

Equipping for Life

Safeguarding Policy

Background

Equipping for Life

Equipping for Life (EfL) is the outworking of a vision given to Brother David Jardine in 2018, specifically for areas that are disadvantaged and may have suffered a great deal during the 'Troubles'. EfL encourages church people, and others, to give of their time and talents, free of charge, to serve people in these areas so that they may be equipped to live better lives. The work currently includes Volunteer Tutors who, on a weekly basis, pray and read with primary school pupils in their schools (including in the Greater Shankill and other areas of Northern Ireland) and tennis coaching in primary schools in the Shankill area. All the work is backed by faithful prayer, generous donations and many volunteers.

Equipping for Life believes that every young person and adult at risk has the right to be safe and that their welfare is paramount. This includes young people and adults at risk of any gender, ethnic background, sexuality or religion, or with any disability. It is committed to safeguarding and promoting the welfare of young people and adults at risk and seeks to ensure that all its services, staff and volunteers work to achieve the best outcomes for young people and adults at risk.

As safeguarding underpins all of the work of EfL, it is essential that the work is carried out under a robust safeguarding policy framework. Equipping for Life recognises that safeguarding is the responsibility of everyone, and therefore seeks to make safeguarding a priority throughout the organisation. Resources are allocated to support this commitment and towards making EfL a safer organisation for all those associated with it. At EfL, we are committed to providing an environment that values our children by promoting their welfare and by protecting them from harm.

The staff at EfL recognise and accept our duty to promote awareness of safeguarding issues and to respond comprehensively to safeguarding concerns and allegations. We are committed to regularly reviewing our policy, procedures, practice, and updating it regularly in line with changing government policy.

Equipping for Life is committed to putting into practice Article 12 of the Convention on the Rights of the Child, which states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard within the family, the school or the community. As part of this commitment, this policy seeks to ensure that any barriers to young people's participation are addressed.

To achieve success, Equipping for Life will:

- have clear lines of accountability for safeguarding throughout the organisation;
 - set up effective performance management arrangements;
 - set clear goals and monitor and review progress;
 - undertake regular annual reviews of its safeguarding processes and practices (including the Health and Safety Policy, Confidentiality Policy, Equal Opportunities Policy and GDPR Policy);
 - maintain the resources necessary to support this commitment;
 - provide training to staff at all levels of the organisation in applying safeguarding principles to every aspect of their work. Internal training will be carried out for staff and Trustees, on an annual basis, on how to implement safeguarding policies and procedures. The Principal Safeguarding Officer (PSO) will also register staff for relevant external training as legislation and practice is updated; and
 - include a standing item entitled 'Child Protection Update' on each Board Meeting agenda.
- A written record will be kept by the Principal Safeguarding Officer of all Child Protection complaints against members of staff and volunteers of EfL. This record will be signed by the Chair at each meeting of the Trustees.

Legislation and Government Guidance

Over the past decade there has been a wealth of legislation and government policy relating to protection of Children, Young People and Adults at risk. This includes:

Children Act 1989

The Children (NI) order 1995

The Police Act 1997

The Protection of Children Act 1999

Criminal Justice and Court Services Act 2000

Care Standards Act 2000

Safeguarding Children 2002 – Chief Inspectors Report

The Victoria Climbié Inquiry 2003 – Lord Laming

Report Keeping Children Safe 2003 – Government response

Every Child Matters Change for Children –Green paper 2003

The Sexual Offences Act 2003

The Children Act 2004

Richards Inquiry 2004

Every Child Matters and the Children Act 2004

Safeguarding Children: Second Chief Inspectors Report 2005

Safeguarding Vulnerable Groups Act 2006

Working Together to Safeguard Children 2006 Making

Safeguarding Everyone's Business 2006 Government

Report Safeguarding children:

Third Chief Inspectors Report 2008

It is within this policy context that Equipping for Life operates its Safeguarding Policy and associated policies and procedures.

Equipping for Life is committed to:

- exercising proper care in the selection, appointment, and support of those working with children, young people and adults at risk whether paid or voluntary.
- working in partnership with young people and adults at risk, valuing their contributions, while ensuring they are safe and protected while partaking in Equipping for Life activities and programmes;
- working in partnership with parents and carers and offering support, encouragement and advice;
- working in partnership with other agencies who are concerned with the well-being of children, young people and adult at risk;
- working with young people and adults at risk and including them in creating a safe environment where they can take part in development activities and consequently increase in confidence; and
- implementing and maintaining a process for dealing with concerns about possible abuse.

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Policy and guidance

Definitions

A child in this policy is defined as *anyone under the age of 18*.

An Adult at risk is defined from the leaflet 'Adult Abuse - Guidance for Staff', published by the Northern Ireland Office and Department of Health, Social Services and Public Safety in 2009:

is anyone aged 18 or over who cannot adequately protect or take care of themselves. This may be because they have a mental health problem, a disability, visual or hearing problems, are old and frail, or are ill. These conditions may result in an elevated risk to abuse, exploitation or neglect.

Safeguarding: There is no legal definition of safeguarding. However, in this policy, any references to safeguarding are in keeping with the Government report in 2006, *Making Safeguarding Everyone's Business*, in which there was a shift in emphasis from protecting children and adults at risk from harm, to preventing abuse and neglect in the first instance. Therefore safeguarding is defined here as *both safeguarding and promoting welfare together, through:*

- (i) *protecting children, young people and adults at risk from maltreatment*
- (ii) *preventing impairment of children, young people and adults at risk' health and/or development; and*
- (iii) *ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care to enable them to have optimum life chances such that they enter adulthood successfully.*

The following **acronyms** are used throughout the document:

- PSO – Principal Safeguarding Officer
- SO – Safeguarding Officer
- SS - Social Services

The Roles and Appointment of Staff and Volunteers

1.1 The authority to appoint staff and volunteers to organisation

The ultimate responsibility for the appointment of staff is held by the Trustees of Equipping for Life. For the purpose of administering the policy, the process of appointment may be delegated to a member of Senior Staff, and it is their duty to report on any appointments to the Trustees. The ultimate responsibility for the appointment of volunteers is held by the Trustees. The placement and supervision of volunteers and need to be agreed by the PSO and they are placed in and reviewed by the team on a regular basis. Equipping for Life confirms its commitment to recruit all staff and volunteers in accordance with the Access NI Code of Practice and legislative requirements.

1.2 Appointment procedures

All paid positions should have a job description and a person specification. Voluntary jobs should have a volunteer's agreement.

- All prospective staff and volunteers (hereafter referred to as the 'applicant') are required:
- to provide details of 2 referees; and
- to agree that they will co-operate with an enhanced ACCESSNI disclosure and will be requested to complete an application form at this stage so that the procedure can be completed as soon as possible if appointed.

Reluctance to do this will not prejudice the selection panel's decision.

- i. The procedure for the appointment of staff will involve:
 - An informal meeting with a selection of staff members and volunteers working on existing projects with opportunities for all parties to feed back to the Director or allocated member of senior staff. All conversations are to be treated as confidential and exist to provide a forum for young people and workers to comment on the applicant's suitability to work with young people, and enable applicants to gain an understanding of how the projects function; and
 - an interview involving at least two from: the Director, the Trustees, the Principle Safeguarding Officer, and the post line manager or supervisor.

The Director in consultation with the trustees makes the final decision for appointment.

ii. The procedure for the appointment of volunteers will involve:

- an interview with the relevant line manager.
- each volunteer signing a Volunteer Agreement with their supervisor that makes reference to their roles and responsibilities. A signed copy of which must be returned to Human Resources; and
- volunteer being required to read and sign a copy of the Safeguarding Policy and return this to their supervisor and will receive a hard copy of the EFL Volunteer Handbook which includes the Safeguarding and Child Protection Volunteer Information, Appendix E (on an annual basis); and
- on the return of the ACCESSNI certificate, should an offence against a child or children be revealed then the applicant would be informed they are unsuitable for the post after the Safeguarding Officer has sought advice from a nominated member of the Trustee Board ensuring best practice in responding to the situation.

2. General Codes of Conduct for Staff and Volunteers Working with Children, Young People or Vulnerable Adults

The following code of conduct applies to all Equipping for Life staff and volunteers working with children, young people and adults at risk whether acting in a paid or unpaid capacity.

- Staff and volunteers (we) will do their utmost to be positive role models for the children in their care.
- We will praise good behaviour.
- Avoid unnecessary physical contact.
- Avoid taking a young person alone in a vehicle on journeys, however short.
- Unless circumstances make it impossible to comply, avoid taking a child or adult at risk to the toilet unless either (a) another adult is present or (b) another adult is aware (this may include a parent or group leader).
- If you find you are in a situation where you are alone with a child, young person or vulnerable adult, wherever practicable make sure that others can clearly observe you.
- Avoid close personal relationships with a child, young person or adult at risk in relation to whom they are in a position of trust
- Never make suggestive or inappropriate remarks to or about a child, young person or adult at risk, even in fun, as this could be misinterpreted.
- If a child, young person or adult at risk accuses a student or member of staff of abuse or inappropriate behaviour this should be reported immediately to the relevant person.
- The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour.
- We will always respect a child by listening to them when they come to us. We will not ask a child to wait until later if they wish to tell us something. They may not remember by later and it may be very important.
- Recipients of any complaint or accusation from a child, young person or adult at risk, must listen without making or implying any judgement as to the truth of the complaint or accusation.
- If a child, young person or adult at risk makes a complaint, or if there are other reasons for suspecting abuse, this should be reported immediately to the designated staff member responsible for the safeguarding of children, young people and adults at risk named in section 4 of this policy.
- All staff and volunteers should participate in the training available to support them in their work with children, young people and adults at risk.
- We should remember that those who abuse children, young people and adults at risk can be of any age (even other children and adults at risk), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children, young people and adults at risk as individuals, and the adult modelling of appropriate conduct, which would exclude bullying, aggressive behaviour and discrimination in any form.
- Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome.
- Although allegations should be reported only on a “need to know” basis, staff and students making allegations need not be concerned that they will be breaching confidentiality or GDPR ~~Data Protection Act~~, as complying with the policy overrides such obligations. If the person making the allegation feels they need counselling or other appropriate support from Equipping for Life, they are encouraged to seek it.
- An appropriate ratio of adults: children will be maintained at all times.
- It is never appropriate for a child to be alone with an adult.

- We must not share information about children with others except when there is a safeguarding concern. In the latter case, the information is only shared in accordance with the safeguarding procedures outlined in section 5.

3. Staff supervision and training

On appointment all staff and volunteers will be provided with appropriate safeguarding training and written guidance and are expected to comply with these expectations. They are also expected to seek advice from the Principal Safeguarding Officer when required.

All staff and volunteers are expected to become familiar with the Child Protection and Safeguarding Policy. It is the responsibility of the Principal Safeguarding Officer to identify or provide suitable training opportunities for staff and volunteers and ensure 'all volunteers' know how to identify and address child protection and adult at risk issues within Equipping for Life projects. All staff and volunteers should receive annual safeguarding refresher training.

4. The appointment of the Safeguarding Officer

Equipping for Life recognises the importance of appointing a named member of staff to handle any concerns regarding the safety of children, young people, and adults at risk (hereafter referred to as Principal Safeguarding Officer).

The position of Principal Safeguarding Officer (PSO) is held by: **Dr Darrin Barr**

In order to provide an effective and accessible service, there are identified Safeguarding Officers (SO) as part of the safeguarding team. The Safeguarding Officers are: **Ms Audrey Curry and Mrs Pat Hutchinson. The Safeguarding Officer for the Board of Trustees is Rev Colin Duncan.**

Significant safeguarding issues that arise should be made known to Rev Colin Duncan, Chairperson of the Board of Trustees.

The responsibilities of the PSO are detailed in 'The Role of the Principal Safeguarding Officer' in Appendix B and the contact details are given in Appendix D.

5. Responding to possible abuse

The guidelines in this section are for all staff and volunteers responding to incidences of or concerns regarding abuse. Official definitions of abuse and advice on recognising signs of abuse can be found in Appendix A.

5.1 What to do if abuse is suspected to have occurred

- If in a school setting, report the concerns using the Safeguarding and Child Protection Record Sheet (Appendix C) to the School's Designated Teacher for Child Protection before leaving the school and inform the PSO (or SO) as soon as possible that a report has been made. If not in a school setting, report concerns as soon as possible to the PSO, who will refer allegations or suspicions of neglect or abuse to the statutory authorities. Reports should be made using the designated incident form that is located at Appendix C Safeguarding and Child Protection Record Sheet. In the absence of the PSO, all concerns should be referred to the Safeguarding Officers.
- If the suspicions in any way implicate the PSO the report should be made directly to a SO. If all the SOs and PSO are implicated in the suspicions, contact the Chair of the Board of Trustees, Rev Colin Duncan, alternatively the report should be made to Social Services who will be able to provide independent advice to the person making the report. Contact information will vary due to project location, it is best to contact the Social Services that cover the young person's or adult at risk's home address or school, as they will hold any previous records.
- Suspicions should not be discussed with anyone other than those named on this document unless specifically requested by the child, young person or adult at risk involved. It is good practice to ensure young people and adults at risk feel supported through any safeguarding process; confidentiality should work to protect young people and adults at risk, not to deny them support from wider members of staff, volunteers. It is the role of the PSO to ensure that any wider staff do not take on direct responsibility of dealing with an allegation and only take on a supporting role.
- All reports, including electronic reports, should be kept in a locked or secure place. Reports should be kept for a minimum of 7 years although requirements may vary under contracts from different partners.

- It is the right of any individual as a citizen to make a direct referral to the child protection or adult at risk agencies, or to seek advice from Social Services, it is hoped that all members of staff and volunteers will follow this procedure. If however, they feel that the response of the Principal Safeguarding Officer or Safeguarding Officers has not been appropriate it open to staff to contact the relevant agencies directly.

5.2 What to do when a child, young person or adult at risk talks about abuse

The following guidelines are not designed to be a step-by-step process, but rather an indication of helpful ways to respond to a young person or adult at risk who talks about abuse:

- show acceptance of what you are being told, even when the story seems to be unlikely;
- keep calm, and ensure your body language remains reassuring;
- tell the young person or adult at risk that the best way you can help them is to tell someone else, but you will only tell other people who can help them like yourself;
- assure the young person or adult at risk they are not to blame;
- be aware that the young person or vulnerable adult may have been threatened or bribed not to tell, this is especially relevant where grooming has taken place;
- never push for information, if you feel a young person or vulnerable adult was about to tell you something and then changes their minds, it is important to accept that they have decided not to tell you at this time, however, it is important that the child is left knowing that you are always ready to listen;
- helpful things to say: "Thank you for telling me." "It's not your fault." "I will help you and only tell other people who can help you like me.";
- let the child know everything you are doing step by step. This allows the child to feel that they still have some control over what is happening to them, e.g. "I am going to leave the room now and call someone who can come and help us, when I come back I am going to tell you what was said."; and
- things NOT to say:
 "I am shocked!"
 "Why did you not tell anyone before?"
 "I can't believe it!" or "Are you sure this is true?"
 WHY? HOW? WHEN? WHO? WHERE?
 Never make a promise that you cannot keep.

5.3 What to do following a child or adult at risk talking about abuse

- Make notes as soon as being told, preferably within an hour of the incident form referenced in 5.1. When making a recording, it is important to write down exactly what the child/adult at risk has said what you said in reply, when it was said, and what had happened immediately before hand (a description of the activity). Record dates and times of the events and when you made the report. Keep all hand written notes even if these have been typed at a later time.
- Follow the guidance given in 5.1 with regards to informing the PSO.
- Ensure appropriate follow up has been arranged for the child/adult at risk, taking into consideration whether it is safe for the child to return home. This is part of the responsibility of the PSO, unless the PSO is implicated, (see Appendix B, for the process the PSO will follow).

6. 'Abuse of trust' guidelines

Young people and adults at risk who are over the age of consent are still in need of protection. The Home Office has produced guidelines that, although hold no statutory force, contain the principles of good practice in protecting

vulnerable young adults or adults where a relationship of trust has been built up with an adult looking after them. Equipping for Life is committed to protecting all those that they work with. It will therefore be unacceptable for any member of staff or volunteer to engage in behaviour that might allow a sexual or an 'inappropriate' relationship to develop while the relationship of trust continues.

7. Whistleblowing Procedures

This section outlines guidance and recommendations regarding whistleblowing and raising concerns regarding Equipping for Life staff.

7.1 Staff responsibilities

- Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of young people or adults at risk may be at risk.
- Even where staff do not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or fear harassment or victimisation, this must never result in a child, young person or adult at risk continuing to be unnecessarily at risk and concerns should always be reported.

7.2 Reasons for whistleblowing

Each individual involved in Equipping for Life has responsibility for raising concerns about unacceptable practice or behaviour for the following reasons:

- to prevent the problem worsening or widening;
- to protect or reduce risks to others; and
- to prevent themselves from becoming implicated.

7.3 Challenges in whistleblowing

Staff and volunteers may experience the following concerns when contemplating whistleblowing, which will need to be overcome:

- starting a chain of events which spirals;
- disrupting the work or project;
- fear of getting it wrong;
- fear of repercussions or damaging careers; or
- fear of not being believed.

7.4 How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager or Equipping for Life's PSO.
- If your concern is about your immediate manager or a Safeguarding Officer at Equipping for Life contact Social Services Duty team on the contact details at the back of this policy.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.

7.5 What happens next

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

7.6 Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children, young people or adults at risk.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your line manager.

7.7 Parental Consent

- Parental consent will be obtained by the partner school, when appropriate.
- Consent forms should provide parents / carers with a rundown of all events that will take place within a program, evening session or on a day trip or residential. Parents or carers should be given the opportunity to opt out of any activity that they do not wish their child to partake in.
- Equipping for Life understands it has a duty to support parents and carers in completing parental consent forms and communicating information to parents and carers in a way that allows them to make an informed decision on their child's care. Consent forms should be written by the PSO.
- Consent forms are confidential, and any information provided on them may not be shared with any other party unless consent has been sought from the parent or carer, the information provided on the consent forms will be stored in accordance with current GDPR legislation. When consent forms are disposed of it, is the duty of Equipping for Life to ensure that all information is removed from the computer network as well as paper files being destroyed.

7.8 Consent for the use of Image

Parental consent will be sought for the use of images of young people under the age of 16. Young people 16 years and over are able to give their own consent for their use of their images. Any photographic or video images will only be used for purposes stated on the consent form, and will only be shared with partners and external organisations if given express permission to do so.

7.9 Health and Safety

Personal Safety: It is the responsibility of all workers to know the whereabouts of all children and young people involved in the activity. Children and young people will be given full guidance of permitted areas of access.

7.10 Insurance

Equipping for Life holds appropriate insurance for public liability and will ensure appropriate insurance policies are in place in any school.

Policy Review	
Date & Type of Review	Date Approved by Board
March 2022, minor changes to include Volunteer Booklet	15 March 2022
March 2023, minor changes	21 February 2023
February 2024, minor changes	27 February 2024
February 2025, minor changes	11 March 2025
February 2026, minor changes and addition of Staff Code of Conduct for Dealing with Volunteers	10 March 2026

Appendix A:

Definitions and signs of abuse

Definitions of abuse

Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold and starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Emotional

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill-treatment. This category is used where it is the main or sole use of abuse.

Physical

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

Sexual

Actual or likely exploitation of a child or adolescent. The child may be dependent and/or developmentally immature (Sexual exploitation represents the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or violate social taboos or family roles).

Exploitation

Child exploitation is **when an abuser takes advantage of a young person for their own personal gain**. This can take many forms, including sexual exploitation or forcing the child to commit crime. The most common form of criminal exploitation is when a child is forced to sell drugs for an older person. Abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in cohort to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority to recruit children for abuse.

Recognising signs of abuse

The following signs may or may not indicate abuse, in the event that one or more of the signs is present the possibility of abuse should be considered (the list is not exhaustive, see the EFL Safeguarding & Child Protection Volunteer Information, Appendix E, for further indicators):

Neglect

- Under-nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care.

Physical

- Any injuries not consistent with the explanation given for them.
- Injuries which have to receive medical attention.
- Repeated urinary infections or unexplained abdominal, 'tummy' pains.
- Bruises, bites, burn, fractures etc which do not have an accidental explanation.

Emotional

- Nervousness, frozen watchfulness, persistent tiredness.
- Obsessions or phobias.
- Inappropriate relationships with peers or adults.
- Attention seeking behaviour; or running away, stealing, and lying or changes in regression in mood or behaviour.

Sexual

- Any allegations made by a child concerning sexual abuse.
- A child with excessive preoccupation with sexual matters.
- Sexual activity through words, play or drawing.

- Child who is sexually proactive or seductive with adult.
- Inappropriate relationships with peers and or adults.
- Evidence of grooming by individuals or groups of adult.

Exploitation

- Sexual knowledge that is beyond their age or developmental age.
- Acting in sexually explicit ways towards adults
- Going missing from school, home, care
- Extreme relationship difficulties with parents / carers / school staff
- Substance or drug misuse
- Suddenly having unexplained sources of money
- Self-harm
- Isolation
- Urinary tract Infections / sexually transmitted infections
- Stomach pains or headaches
- Bruising or other marks on the body
- Pregnancy
- Not in class / frequently going AWOL

Domestic Abuse

Violence against women and men in the home is a serious crime, which causes enormous health and social problems and emotional and psychological damage, not only to the victims, but also to their children. The law now recognises that children exposed to domestic abuse are victims of this crime in their own right¹. Children are often witnesses and are necessarily affected by the anxiety and personal threat to themselves. Domestic violence is the most common form of interpersonal crime and also the least reported.

We should be aware that children may not only overhear or observe violence in the home, but may become direct victims, either accidentally or deliberately. The social pressures to remain within a violent home and the stigma that parents perceive in relation to living in refuges or temporary accommodation as single parents should not be underestimated. It is important for leaders of our ministries to be aware that agencies such as PSNI and Health & Social Care Trusts have developed policies to help in situations of domestic violence and that advice, support and help are available from the Women's Aid Federation. Men experiencing domestic violence may also have to seek refuge; accommodation may be available in the Simon Community.

The impact of domestic violence on children can lead to physical, psychological and behavioural disorders and may subsequently affect them when they become parents.

Appendix B: The Role of the Principal Safeguarding Officer

The Principal Safeguarding Officer (PSO) acts as person responsible for child protection and adult at risk issues reported by staff, volunteers and members of the public. The PSO will follow set procedures in responding to a report. In the absence of the PSO, the SOs will follow the same procedures. The PSO is responsible for assisting staff in the follow up of allegations and ensuring best practice is maintained across Equipping for Life as a whole.

The vast majority of interactions between EfL Volunteers and children will be in a school setting which means that any allegations or suspicions of abuse will be passed to the School and be dealt with by relevant School staff. The primary duty of the EfL Volunteers and PSO is to pass all concerns to the School without delay. If there are

¹ Domestic Abuse and Civil Proceedings Act (Northern Ireland) 2021

concerns about a child passed to the PSO which have not come through contact in a school setting, then the following applies.

1. Allegations of Physical Injury, Neglect or other types of abuse (not sexual)

If the young person or adult at risk has a **physical injury or symptom** of neglect the PSO will:

- i. ~~Contact the School Principal and/or~~ Contact Social Services Duty Social Worker at Gateway (028 90507000) for advice in cases of deliberate injury or where there are concerns about the young person or adult at risk's safety. The parents should not be informed by the PSO in circumstances where a parent/carer or close family member is suspected.
- ii. Where emergency medical attention is necessary it will be sought immediately. The PSO will inform the doctor of any suspicions of abuse.
- iii. In other circumstances the PSO will speak with the parent/carer and suggest medical help/attention is sought for the young person or adult at risk. The doctor or health visitor will then initiate further action, if deemed necessary
- iv. If appropriate, the parent/carer will be encouraged to seek help from Social Services.
- v. Where the parent/carer is unwilling to seek help, if appropriate, the PSO will offer to go with them. If they still fail to act the PSO should, in case of real concern, contact Social Services for advice.
- vi. The PSO will follow up any referral made to Social Services so best practice can be maintained with any on-going work with that young person or adult at risk. Any workers working alongside that child will only be given the information that they need to ensure the physical and emotional wellbeing of young person or adult at risk is being met.

2. Allegations of Sexual Abuse

In the event of allegations or suspicions of current sexual abuse the PSO will:

- Contact Social Services Duty Social Worker at Gateway (028 90507000) or Police Child Protection team directly. The PSO will not speak to the parent or carer or anyone else about the suspicion. The PSO may inform the Chair of the Trustees of events to ensure best practice is met.
- If for any reason the PSO is unsure whether to follow the above advice, Social Services will be contacted for advice and the advice followed. Social Services will confirm its advice in writing in case this is needed for reference reasons in the future.
- Under no circumstances will the PSO try and carry out an investigation into the allegations or suspicions of sexual abuse while allegations or suspicions of sexual abuse will normally be reported to the PSO, the absence of the PSO and SO should in no way delay the referral to Social Services.
- Equipping for Life supports the role of the PSO and SOs and accepts that any information that they may have in their possession will be shared in a strictly limited way on a need to know basis.
- The PSO will follow up any referral made to Social Services, so best practice can be maintained with any on-going work with that child. Any workers working alongside that child will only be given the information that they need to ensure the physical and emotional wellbeing of the child is being met.

Appendix C: Safeguarding and Child Protection Record Sheet

Date: _____

Child's Name: _____ Class: _____ Class Teacher: _____

N.B. It is imperative that only factual information is recorded.

Details:

Concern/incident/disclosure – day, time, place, members of staff/other children involved, conversations, action taken (if appropriate).

Name:

Signature:

This form should be delivered to the Designated or Deputy Designated Teacher or EFL Team Leader before leaving the school building. Inform EFL's Principal Safeguarding Officer (or Safeguarding Officers) that a report has been forwarded to the Designated Teacher on the same day.

Appendix D: Key Contacts and References

Principal Safeguarding Officer:

Darrin Barr 07587883057

Safeguarding Officer:

Audrey Curry 07801389959

Pat Hutchinson MBE: 07889572800

Social Services

Children and Family Support Teams - Tel: 028 9504 0300

Gateway Child Protection – Tel. 028 90507000

Police

In emergency call 999

NSPCC

Child Protection Helpline: 0808 800 5000

Appendix E



Volunteer Handbook 2026/27

Equipping for Life
9C Argyle Business Centre
39 North Howard Street
Belfast
BT13 2AP
pat@equippingforlife.org.uk
07889572800

For issues relating to safeguarding please call Darrin: 07587883057

Introduction

We are delighted that you have decided to volunteer with Equipping for Life and are willing to give your time, skills and experience to help children *unlock potentials and shape futures*. As you interact, pray, play and read with the children, may you be blessed.

“For if you give, you will get! Your gift will return to you in full and overflowing measure, pressed down, shaken together to make room for more, and running over. Whatever measure you use to give—large or small—will be used to measure what is given back to you.”

Luke 6:38, The Living Bible

Index

A. Safeguarding pages 3 – 11

- a. Appendix 1 - Types of Abuse Including Domestic Abuse**
- b. Appendix 2 - Safeguarding and Child Protection Record Sheet**
- c. Appendix 3 – How to protect yourself**

B. Volunteer Code of Conduct page 12

C. Role of Volunteer Mentor page 13

D. Role of Team Leader page 14

E. Volunteer Risk Assessment pages 16 - 17 (Please take time to read the Risk Assessments and ensure you are aware of the mitigations listed for your safety in school)

New for 2026/27: Page 12 – Can we, as volunteers in schools, talk about our faith?

A. Safeguarding

Every child can potentially be hurt, put at risk from harm or abused, regardless of their age, gender, religion or ethnicity.

Safeguarding means that:

- children are protected from mistreatment
- a child's health, or development, is protected
- children grow up with safe and effective care
- action is taken to ensure the best outcomes for all children

Safeguarding is the action we take to promote the welfare of children and protect them from harm.

Every adult working or volunteering in a school has a responsibility to ensure that appropriate safeguarding procedures are followed. These procedures are both straightforward and easily understood.

What is Child Protection?

This is the process of protecting children who may be suffering from, or at risk of, significant harm. This includes physical abuse, sexual abuse, neglect, exploitation and emotional harm.

Child protection promotes the rights and welfare of all children. Each school we work in will have a Designated Teacher(s) for Child Protection and a Deputy Designated Teacher for Child Protection who are responsible for speaking to parents if concerns arise, and making referrals to Children's Social Services with, or without, parental permission.

Any safeguarding concerns you have for children will probably come through one of two ways:

- a disclosure from a child and/or
- what you observe.

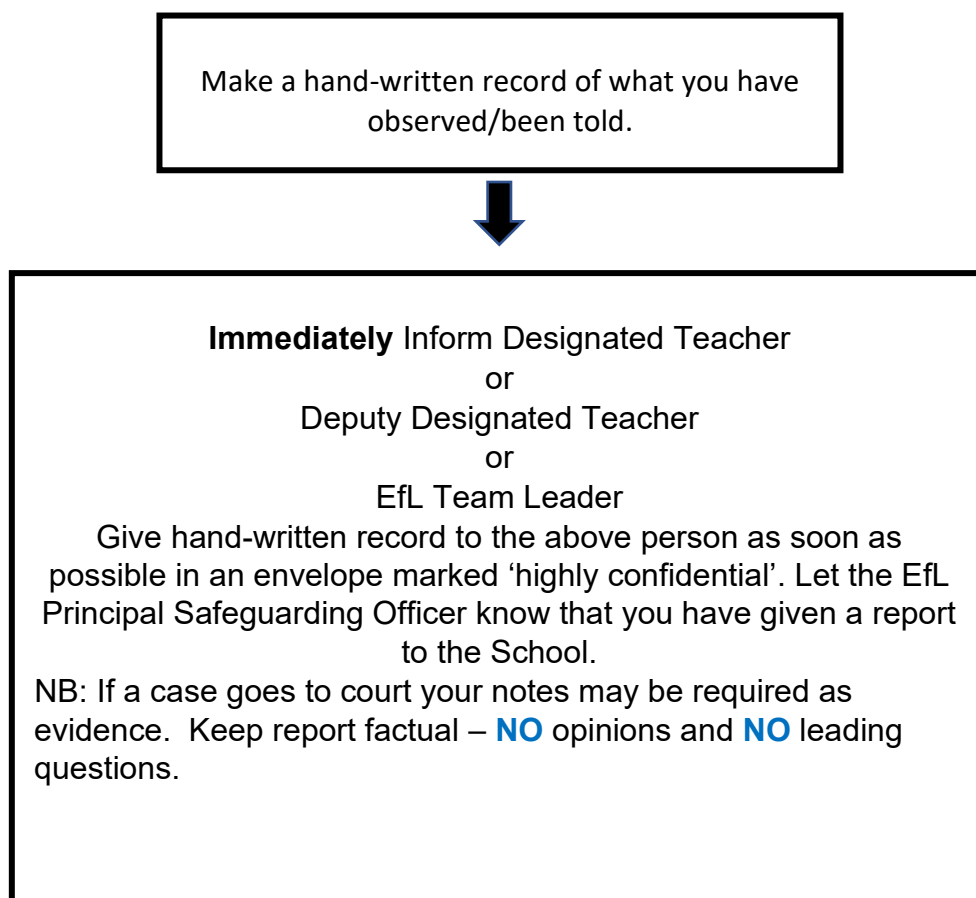
All concerns are passed on to the relevant member of the school's teaching staff and inform EFL's Safeguarding Officer, Darrin Barr, that a referral has been made. No details of the referral must be discussed with anyone else.

Responding to a Disclosure or a Concerning Observation- The 5 Rs

- **RECEIVE** – listen to what the child says but do not ask leading questions except to show you have understood;
- **REASSURE** – ensure the child is reassured that he/she will be safe and that their interests come first, do not promise confidentiality as the report must be given to the Designated Teacher;
- **RESPOND** – only to ensure that the child is safe and secure;
- **RECORD** – make note of what you have seen or heard and the date and time; and
- **REPORT** – report to the Designated Teacher (or Deputy) as soon as you have any concern for a child and before you leave the school building. Inform EFL's Principal Safeguarding Officer (or Safeguarding Officers) that a report has been forwarded to the Designated Teacher on the same day.

Procedure when an Equipping for Life Volunteer has a concern about the possible abuse of children:

(See Appendix 1 for definitions of abuse)



Procedure when an Equipping for Life Volunteer has a concern about the possible abuse of children (continued):

1. Where there is cause for concern about a child, the volunteer will notify the Designated Teacher **on the same day** (no delay principle). They will record their concern/incident/disclosure using the **Safeguarding and Child Protection Record Sheet** (Appendix 2) or the school's relevant pro forma and pass this to the Designated Teacher (or Principal).
It is imperative that only factual information is recorded, i.e. the date, time, place, members of staff/other children involved, conversations and any action taken (if appropriate). Signs of physical injury observed should be described in detail, but *under no circumstances should a child's clothing be removed*. If necessary, physical injury could be represented on a drawing to indicate the location and shape of the injury.
2. If a complaint is made against a volunteer working in a school, it will be treated in the same manner as complaints against a person who is not on the school's staff, and the same procedures followed. If the Principal has any concern that a child may be at risk, the volunteer will be suspended immediately by EFL's PSO and an investigation carried out. The volunteer will be supported throughout the investigation by EFL Staff.

What is the difference between a leading and an open question?

A leading question implies or contains its own answer. It subtly prompts the respondent to answer in a particular way. Leading questions can lead a disclosure off track, prompting the respondent to answer in the way they think you want to hear or are comfortable with rather than what they want to share. Examples of leading questions are things like "who hurt you?" or "did your uncle do this to you?" They are leading questions because there is a presumption on the part of the questioner as to what happened.

An open question (non-leading) would be "how did that happen?" or "can you tell me how you got that bruise?". Open questions invite whatever information the respondent wishes to provide and do not imply a direction for the answer or a limited range of options to choose from. Other examples of open questions are: "Tell me more about...", "How did it happen?", "What happened?", "And then what happened?", "Who was there?".

Appendix 1

Types of Abuse

Emotional Abuse

Possible Indicators:

- Sudden speech disorder
- Signs of self-harm or mutilation
- Compulsive stealing or scrounging
- Signs of drug or solvent abuse
- Eating problems
- Wetting and/or soiling
- Attention-seeking behaviour
- Poor peer relationships
- Continual self-deprecation
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Reluctance for parent liaison
- Fear of new situations
- Chronic runaway
- Inappropriate emotional responses to painful situations

Sexual Abuse

Possible Indicators:

- Chronic ailments such as stomach pains or headaches
- Difficulty in walking or sitting
- Frequent urinary or yeast infections
- Be chronically depressed or suicidal
- Inappropriately seductive or precocious behaviour
- Use of sexually explicit language
- Low self-esteem, self-devaluation, lack of confidence
- Recurring nightmares/fear of the dark
- Outbursts of anger or hysteria

Physical Abuse

Possible Indicators:

- Unexplained bruises or burns, particularly if they are recurrent
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Improbable excuses given to explain injuries
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Reluctant to have physical contact
- Clothing inappropriate to weather – worn to hide parts of the body

Neglect

Possible Indicators:

- Constant hunger
- Poor state of clothing and/or personal hygiene
- Untreated medical problems
- Emaciation/distended stomach
- Constant tiredness
- Lack of social relationships
- Compulsive stealing or scrounging
- Frequently absent or late
- Low self-esteem

Exploitation

Possible Indicators:

- Sexual knowledge that is beyond their age or developmental age
- Acting in sexually explicit ways towards adults
- Going missing from school, home, care
- Extreme relationship difficulties with parents / carers / school staff
- Substance or drug misuse
- Suddenly having unexplained sources of money
- Association with older people, particularly men, outside the usual range of contacts
- Phone calls/messages from adults outside the normal range of contacts
- Self-harm
- Isolation
- Urinary tract Infections / sexually transmitted infections
- Stomach pains or headaches
- Bruising or other marks on the body
- Pregnancy
- Not in class / frequently going AWOL

Domestic Abuse

Violence against women and men in the home is a serious crime, which causes enormous health and social problems and emotional and psychological damage, not only to the victims, but also to their children. The law now recognises that children exposed to domestic abuse are victims of this crime in their own right. Children are often witnesses and are necessarily affected by the anxiety and personal threat to themselves. Domestic violence is the most common form of interpersonal crime and also the least reported.

We should be aware that children may not only overhear or observe violence in the home, but may become direct victims, either accidentally or deliberately. The social pressures to remain within a violent home and the stigma that parents perceive in relation to living in refuges or temporary accommodation as single parents should not be underestimated. It is important for leaders of our ministries to be aware that agencies such as PSNI and Health & Social Care Trusts have developed policies to help in situations of domestic violence and that advice, support and help are available from the Women's Aid Federation. Men experiencing domestic violence may also have to seek refuge; accommodation may be available in the Simon Community.

The impact of domestic violence on children can lead to physical, psychological and behavioural disorders and may subsequently affect them when they become parents.

If a child shares information about potential domestic abuse to a volunteer, the information should be recorded and reported to the School's Designated Teacher without delay using the normal procedure (Appendix 2).

Appendix 2

Safeguarding and Child Protection Record Sheet

Date: _____

Child's Name: _____ Class: _____ Class Teacher:

N.B. It is imperative that only factual information is recorded.

Details:

Concern/incident/disclosure – day, time, place, members of staff/other children involved, conversations, action taken (if appropriate).

Name:

Signature:

This form should be delivered to the Designated or Deputy Designated Teacher or EFL Team Leader before leaving the school building. Inform EFL's Principal Safeguarding Officer (or Safeguarding Officers) that a report has been forwarded to the Designated Teacher on the same day.

Appendix 3

How to protect yourself

Reduce the Risk of False Accusation

A Do Not:

1. Be alone with a child.
2. Take children alone in a car, even for short journey.
3. Take a child/children to your house.
4. Have your mobile phone in view (please keep your mobile telephone out of sight at all times).
5. Take photographs or videos of the children.

B Never:

1. Engage in horseplay, only structured sports activities.
2. Allow or engage in inappropriate touching or physical gestures (eg kissing).
3. Allow children to use inappropriate language unchallenged.
4. Let allegations made by children go unchallenged or unrecorded.
5. Do things of a personal nature for children.

Gifts

Giving gifts is a lovely way of expressing gratitude and it may be agreed, within your Team, to give a small gift to all of the children in your group as an appropriate way to mark the end of a term or a Christian holiday. If a volunteer is given a gift by a pupil please inform the Team Leader (if the gift is for the Team Leader, please let Darrin Barr know). Informing the Team Leader will ensure that gifts are given and received in an appropriate manner.

B. Volunteer Code of Conduct

At Equipping for Life (EfL), we are accountable for the ways in which we work and have a duty to keep ourselves and others safe. This is achieved by maintaining a respectful, caring and professional approach to those we come into contact with and by conducting ourselves in a way that demonstrates integrity, maturity and good judgement.

As a volunteer in an Equipping for Life programme you must always:

- Be a good role model with behaviour and an attitude that are in line with our values and ethos.
- Be friendly, courteous and kind at all times.
- Treat everyone with dignity and respect.
- Respect other people's privacy and boundaries.
- Communicate with others in an open and respectful way.
- Be responsible and accountable in the way you carry out your role.
- When volunteering in a school, adhere to the school's policies, procedures and rules.
- Not act fraudulently or dishonestly or do anything that brings, or is likely to bring, EfL into disrepute.

We are all committed to providing safe and supportive environments for everyone involved in our organisation – a place where people want to work together, individuals want to engage, and organisations want to do work with us to give young people the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential.

All volunteers must comply with this code and EfL policies and procedures including those in the initial documentation emailed to volunteers and those highlighted at your induction meeting. Breaches will be taken seriously and may result in removal from our database of volunteers.

Can we, as volunteers in schools, talk about our faith?

*Our role is to present and explain our faith, not to exert undue influence over the beliefs of children, nor to expect agreement. We offer our perspective as a contribution to the broader educational experience. We acknowledge and respect that pupils, staff and families come from a wide range of faiths and beliefs, including those with no religious belief. We will always engage with

sensitivity and humility, endeavouring to ensure that all individuals feel valued and respected, regardless of their worldview. This respect will be evident in our use of language, as we speak in ways that affirm our faith, whilst being careful to ensure that our words do not intentionally exclude, isolate or undermine others.

* Transferor Representatives' Council Charter for Churches and Christian Organisations in School

Safeguarding Children Statement

EfL takes safeguarding very seriously and has robust procedures to address safeguarding issues. If we receive a complaint or concern about any volunteer's or individual's conduct, we will follow our set procedures. Where appropriate, external referrals to Safeguarding Authorities or Social Services may also be made.

A copy of our Safeguarding Policy is available on request and on our website.

C. Role of the Volunteer Mentor

- Obtain the email address and telephone number of the Volunteer Team Leader, to keep in touch.
- Be willing to take directions from the Volunteer Team Leader and the Centre Office / leadership.
- Be present and on time every week, unless there is an emergency.
- Plan to arrive not less than ten minutes before the designated time
- Please inform the Volunteer Team Leader as soon as possible if you are unable to attend for any other health or circumstantial reason.
- You should be matched with the same child each week, where possible.
- The weekly session lasts for one hour. Each volunteer will have two children, one for each half hour.
- Occasionally you may have to take two children, if another volunteer is unable to attend.
- Adhere to the Child Protection Policy.
- Read the set Blessing Prayer with the child if the parent has given consent. Respect the child's wishes if he/she does not want the Blessing Prayer to be included in the reading session.
- If difficulties arise speak with the Volunteer Team Leader.

- When the children have gone, the team should pray together for the school and the district. Some groups have this prayer when they first gather, before the children come. The Centre Office will provide copies of this prayer.
- If the child intimates that they are being abused, or if anything else arises which causes concern, report it to the Volunteer Team Leader, the Principal or Designated Teacher for Child Protection. The matter must also be reported to the Principal Safeguarding Officer at the Centre Office.
- Remember to pray for your two children every day, and for the school, during the week.
- A small gift may be given to each child before Christmas, Easter and the summer break (please check School policy). The Volunteer Team Leader will discuss the arrangements with the team.
- Should you decide to stop volunteering, please inform the Volunteer Team Leader and the EfL Office as soon as possible.
- Look out for more potential Volunteer Mentors in your own circle of acquaintances.

D. Role of Team Leader

- If the Team Leader has any concerns about a Volunteer Mentor please contact the EfL Office for advice.
- Acquire email addresses and telephone numbers of your volunteer team.
- Try to ensure that there are enough Volunteer Mentors to provide one to one support with the pupils each week. Contact the designated lead person(s) at the EfL Office if volunteer numbers are low.
- Encourage volunteers to be present and punctual every week, unless there is an unforeseen circumstance, vacation, emergency etc.
- Volunteer Mentors must arrive on time, i.e. not less than ten minutes before the agreed start time.
- Report to EfL Office if a member of the team does not attend for a few weeks or if someone is dropping out.

- If a team member is sick, try to keep in contact. Ring, text or email occasionally. Drop them a card. Let them know you are praying for them.
- Copy all correspondence sent to the Volunteer Mentors to the designated lead person(s) at the EfL Office.
- Make sure each volunteer says a Blessing Prayer for the child at the beginning of each session (if parental consent is given and the child does not object). At the end of the hour, when the children have gone, the team should pray together for the school and the area. Some volunteer teams have this collective prayer at the beginning, 10 minutes before the children come. Copies of the prayers should be provided for the team.
- Before the beginning of the new term the Volunteer Team Leader should contact all the Volunteer Mentors regarding arrangements.

E. Volunteer Risk Assessments

Equipping for Life – READING VOLUNTEER RISK ASSESSMENT									
Risk Assessment location: SCHOOL						Likelihood		Consequence	
Date of assessment: DECEMBER 2024						Risk Assessment review date: DECEMBER 2025		5-Very likely	5-Catastrophic
Completed by: Darrin Barr						4-Likely		4-Major	
Work activity/ process: Reading Volunteers in Primary Schools						3-Fairly Likely		3-Moderate	
Attached: (record any attachments, if applicable)						2-Unlikely		2-Minor	
						1-Very unlikely		1-Insignificant	
Hazard	Risk rating			People affected	Mitigations	Residual risk			Action needed
	L	C	R			L	C	R	
SAFEGUARDING	2	4	8	Reading Volunteers, Efl Staff and Visitors	- Enhanced AccessNI for Mentors - Memorandum of Understanding with Schools - Efl Safeguarding Training Efl - Annual Self Declaration 'Never alone' policy - Volunteer Mentor database - Trustee oversight of Safeguarding procedures including annual approval of Policy - Avoid any physical contact with pupils.	1	4	4	
SLIPS, TRIPS and FALLS	4	4	16	Reading Volunteers, Efl Staff and Visitors	- All bags and coats stowed safely - Take care moving around school - Take extra care when floors are damp - Sensible footwear recommended - Application process to enable identification of mobility issues in volunteers - Volunteers with mobility issues must inform Efl office – bespoke risk assessment (PEEP) to be requested from school, if possible, before volunteer starts	2	4	8	

ERGONOMICS	3	3	9	Reading Volunteers, EFL Staff and Visitors	• Suitable chairs and desks provided by school to enable comfortable reading and activities with children • If Volunteers are concerned about the desks/chairs provided, Team Leader to resolve issue with School Contact • If Team Leader unable to resolve issue EFL office to be informed • If suitable furniture cannot be provided the Team will be withdrawn				
EMERGENCY EVACUATIONS	2	5	10	Reading Volunteers, EFL Staff and Visitors	• Always follow school emergency evacuation procedures • Take note of closest emergency exits • Application process to enable identification of mobility issues • Volunteers with mobility issues must inform EFL office – bespoke risk assessment (PEEP) required	1	5	5	
ELECTRICITY	2	4	8	Reading Volunteers, EFL Staff and Visitors	• Always adhere to school procedures				
LONE WORKING	3	4	12	Reading Volunteers, EFL Staff and Visitors	• EFL's 'never alone' policy • If, due to absences, only one Volunteer is available, the session must be cancelled	1	4	4	
INFECTION	3	3	9	Reading Volunteers, EFL Staff and Visitors	• Wash hands before and after session • Use of a mask if required • Do not attend if unwell • Maintain reasonable social distancing	2	3	6	
MEDICAL EMERGENCY	2	5	10	Reading Volunteers, EFL Staff and Visitors	• Mobile phones available at all times but out of sight. • In event of an emergency an adult is to go to reception and ask for help/First Aider • If in doubt, dial 999 • Principal/Team Leader (or designated deputy) to use Emergency Contact information to contact an emergency contact • Contact EFL as soon as possible after all of the above is done	1	5	5	

Appendix F

Equipping for Life

Code of Conduct for Trustees and Staff When Dealing With Volunteers

At Equipping for Life (EfL) we are accountable for the ways in which we work and have a duty to keep ourselves and others safe. This is achieved by maintaining a respectful, caring and professional approach to those we come into contact with and by conducting ourselves in a way that demonstrates integrity, maturity and good judgement.

As a Trustee or Staff Member for Equipping for Life you must always:

- be a good role model with behaviour and an attitude that are in line with our values and ethos;
- be friendly, courteous and kind at all times;
- treat everyone with dignity and respect;
- respect other people's privacy and boundaries;
- communicate with others in an open and respectful way;
- be responsible and accountable in the way you carry out your role; and
- not act fraudulently or dishonestly or do anything that brings, or is likely to bring, EfL into disrepute.

We are all committed to providing safe and supportive environments for everyone involved in our organisation – a place where people want to work together, individuals want to engage, and organisations want to do work with us to give young people the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential.

Adult Safeguarding – Trustees and Staff Code of Conduct

When dealing with any adult, and a vulnerable adult in particular, Trustees and Staff are expected to adhere to certain principles and behaviours to ensure that everyone is safe. The principles underpinning the Code of Conduct are:

- all adults have a fundamental right to be respected, nurtured, cared for and protected from harm or risk of harm;

- these rights are embedded in the gospels and law; and
- any concerns or allegations must be taken seriously and acted upon swiftly.

The following are recognised good practices when dealing with adults:

- treat adults with respect at all times;
- never take a photograph or video without consent;
- never deny an adult access to his or her money;
- never borrow money from or lend money to an adult you are working with;
- remember that an adult at risk is still an adult and must never be treated like a child;
- only use appropriate touch and respect individuals' boundaries;
- afford adults at risk the highest level of privacy and confidentiality possible, however, promises to keep secrets should not be made;
- always try to meet adults in a public place;
- avoid meeting adults in their homes and, if there are no alternatives, take a colleague with you; and
- never be afraid to ask advice from colleagues or Trustees;

Responding to a Possible Disclosure of Abuse by an Adult

If you suspect there is possible abuse either through a disclosure or what you observe, then the following applies:

Do:

- stay calm;
- ensure the immediate safety of the person;
- listen carefully;
- if urgent medical or police help is required call emergency services;
- if you think a crime has occurred be aware the medical and forensic evidence might be needed; and
- record in writing and report to the Safeguarding Officer at the earliest possible time.

Do not:

- stop someone disclosing to you;

- promise to keep secrets;
- pass on the information to anyone who does not have a legitimate need to know;
- contact the alleged person to have caused harm or attempt to investigate yourself;
- leave details of your concerns on a voicemail or by e-mail; and
- delay action.

The Efl's Safeguarding Officer will act on all concerns, seeking advice from the relevant agencies when required.