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## 1. Introduction

- 1.1 The aim of this document is to provide guidance to all staff and volunteers who come into contact with children and young people through their work (paid or unpaid) with Hereford & Worcester Fire and Rescue Service. It covers all HWFRS activities where children and/or young people may be present and specific information about each activity is detailed in Appendix 1. The terms “children” and “young people” are used interchangeably and this guidance covers all up to age of 18 years old.
- 1.2 These procedures and guidelines have been designed to keep everyone safe and should be followed at all times. More information about our Safeguarding Policy and principles can be found on the Safeguarding page on the Prevention SharePoint, if you do not have access to this please speak to your line manager.
- 1.3 In summary, HWFRS recognises that the welfare of children and young people is paramount and that we have a duty of care. We will do everything we can to provide a safe and caring environment whilst they attend our activities. **Safeguarding is everyone’s responsibility.**

## 2. Safe Activities

Many of the services provided by HWFRS involve children and/or young people, either directly or indirectly. These include:

- Open days or community events which children/young people may attend, either accompanied or unaccompanied
- Operational incidents or home visits at premises where children/young people may be present
- Visits to educational establishment/other youth settings to provide fire safety/community safety advice and information
- Service-run youth activities e.g. Fire Cadets
- Service-run youth support programmes e.g. Juvenile Firesetters (JFS)

More information about our activities, the risks and mitigation strategies can be found in Appendix 1.

### 2.1 Risk Assessment

- 2.1.1 Staff and volunteers will, at all times, show respect and understanding for the rights, safety and welfare of all children and young people with whom we work and behave in an appropriate way.
- 2.1.2 Any activity involving children or young people must be risk assessed and appropriate control measures recorded and implemented. The principles of risk assessment must be applied to all activities undertaken so a satisfactory balance is achieved between the value of the activity undertaken and the risk involved.
  - 2.1.3.1.1 Risks will be assessed on an ongoing basis but should formally be checked annually and can be found on the Service’s risk assessment database (ROIL).

## **2.2 Code of Conduct**

When working with children and young people, staff and volunteers should always:

- work within the policies and procedures of the Service
- treat everyone with respect
- act as a good role model
- respect an individual's faith and cultural traditions
- demonstrate and encourage young people to respect and value difference and challenge discriminatory actions and attitudes
- challenge young people to broaden their perceptions and experiences
- create an environment in which children and young people feel safe and deal with situations which might make the setting unsafe
- report or follow up on any concern, disclosure or allegation
- ensure, whenever possible, that there is more than one adult present during an activity with children or young people or it takes place at least within the sight or hearing of others
- avoid physical contact where possible. If it is needed, for example, in demonstrating a skill or to assist a young person with a disability or, wanted by a child who is upset, common sense is used and contact is impersonal and short.

Staff and volunteers should never:

- engage in inappropriate behaviour, conduct or use inappropriate language
- smack or hit any child or young person
- permit or accept abuse or discriminatory behaviour, for example, bullying, taunting
- show favouritism for anyone
- meet a child or young person away from the usual meeting place unless the parent/carer and/or the Service is aware of the arrangement
- use alcohol or drugs when working or immediately prior to working
- smoke when working
- give personal money to anyone
- transport a child or young person on their own without the permission of the parent/carer and without the knowledge of the Service
- communicate with children or young people using their personal phone, email or any social media

## **2.3 Working Unsupervised with Children/Young People**

Some of HWFRS activities involve working unsupervised with children/young people, either through direct one to one work, or when providing support, e.g. dealing with a disclosure. The following guidance should be followed:

- Consider if another staff member/volunteer should be present
- Ensure that other staff/volunteers know that you will be working unsupervised, who will be present and where it will take place
- If possible, work within sight of other personnel or in the vicinity

- Ensure the child/young person understands the nature of the work/support and that they are free to leave at any time
- Ensure the child/young person knows who to speak to if they have any concerns
- Leave the situation or call for help if you feel uncomfortable or if the situation becomes inappropriate
- Other staff members/volunteers should check-in regularly with the staff member/volunteer and child/young person, either visually or by telephone
- Notify the line manager when the unsupervised activity has finished and of any behavioural concerns or issues

## **2.4 First Aid & Medical Consent**

HWFRS has trained First Aiders and appropriate kit available at all Service-run activities. The following will be put in place before any activity takes place:

- All children, young people, staff and volunteers participating in an activity should have a completed and up to date medical consent form, which must be stored securely and access is restricted to Officers in Charge (OIC). Staff and volunteers should be aware of any pre-existing medical conditions, medicines being taken by participants or existing injuries and treatment required including food or other allergies.
- Staff and volunteers should be aware of basic first aid techniques.

If an accident/injury occurs:

1. Report by telephone immediately to Fire Control
2. Only those with a current, recognised First Aid / First Response Emergency Care (FREC) qualification within HWFRS should assist with any injuries.
3. Any course of action to be taken should be discussed with the casualty, using appropriate language to their needs and understanding.
4. First aid should be given in the presence of another colleague or parent / carer if possible
5. In serious cases, assistance should be obtained from a medically qualified professional as soon as possible.
6. A written record of any injuries that occur along with any treatment given should be recorded with Fire Control (03333 990043) who will record the incident on the Service's electronic incident recording system.
7. Parents/carers should be informed as soon as is practicably possible.

## **Medication**

- 2.4.1 Any medication that might be required by a child/young person during a Service-run activity should be clearly labelled with their name, handed to a member of staff/volunteer and kept in a locked box (which is easily accessible in case of emergency). Staff or volunteers are not allowed to give medication unless they have received appropriate training, but are able to assist children/young people to self-administer.

## 2.5 Bullying

Bullying can be defined as deliberately hurtful behaviour usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying does not have to be a series of incidents – it can be any occasion when someone deliberately intimidates or harasses another.

### Types of Bullying

Bullying can take many forms - physical, verbal, emotional or cyber - and can often be a mix of these types and may involve others as witnesses or active participants. Cyber-bullying includes receiving abusive phone or text messages or emails.

Bullying can include being:

- called names or teased
- hit, pushed, pulled, pinched or kicked
- having their bag, mobile or other possessions taken
- forced to hand over money
- forced to do things they do not want to do
- ignored or left out
- attacked because of religion, gender, sexuality, disability, appearance, ethnic or racial origin

HWFRS believes that any form of bullying is unacceptable and will not be tolerated.

We will:

- provide opportunities for people to tell us about incidents of bullying
- listen to people and take seriously what they tell us about bullying
- take steps to deal immediately with incidents of bullying
- be aware of the vulnerability of specific individuals and groups such as those with disabilities and from black and minority ethnic communities
- ensure that both victims of bullying and bullies themselves receive support
- keep a record of any incidents of bullying, how we dealt with them and whether there is anything HWFRS can do to learn from the incidents.

## 2.6 Challenging Behaviour

Challenging Behaviour is behaviour by a person that is causing nuisance, harassment or physical threat to other people i.e. any behaviour that is detrimental to the well-being of others whilst in contact with our services, or behaviour that makes it difficult to provide the person with support or a service.

In working with people who are challenging we will seek to understand the behaviour and its causes and work with the person in a structured way to help lessen the behaviour and its impact. The safety of the person and those around them will be of primary concern when managing incidents of challenging behaviour, and we will take legal action where necessary.

**2.6.1** In dealing with challenging behaviours, staff and volunteers should consider the following interventions and strategies:

- Identify potential challenging behaviour through need and risk assessments, and especially situations where it can present a greater risk to staff/volunteers, such as when working on a one-to-one basis
- Be aware of the potential triggers for challenging behaviour

- Agree strategies with your line manager and other staff and volunteers to manage and mitigate challenging behaviours and the impact on the young person and others
- De-escalation of a situation – e.g. by talking with the staff member, volunteer or young person, or using a distraction
- Use of cool off periods - from activity, group or individual support sessions
- Use of individual 'contracts' or agreements as appropriate
- Seek additional/specialist support through working in partnership with other agencies to ensure a young person's needs are met appropriately
- Staff and volunteers should identify situations where challenging behaviour can present greater risk to staff and young people; for example, when working one to one.

**2.6.2** Behaviour that is a criminal offence will be reported to the police and we will pursue legal action such as pressing charges where this is necessary in order to manage behaviour and ensure the safety of staff, volunteers and other young people.

The following should never be used as a means of managing challenging behaviour:

- Physical force or the threat of such
- Refusal to speak to or interact with a staff member, volunteer or young person
- Verbal intimidation, ridicule or humiliation.

**2.6.3** The use of physical intervention should be avoided as far as possible. It should only be used in exceptional circumstances if it is necessary to prevent personal injury. If it is used, it should be undertaken in such a way that maintains the safety and dignity of all concerned. Any physical intervention must be recorded, the Duty Group Commander should be notified (via Fire Control 0333 990043) and the situation discussed for future learning.

## **2.7 Photography and Filming**

The taking or recording of images must take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of children and young people. The following is required for the photography and/or filming of any HWFRS activity involving children and/or young people:

- Written and signed consent from the parent/carer and agreement, where possible from the young person, for any material being taken prior to its use using the Photographic/ Video Consent Form. (Appendix 2). Consent forms should be returned to the Corporate Communications team.
- An understanding between all parties about the purpose of the photography/filming, use and storage of the images.
- Use of recording equipment provided by or authorised by HWFRS.
- Personal information about the individual should not be published with the image.
- Care must be taken to ensure that images of children or young people who are under a court order are not recorded or published without permission. This is especially a consideration at public events.
- Simultaneous streaming of images onto a website should be avoided. Delayed streaming will provide an opportunity for editing inappropriate images.
- Websites should be carefully monitored for inappropriate images or improper text.

Any instance of the use of inappropriate images should be reported to the person in charge who will pass the information to the Duty Group Commander.

Children and young people have the right at any time to request their image to be removed from HWFRS material and destroyed. It is important that the external use or sharing of any images is recorded for this reason.

Personnel must **Never:**

- Use images that may cause distress
- Use personal mobile phones to take images of children and young people
- Take images 'in secret'

## **2.8 Communicating with Children / Young People using Phones, Technology or Social Media**

**2.8.1** Social media encompasses many variations of online media such as Twitter, WhatsApp, Facebook and media content sharing websites (such as Flickr and YouTube). HWFRS use social media to engage with specific target groups in a way that is more accessible and convenient for them.

**2.8.2** HWFRS sometimes use social media, e-mail and mobile phones to communicate with our young people. We will make sure this is done in an appropriate way and that our staff, volunteers and young people are not at risk of abuse.

- Any member of staff or volunteer who is given a HWFRS mobile phone to use to contact young people must show the phone contents to their Line Manager at any time if requested.
- The communication must always remain professional and not contain any staff personal information.
- Staff and volunteers must never give their personal contact number or email address to young people or allow young people to use their personal phone.
- Staff and volunteers should not have any contact with young people through their personal accounts on social media such as Facebook, Twitter, Snapchat or WhatsApp. HWFRS accounts will be created and used if necessary to communicate with young people and their families.
- Staff and volunteers should never ask young people to post personal identifying details on the internet such as address, age or phone number. If these can be seen, the staff member or volunteer should remove the details (if they have access to the site) or ask the young person to remove them.
- Staff and volunteers will at all times ensure compliance with the HWFRS ICT Acceptable Use Policy which is on SharePoint, if you don't have access to SharePoint speak to your line manager.

Please see HWFRS Social Media Policy for further guidance.

## **2.9 E-Safety**

HWFRS is fully committed to safeguarding all in relation to the safe and acceptable use of the internet and social media sites.

We will do this by:

- supporting and encouraging children and young people to use the internet and mobile phone apps in ways which keep them safe and shows respect for others
- dealing firmly with any examples of inappropriate use of internet or mobile apps by children, young people, volunteers or staff
- contacting the police and/or the help or support section of a website if we feel there has been an online issue

- ensuring that the personal information of young people, staff and volunteers is not published on our website
- ensuring that that images of children or young people are used only when written permission has been given
- reviewing and updating the security of our systems regularly
- examining and risk assessing any emerging new technologies before using them

We will make every effort to safeguard against all risks but recognise that it may never be possible to completely eliminate them. If any incidents occur, they will be dealt with swiftly and in accordance with our policies.

## **2.10 Transporting Children and Young People**

For any HWFRS activity requiring transport of children/young people, we will ensure that:

- any transport provided is suitable for the trip
- a risk assessment is undertaken to ensure that all potential hazards have been identified and precautions taken
- Each event and attendees must be logged prior to leaving the station. Lead instructor and all attending instructors along with all Cadets are recorded along with emergency contact details. Fire control, Supervisory officer of all Fire Cadets branches and the branch coordinator receive a copy of this.
- The journey is logged with Fire Control who has the information about who is involved, emergency contact information, planned route and the expected time of arrival. They should be notified when the driver has reached the destination.
- staff and volunteers have appropriate insurance cover and valid driving licences
- there are two adults in each vehicle where possible so the driver is not distracted by the children or young people
- the route is planned to build in adequate rest breaks on long journeys
- the staff/volunteers have a mobile phone and charger

## **2.11 Trips and Outings**

Trips and outings will be carefully planned and risk assessed in advance using the following checklists:

### **Actions When Planning an External Activity/Trip**

- Establish the purpose of the visit
- Make a preparatory visit (if possible)
- Conduct a risk assessment
- Identify first aider(s) and first aid equipment
- Ensure adequate insurance cover
- Decide date and times of leaving and returning
- Identify who will be going
- Establish how much it will cost
- Establish the ratio of staff and volunteers to participants
- If going to do adventurous activities, check the Centre's:
  - AALA licence

- instructors and qualifications
- centre risk assessment
- any specific risk assessment

Agree roles and draw up an emergency communications plan which is shared with all.

### **2.11.1 Communicating with Parents/Carers**

Before any visit or trip information must be provided for parents/carers. They must be made aware and given written information including:

- Purpose and location of the trip
- Cost
- Date and times of leaving and returning
- Details of transport to and from the visit (if applicable)
- Name and contact number of the Lead Instructor
- Name and contact number of the person acting as Home Contact
- Safeguarding

### **2.11.2 Home Contact**

- Identify a responsible person as the Home Contact. They must be given the details of all participants and staff/volunteers and their contact details. If an accident happens, or the return home is delayed, the Home Contact person will inform parents/carers.
- Give parents/carers the contact details for the Home Contact person.

### **2.11.3 Information required from Parents/Carers**

- Signed consent form detailing emergency contact details, any specific medical information and special dietary requirements
- Consent for emergency medical treatment
- All consent is completed electronically on Fire Cadets Management system

## **3 Safe People**

### **3.1 Lone Working**

HWFRS recommends staff/volunteers who work alone follow the guidance below:

- During home visits, when working away from HWFRS premises or on an outreach basis try to:
  - keep your mobile phone charged and switched on
  - ensure the appointment you are attending is pre-booked and let your colleagues know where you are going and when
  - undertake visits with a colleague (staff member or volunteer) if possible
  - avoid arranging appointments at isolated locations
  - park your car as close to the location as possible and in a well-lit area

- conceal all valuable equipment e.g. lap-top computers etc.
- call a colleague or the person in charge to confirm safe return after the appointment.
- When travelling to and from work, particularly late at night and during hours of darkness, try to:
  - park your vehicle as close to the work premises as possible
  - park in a well-lit area
  - travel with a colleague if possible.

If staff or volunteers have any concerns about lone working, they should speak to their line manager.

Also see the HWFRS Lone working Policy.

## 4 Abuse and Neglect

### 4.1 Recognising Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. There are many different types of abuse including:

- **Physical Abuse** - 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** - persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- **Sexual Abuse** - 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.
- **Grooming** - preparation and psychological manipulation of a child or young person with the intent of sexual exploitation.
- **Online Abuse** - any type of abuse that happens on the internet. It may be through social networks, playing online games or using mobile phones. It may involve cyberbullying, harassment, grooming, sexual abuse, sexual exploitation or emotional abuse. It may include the viewing or sharing of inappropriate images.
- **Neglect** - persistent failure to meet a child or young person's basic physical and/or psychological need, likely to result in the serious impairment of the child's health or development.
- **Domestic Violence and Abuse** - any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family.
- **Discriminatory Abuse (including Hate Crime)** - when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of

any form of abuse of a child or young person and can be motivated because of age, gender, sexuality, disability, religion, class, culture, language, race or ethnic origin.

- **Modern Slavery** - encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- **Financial or Material Abuse** - includes theft, fraud, internet scamming, coercion in relation to a child or young person's financial affairs or arrangements, including the misuse or misappropriation of property, possessions or benefits, or in connection with wills, property, inheritance or financial transactions.
- **Spiritual Abuse** - occurs when someone uses their power within a framework of spiritual belief or practice to satisfy their own needs at the expense of others. It also includes attacking another's belief system.

See Appendix 3 for information on ways to recognise abuse.

#### 4.2 Professional Curiosity

- Professional curiosity is a combination of looking, listening, asking direct questions, checking out and reflecting on information received. It means not taking a single source of information and accepting it at face value. It means testing out your professional hypothesis and not making assumptions or developing an unconscious bias about different situations. It means triangulating information from different sources to gain a better understanding of family/household functioning which, in turn, helps to make predictions about what is likely to happen in the future. It means seeing past the obvious.

To find out more about Professional Curiosity please see link for Worcestershire's Safeguarding Children's Partnership briefing.

[Learning and Improvement Briefings - Worcestershire Safeguarding Boards](#)

#### 4.3 Trauma Informed Practice

- **Trauma-informed'** means using a knowledge of psychological trauma and its potential effects to be kind, empathetic and compassionate. It is about recognising how common traumatic stress is, its potential impacts, and acting to avoid the possibility that people are 're-traumatised' or unnecessarily stressed by interacting with you or your service.
- The six pillars of Trauma-informed Practice are:  
**Safety - Trust - Choice - Collaboration - Empowerment - Cultural Consideration**  
A compassionate approach creates a calm, kind environment in which people can avoid triggers for their past trauma and in which they can thrive by learning to manage their emotions.
- **Adverse Childhood Experiences (ACES)** are stressful or traumatic experiences that happen in childhood, such as:  
A parent/carer with mental ill health  
Domestic violence  
Physical or sexual abuse  
Emotional and physical neglect  
Exploitation  
A parent/carer being incarcerated  
Critical illness, survivorship and bereavement

Studies have shown that approximately half of the population has experienced at least one traumatic or stressful event within childhood. This means that there is a large number of children and adults who are at risk of serious negative health outcomes across their life, and may struggle to trust professionals providing important services to them.

HWFRS need to be aware of the impact of trauma and ACES and ensure staff work use trauma-informed practice.

[Children's Policies & Guidance - Herefordshire Safeguarding Boards and Partnerships](#)

## **5. Recording**

### **5.1 Use of labels in recording.**

When recording it is essential that an accurate and detailed description is recorded rather than using an overriding term or label such as 'challenging or inappropriate behaviour', disguised compliance or, 'non engagement'. Without the detail professionals will be unable to assess the needs of the individual/ family and ensure the right services and support is provided.

Labels can promote stereotypes and prejudices. When we label someone as "aggressive," or "challenging" we often ignore the complexities and circumstances that define their behaviour. These labels can become shorthand for stereotypes that overshadow the individual's true character.

Once a label is attached, it can be challenging to think outside of it. Labels can act like blinkers, narrowing our perspective and preventing us from seeing beyond our initial assessment.

[Learning-Briefing-SAR-DOROTHY-v-9-Final.pdf](#)

### **5.2 The importance of detail in recording.**

Whatever it is you are expressing – fact or opinion – state accurately what is happening, or what you believe, and avoid vagueness wherever you can. Saying 'the front room was in a terrible state' may be quicker than saying 'the front room contained 14 bags of rubbish, and I saw 20 empty fast-food packages. I also saw what looked like mice droppings in one corner of the room'. Recording in accurate terms like this avoids any possible value judgements and is more helpful to a colleague who might visit and see a room that is still in a 'terrible state', but where there are only six bags of rubbish and 10 takeaway packages, and who therefore can note a significant improvement. Importantly, this would help the person themselves, whose efforts to get on top of things would be recognised, rather than overlooked.

There is a middle ground between the delicate but uninformative 'she has issues with personal hygiene' and the disrespectful 'she smells revolting'. A more explicit record of 'due to her advancing dementia, Rowena often forgets to have a bath, resulting in an increasingly unpleasant personal odour that I think is having a negative effect on her relationship with her neighbours' may take longer to record, but identifies precisely what the issue is, enabling a more honest discussion with the person.

For more information:

[Social work recording - SCIE](#)

## **6. Procedure to Follow for Concern, Disclosure or Incident of Abuse and Neglect.**

All staff will familiarise themselves with the Safeguarding Reporting Process (Appendix 4) and the Children and Young People Safeguarding Policy.

If advice or support is needed then the Prevention Team (HWFRS) can be contacted on 0800 032 1155 from Monday to Thursday 9.00 – 5.00pm and Friday 9.00 – 4.30pm or out of hours contact the Duty Group Commander via Fire Control on 03333 990033.

**Remember – Doing nothing is not an option.**

## 6.1 Procedure for Allegation of Abuse or Complaint Against a Staff Member or Volunteer

- All staff will familiarise themselves with the Safeguarding Reporting Process in the Adult Safeguarding Policy.
- If advice or support is needed then the Prevention Team can be contacted on 0800 032 1155 from Monday to Thursday 9.00 – 5.00pm and Friday 9.00 – 4.30pm or out of hours contact the Duty Commander via Fire Control on 03333 99004
- Where an allegation of abuse of an adult with care and support needs is made against a member of HWFRS personal this must be reported to the Duty Group Commander via Fire Control.
- If an allegation is made at an individual of Duty Group Commander or above then the next management level above them will take responsibility for the reporting line.

## 7. Child Safeguarding Practice Reviews

- When a child suffers a serious injury or death as a result of child abuse or neglect, understanding what happened and why can help to improve our responses in the future. Understanding the impact that the actions of different organisations and agencies had on that child's life and on the life of their family is essential to improve our collective knowledge.
- Safeguarding Children Partnership have a legal duty to undertake reviews of serious cases (Rapid Reviews and Child Safeguarding Practice Reviews) where a child has died or suffered serious harm, and abuse or neglect is known or suspected. The criteria for such reviews is set out in [Working Together to Safeguard Children 2023](#).
- The purpose of Rapid Reviews and Child Safeguarding Practice Reviews is to identify improvements to be made to safeguard and promote the welfare of children. Reviews should seek to prevent or reduce the risk of recurrence of similar incidents.
- If HWFRS considers that a case meets the criteria for a local review then they must refer to the appropriate Safeguarding Children Partnership.

[Child Safeguarding Practice Reviews - Worcestershire Safeguarding Boards](#)  
[Child Safeguarding Practice Reviews - Herefordshire Safeguarding Boards and Partnerships](#)

## APPENDIX 1

### Risk Assessment - Types of HWFRS Activities Which May Involve Children and/or Young People

For more specific risk assessments see (Risk Assessment Database under Health and Safety/ Documents on SharePoint)

Activity	Nature of Work	Staff at Risk	Age of Children/ Young People	Potential Risks	Mitigation Strategies
Operational incidents/Home visits	Attend premises/incidents where children/young people may be present	All operational personnel Prevention Staff and Volunteers Flexi-duty Officers	0 - 18 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having safeguarding concerns</li> <li>• Safeguarding allegation</li> </ul>	Personnel should: <ul style="list-style-type: none"> <li>• be aware of potential safeguarding issues</li> <li>• avoid being isolated with children/young people and remove themselves from situation if occurs</li> <li>• be aware of potential risky situations</li> </ul> Safeguarding principles and procedures should be in place and followed  Safeguarding training provided for all and maintenance of competency
Station visit/open day/community event	Activity is open to public so children/young people may attend, either accompanied or unaccompanied	All operational personnel Prevention Staff and Volunteers Flexi-duty Officers Fire Cadet Instructors H.R staff	0 – 18 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having physical contact with children/young people when assisting with activities</li> <li>• Safeguarding allegation</li> </ul>	Personnel should: <ul style="list-style-type: none"> <li>• be aware of potential safeguarding issues</li> <li>• avoid being isolated with children/young people and remove themselves from situation if occurs</li> <li>• avoid unnecessary or inappropriate contact with children/young people</li> <li>• be aware of potential risky situations</li> </ul> Safeguarding principles and procedures should be in place and followed  Safeguarding training provided for all and maintenance of competency

Activity	Nature of Work	Staff at Risk	Age of Children/ Young People	Potential Risks	Mitigation Strategies
Visit to educational establishment/ external youth setting	Providing fire safety/ community safety advice to children/young people	All operational personnel  Prevention Staff and Volunteers  Flexi-duty officers  H.R Staff	0 – 18 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having safeguarding concerns</li> <li>• Safeguarding allegation</li> </ul>	<p>Personnel should:</p> <ul style="list-style-type: none"> <li>• be aware of potential safeguarding issues</li> <li>• avoid being isolated with children/young people and remove themselves from situation if occurs</li> <li>• be aware of potential risky situations</li> <li>• notify the establishment/setting if they have any concerns</li> </ul> <p>Safeguarding principles and procedures should be in place and followed</p> <p>Safeguarding training provided for all and maintenance of competency</p>
Dying to Drive	Structured group workshops  Typical Service activities – carried out predominantly on school premises	Operational personnel  Prevention Staff and Volunteers  Flexi-duty officers	14 – 18 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having safeguarding concerns</li> <li>• Safeguarding allegation</li> </ul>	<p>Personnel should:</p> <ul style="list-style-type: none"> <li>• be briefed about the nature of the activity</li> <li>• be aware of potential safeguarding issues</li> <li>• avoid being isolated with children/young people and remove themselves from situation if occurs</li> <li>• be aware of potential risky situations</li> <li>• have appropriate level DBS checks for relevant staff/ volunteers</li> </ul> <p>Safeguarding principles and procedures should be in place and followed</p> <p>Safeguarding training provided for all and maintenance of competency</p>

Activity	Nature of Work	Staff at Risk	Age of Children/ Young People	Potential Risks	Mitigation Strategies
Fire Cadets	Structured group workshops Leading/supporting typical Service activities Providing support to young people	Operational personnel Flexi-duty officers Fire Cadet Instructors	13 - 17 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having physical contact with children/young people when assisting with activities</li> <li>• Providing support/dealing with disclosure</li> <li>• Having safeguarding concerns</li> <li>• Safeguarding allegation</li> </ul>	Personnel should: <ul style="list-style-type: none"> <li>• be aware of potential safeguarding issues</li> <li>• follow guidance for working unsupervised</li> <li>• be aware of potential risky situations</li> <li>• have appropriate level DBS checks for relevant staff/ volunteers</li> </ul> Safeguarding principles and procedures should be in place and followed Safeguarding training provided for all and maintenance of competency
Juvenile Fire Setters	Providing 1 to 1 support to young people	Flexi-duty officers Prevention Staff and Volunteers	0 – 18 years	<ul style="list-style-type: none"> <li>• Personnel being unsupervised with children/young people</li> <li>• Having physical contact with children/young people when assisting with activities</li> <li>• Providing support/dealing with disclosure</li> <li>• Having safeguarding concerns</li> <li>• Safeguarding allegation</li> </ul>	Personnel should: <ul style="list-style-type: none"> <li>• be aware of potential safeguarding issues</li> <li>• follow guidance for working unsupervised</li> <li>• be aware of potential risky situations</li> <li>• have appropriate level DBS checks for relevant staff/ volunteers</li> </ul> Safeguarding principles and procedures should be in place and followed Safeguarding training provided for all and maintenance of competency

## Appendix 2



### Photographic/Video Consent Form

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Hereford & Worcester Fire and Rescue Service  
Headquarters  
Hindlip Park  
Worcester  
WR3 8SP  
Email: [CorporateCommunications@hwfire.org.uk](mailto:CorporateCommunications@hwfire.org.uk)

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#### Please tick the relevant box

I hereby grant Hereford & Worcester Fire and Rescue Service (HWFRS) the right to use my image for all general purposes in relation to the work of HWFRS, which may include internal or external publications (both printed and digital), broadcast media, social media and the internet.

On behalf of an organisation or school, I hereby grant HWFRS the right to use the images of individuals I am responsible for, for all general purposes in relation to the work of HWFRS, which may include internal or external publications (both printed and digital), broadcast media, social media and the internet.

I hereby grant Hereford & Worcester Fire and Rescue Service (HWFRS) the right to use the image of the minor or individual I am responsible for, for all general purposes in relation to the work of HWFRS, which may include internal or external publications (both printed and digital), broadcast media, social media and the internet.

<b>Event name</b>	
<b>Date</b>	
<b>Name</b>	
<b>Contact number</b>	
<b>Email address</b>	

<b>Print name</b>	
<b>Signature</b>	
<b>Date</b>	

<b>Name of photographer/ videographer</b>	
<b>Signature</b>	
<b>Date</b>	

Any data provided will be processed in accordance with the UK GDPR.

All photographs and footage taken by Hereford & Worcester Fire and Rescue Service are subject to Hereford & Worcester Fire and Rescue Service copyright under the Copyright, Designs and Patents Act 1988

## **Appendix 3**

### **Recognising Abuse and Neglect**

Recognising abuse is not easy, and it is not your responsibility to decide whether or not abuse has taken place. You do, however, have a responsibility to act if you have a concern or if you believe or are told that a child or young person is at risk of neglect or any form of abuse. You should follow the Safeguarding Reporting Process if you have any concerns. This may lead to a referral to the police or County Council Children's Services depending on the urgency of the concern.

Many children and young people do not tell someone that they are being abused for all sorts of reasons. As someone working with children or young people, you have a responsibility to look out for signs of possible abuse or neglect.

The following information will help you to be alert to the signs of possible abuse.

#### **Recognising Physical Abuse**

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins.

Some children and young people, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury, or when it appears on parts of the body where accidental injuries are unlikely e.g. on the cheeks or thighs. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- bruises which reflect hand marks or fingertips (from slapping or pinching)
- cigarette burns
- bite marks
- broken bones
- scalds

Changes in behaviour which can indicate physical abuse:

- fear of parents/carers being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- depression
- withdrawn behaviour
- running away from home

## **Recognising Emotional Abuse**

Emotional abuse can be difficult to identify, and often children and young people who appear well cared for may be emotionally abused, for example by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents/carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour e.g. hair twisting, rocking
- being unable to play
- fear of making mistakes
- self harm
- fear of parents/carers being approached regarding their behaviour

## **Recognising Sexual Abuse**

Adults who use children and young people to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse, it is the child or young person's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children and young people who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can indicate sexual abuse may include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse

- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours' and it can be difficult to identify children and young people who are being exploited. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

### **Recognising Grooming**

The first step of grooming is to gain the trust of a child or young person and the groomer will usually present his/her actions as beneficial for the child or young person. It can take place either in person or online. The goal of the interactions is to arrange a meeting with the child or young person, or to manipulate them online so as to obtain pornographic images.

Grooming can be the cause of longer-term psychological harm due to the techniques used as it also creates a harmful model of child-adult relationships.

### **Recognising Neglect**

Neglect can be a difficult form of abuse to recognise, yet it has some of the most lasting and damaging effects on children and young people.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children/young people
- constantly dirty or 'smelly'
- loss of weight, or being consistently underweight
- being overweight or having an unhealthy diet
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning their being left alone or unsupervised

The above list is not meant to be definitive but a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour, such as the birth of a new baby or a death in their family, relationship problems between parents/carers etc.

### **Recognising Online Abuse**

Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

The indicators given below are as examples only. They do not mean that abuse is occurring as there may be other non-abusive explanations but they may alert you to the need to be aware of the possibility of abuse, to be observant and to record any concerns.

A child or young person may be experiencing abuse online if they: spend lots, much more or much less time online, texting, gaming or using social media

- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they are talking to and what they are doing online or on their mobile phone
- say they have lots of new friends, phone numbers, texts or email addresses on their mobile phone, laptop or tablet

Cyberbullying should be reported to internet service providers. Although content on social media can be offensive or upsetting, it is not necessarily a criminal offence. Cyberbullying often violates the terms of use conditions established by social media sites and internet service providers. You should report cyberbullying, therefore, to the social media site so that they can take action against users abusing the terms of the service. Social media help sections can show how to block users and change settings to control who can make contact.

If a child or young person believes that they have been the victim of an offence, encourage them to always keep a record of the content, by, for example, taking a screenshot.

### **Recognising Domestic Violence**

Disagreements occur in all families and relationships from time to time. We all do things we regret and cause unhappiness to those we care about. According to Women's Aid it is if this begins to cause a consistent pattern then it is an indication of domestic abuse.

Children and young people who witness domestic abuse may:

- have difficulty in communicating distress
- display signs of anxiety, fear and worry
- self blame for parents' behaviour
- deny their own needs and feelings
- have confused and torn loyalties
- experience unplanned separations causing distress and disruption to friendship networks

Older young people may be in abusive relationships with other young people or adults. Some indications might be:

- a person is experiencing violence in their relationship
- an individual is kept from seeing friends or family
- a person is constantly being belittled or humiliated or regularly criticised
- changes of appearance or behaviour, reportedly at the wish of their partner
- a partner wanting to know about the other's whereabouts at all times

### **Recognising Spiritual Abuse**

Spiritual abuse is a misuse of leadership authority. The indicators given below are as examples only. They do not mean that abuse is occurring but they may alert you to the need to be aware of the possibility of abuse, to be observant and to record any concerns.

Spiritual abuse may be taking place if there is/are:

- a fear of not attending a place of worship regularly or ignoring or disobeying the pronouncements of a spiritual leader

- healing ministries that cause a significant emotional response
- children and young people are speaking in a way that suggests they are submissive to the will of a named leader to the extent that their sense of personal identity is reduced and confidence levels decline
- reports of services taking place away from formal places of worship and at unusual hours
- comments made by parents/carers and others referring to an individual child as being 'evil' or 'spirit possessed'.

### **Recognising Modern Slavery**

Some of the children and young people with whom you work may have been trafficked and may be trapped in some form of forced labour. They may be working in agriculture, in nail bars, car cleaning, in brothels or in private homes. It is known that some young people who go missing from care can be trafficked and exploited.

Some possible indicators of modern slavery are the child or young person:

- does not have access to their identity documents
- is isolated
- is living in multiple dwelling in poor conditions, cramped and overcrowded
- has an unkempt appearance or is malnourished
- has restricted movement
- has few or no personal effects

### **Recognising Financial Abuse**

Although financial or material abuse is usually associated with adults, it may occur in the lives of young people, particularly if they have a disability.

Some indications might include:

- an individual saying they do not have any money or cannot get any money especially just after they have been paid wages or benefits.
- a person says they have 'lost' possessions they previously had e.g. mobile phone, watch etc.
- wearing worn out clothes or being hungry

### **Recognising Discriminatory Abuse**

The use of inappropriate names or speaking using derogatory language or terminology should always be challenged. Concern should be noted if a parent/carer appears to have a lack of understanding of a child or young person's needs.

Discriminatory abuse may be taking place if:

- a lack of respect is being shown
- a child or young person has poor self esteem
- if an individual becomes withdrawn or is socially isolated
- a staff member/volunteer may seem to avoid working with certain groups

### **What may give Cause for Concern?**

Abuse and neglect are among the worst things that can happen to a child or young person. You should follow the Safeguarding Reporting Process if you have any concerns. There is no clear dividing line between one type of abuse and another.

The following list should alert you to possible causes for concern.

- bruising on parts of the body which do not usually get bruised accidentally, e.g. around the eyes, behind the ears, back of the legs, stomach, chest, cheek and mouth (especially in a young baby), etc.
- burns or scald marks
- bite marks
- any injuries or swellings, which do not have a plausible explanation
- bruising or soreness to the genital area
- faltering growth, weight loss and slow development
- unusual lethargy
- any sudden uncharacteristic change in behaviour, e.g. child becomes either very aggressive or withdrawn
- a child or young person whose play and language indicates a sexual knowledge beyond their years
- a child or young person who flinches away from sudden movement
- a child or young person who gives over rehearsed answers to explain how their injuries were caused
- an accumulation of a number of minor injuries and/or concerns
- a child or young person who discloses something which may indicate they are being abused
- concern about a parent or carer's behaviour or presentation, e.g. evidence of possible alcohol or drug misuse, mental health difficulties, or domestic violence
- concern about arrangements for the collection of the child or young person

A cluster of these signs should increase concern.

You must take special care to help safeguard and promote the welfare of children and young people who may be living in particularly stressful circumstances. These include families:

- living in poverty
- where there is domestic violence
- where a parent has a mental illness
- where a parent is misusing drugs or alcohol
- where a parent has a learning difficulty
- that face racism and other forms of social isolation
- living in areas with a lot of crime, poor housing and high unemployment

You need to be particularly aware of the 'toxic trio' - the co-occurrence of mental health problems, substance misuse and domestic abuse within a family.

When working with children and young people who are suffering or likely to suffer significant harm you should exercise 'professional curiosity' and so:

- be alert to potential indicators of abuse or neglect
- be alert to the risks of harm
- prioritise direct communication and positive and respectful relationships with children and young people ensuring their wishes and feelings underpin any safeguarding activities or assessments
- share and help to analyse information so that an effective assessment can be made
- contribute to whatever actions are needed to safeguard and promote the welfare of the child or young person

- work cooperatively with parents/carers unless this is inconsistent with ensuring the safety of the child or young person

**Remember:**

Doing nothing is not an option!

If you have any concerns, speak to the Prevention Team (HWFRS) on 0800 032 1155 during office hours or DGC out of hours.

# APPENDIX 4

## Safeguarding Reporting Process Following Concern of Abuse

**H&WFRS SAFEGUARDING REPORTING PROCESS**

**DOING NOTHING IS NOT AN OPTION**

Local Authority Contact Details:

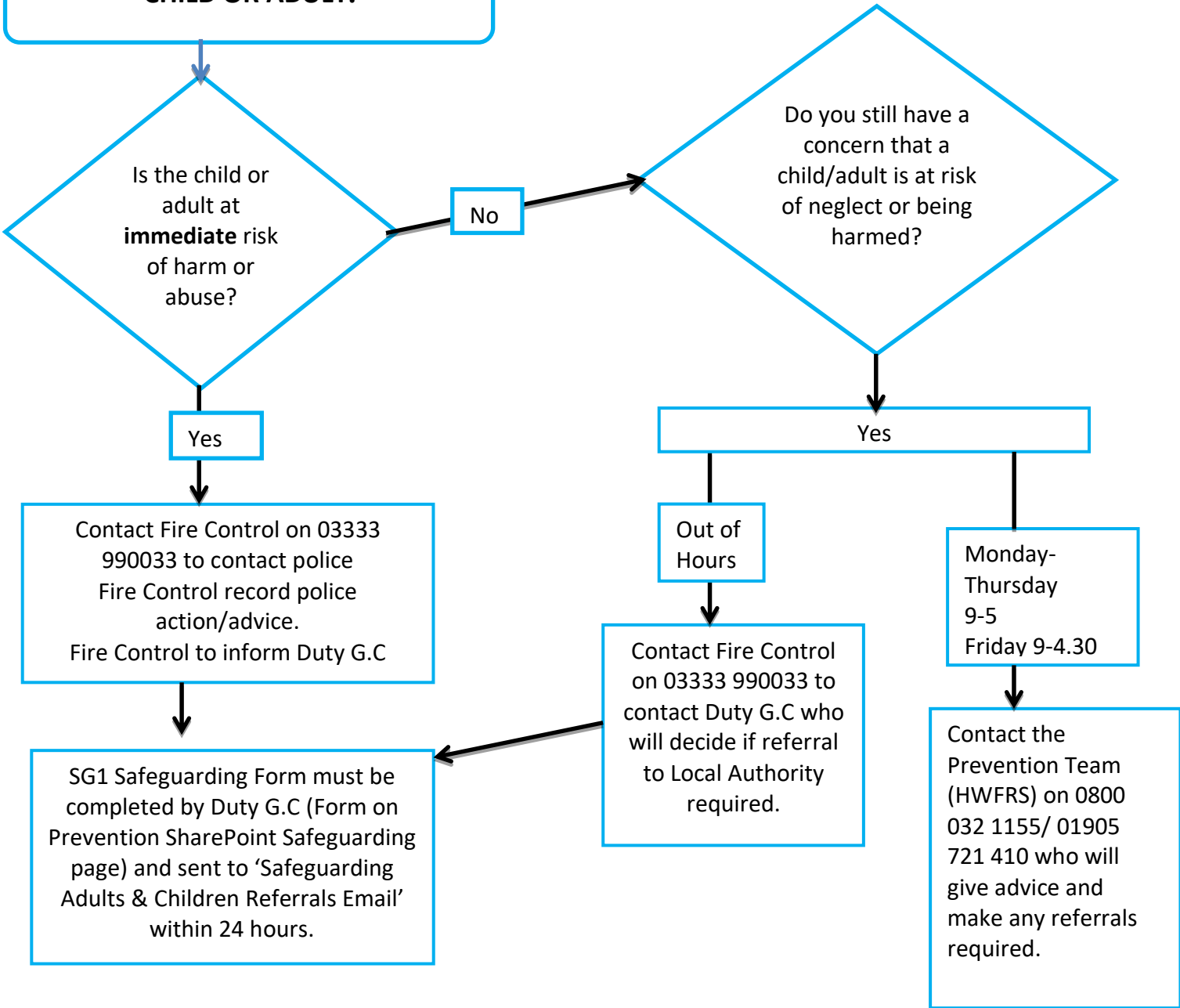
**Worcestershire Adults:**  
01905 768053(8.30 – 17.00)/ 01905 768020-  
Emergency Duty Team (17.00 – 8.30 am)

**Worcestershire Children:**  
01905 822666 (8.30 – 17.00)/ 01905 768020-  
Emergency Duty Team (17.00 – 8.30 am)

**Herefordshire Adults:**  
01432 260715 (weekdays 9am-5pm)/ 0330 123 9309  
(after 5pm, weekends and public holidays)

**Herefordshire Children:**  
01432 260800 (8.30 – 17.00/ 01905 768020 -  
Emergency Duty Team (17.00 – 8.30 am)

**IF YOU HAVE A CONCERN ABOUT A CHILD OR ADULT.**



# Reporting Process Following a Safeguarding Allegation Made Against a Staff Member or Volunteer

