirm them, giving them responsibility for simple tasks.
- Every child is unique and will respond in different ways to different forms of discipline. It follows therefore, that each child should be dealt with on an individual basis.
- Take care to give quieter and well-behaved children attention and resist allowing demanding children to take all your time and energy.
- **NEVER** physically intervene with a child. Any physical intervention should be carried out by the teacher according to school policy.
- Change voice tone if necessary. Discipline out of love, NEVER in anger. Strong teams seek help from each other to manage children's behaviour and wellbeing.
- Ask the teacher present to step in if necessary. At a Club, ask the school or the child's class teacher what behaviour management techniques they use for that individual.
- Children may be disruptive in a group. Give them a chance, warn them, and only separate them as a last resort.
- If a child is exhibiting challenging behaviour, why not have them sit right in front of you or get a helper to sit next to them.

- Be pro-active and encourage helpers to be pro-active rather than waiting to be told to deal with a situation.
- Take a disruptive child to one side and engage with them, challenging them to change, whilst encouraging their strengths.
- If children are bored, they often misbehave, so review your programme regularly. Remember, all behaviour is a form of communication. Ask yourself what the child is trying to tell you?
- In clubs, if a child is constantly disruptive, they can be warned that you may speak to their parents/carers about their behaviour, they may be sent to the back of the room for a time, or in an extreme case, and after discussing with the school and the parent/carer, they can be banned from attending the group for a period of time.
- If a child's behaviour continues to be disruptive despite the measures taken above, seek advice and guidance from your Hub Leader or Spinnaker Central Team.
- Pray with the other leaders before the session and take time to debrief before you leave.

## Guidelines for Clubs

There is no specific guidance about supervision ratios for clubs and activities run by organisations such as Spinnaker, but best practice guidance on how many adults are needed to supervise children safely are as follows:

<b>Key Stage 1</b>	<b>1 adult to 6 children</b>
<b>Key Stage 2</b>	<b>1 adult to 8 children</b>
<b>Key Stage 3</b>	<b>1 adult to 10 children</b>

Depending on the needs and abilities of the children, and the nature of the activity, you may need to have more adults than the minimum. As far as possible, ensure that a worker is not alone with a child. In circumstances where this is necessary, ensure that the door to the room is left open.

A register of children attending a club or activity and a register of helpers must be kept. This should include times of arrival and departure if any individual is not attending the whole session.

Workers should keep a record of any unusual behaviour, events or comments made by the children. If these continue, you should speak to the school's Designated Safeguarding Lead. Any record made should be kept confidential and filed in a secure place where it cannot be accessed by others. This record can be helpful if leaders have to deal with a difficult child who may later make allegations of abuse. Records of previous examples of this behaviour will enable any allegation to be seen in context. Of course, if a number of children/leaders all make similar comments about a particular worker; this should warn the leadership that there is a problem with this person. Keeping a record like this can protect both children and leaders.

## Responding to an Allegation Against a Member of Spinnaker Staff

These guidelines apply to any allegations or concerns made against paid staff, volunteers or trustees and are intended to ensure that:

- There is an appropriate level of investigation into allegations made, whether they are said to have taken place recently, at any time the person in question has been employed by/volunteered with Spinnaker Trust, or prior to the person's involvement with Spinnaker Trust.
- There is a fair, consistent and robust response to any allegations made, so that the risk posed to other children by an abusive individual is managed effectively.
- Spinnaker Trust continues to fulfil its responsibilities towards any team member or trustee who may be subject to such investigations.
- Individuals are able to continue in their role if they have been at the centre of allegations that are unfounded or deemed to be malicious in origin.

The steps that will be taken if an allegation is made are as follows:

1. Any allegation made should be reported to the Safeguarding Co-ordinator.
2. If the person at the centre of the allegation is still working with children, then the Safeguarding Co-ordinator should, in a sensitive manner, remove the staff member involved from direct contact with children.
3. It will then be explained to the person, in private, that there has been a complaint made against them, although the details of the allegation cannot be given at this stage. The person will be informed that further information will be provided as soon as possible, but that until consultation has taken place with the relevant agencies and within the organisation, they will not be working with children.
4. The Safeguarding Co-ordinator will report the allegation to the Local Authority Designated Officer (LADO) within one working day if the alleged behaviour suggests that the person in question:
  - may have behaved in a way that has harmed or may have harmed a child
  - has possibly committed a criminal offence against or related to a child
  - has behaved towards a child in a way that suggests that they may be unsuitable to work with children.

This should also happen if the individual has volunteered the information themselves.

LADO may be told of the allegation from another source. If this is the case, then the first information received by Spinnaker Trust may be when the Local Authority makes contact in order to explain the situation.

5. LADO and Spinnaker's Designated Safeguarding Co-ordinator will take part in a strategy discussion. The Safeguarding Co-ordinator will cooperate fully with this and any subsequent discussion with the children's social care department.
6. If there is reason to suspect that a criminal offence may have been committed, LADO will contact the police and involve them in a similar strategy discussion, which will include Spinnaker's Safeguarding Co-ordinator.
7. Discussions with the police will also explore whether there are matters that can be acted on in a disciplinary process while the criminal investigation takes place, or whether disciplinary action must wait until the criminal process is completed.
8. If the initial allegation does not involve a possible criminal offence, the Safeguarding Co-ordinator will still consider whether formal disciplinary action is needed.
9. The Safeguarding Co-ordinator will continue to liaise with LADO during the course of any investigation or disciplinary proceedings and will continue to use LADO as a source of advice and support.
10. If the allegation is substantiated and if, once the case is concluded, Spinnaker Trust dismisses the person or ceases to use their services, or the person ceases to volunteer with us, the Safeguarding Co-ordinator will consult with LADO about referral of the incident to the Disclosure and Barring Service (DBS). This should take place within a month.

The Safeguarding Co-ordinator should also consider whether a serious incident report should be sent to the Charity Commission and the trustees will be informed immediately.

## Handling Disclosure Documentation

### Storage and Access

Disclosure information must never be kept on an applicant's personal file. It must be stored separately in a secure, lockable, non-portable cabinet, with access strictly controlled and limited to those who are entitled to see it as part of their duties.

### Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. A record should be kept of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

### Usage

Disclosure information must only be used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

### Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information should not be kept for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep disclosure information for longer than six months, consultation should be made with the registered umbrella body and/or DBS. Advice can then be given to the data protection and human rights of the individual. The above conditions regarding safe storage and strictly controlled access would still apply in these circumstances.

### Disposal

Once the retention period has lapsed, Disclosure information must be destroyed by secure means, i.e. shredding, pulping or burning. Whilst awaiting destruction, Disclosure information must not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). No copies of the Disclosure information may be kept, in any form. Information stored electronically should be deleted from all devices including memory sticks, laptops and on the cloud, as well as back up copies. However, a record can be kept of the date of the issue of a disclosure, the name of the subject, the type of disclosure requested, the position for which the disclosure was requested, the unique reference number of the disclosure and the details of the recruitment decision taken.

NB: Disclosure information may be either handwritten or electronically stored information.

## Useful Contact Details

<b>Designated Safeguarding Co-ordinator</b>	Clare Holl	07968 556832
<b>CEO</b>	Mike Harrowing	07725 561154
<b>Spinnaker Office</b>		020 3764 8503
<b>Thirtyone:Eight (Advice Line)</b>	thirtyoneeight.org	0303 003 1111
<b>NSPCC – useful resource for information</b>	learning.NSPCC.org.uk	

### **Local Authority Children’s Social Care Departments:**

(for information, resources, training and to report concerns)

Bromley Safeguarding Children Partnership	<a href="http://www.bromleysafeguarding.com">www.bromleysafeguarding.com</a>
Croydon Safeguarding Children Partnership	<a href="http://www.croydonlcsb.org.uk">www.croydonlcsb.org.uk</a>
East Sussex Safeguarding Children Partnership	<a href="http://www.esscp.org.uk">www.esscp.org.uk</a>
Lambeth Safeguarding Children Partnership	<a href="http://www.lambethsaferchildren.org.uk">www.lambethsaferchildren.org.uk</a>
Lewisham Safeguarding Children Partnership	<a href="http://www.safeguardinglewisham.org.uk">www.safeguardinglewisham.org.uk</a>
Southwark Safeguarding Children Partnership	<a href="http://www.southwark.gov.uk">www.southwark.gov.uk</a>
Surrey Safeguarding Children Partnership	<a href="http://www.surreyscp.org.uk">www.surreyscp.org.uk</a>