



DATED

13 June 2023

**DLA PIPER'S SAFEGUARDING
AND CHILD PROTECTION
POLICY**

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1. INTRODUCTION

Young people have the right to be protected from harm.

At DLA Piper we are committed to protecting all young people participate in our outreach and work experience programmes. We all have a responsibility to ensure that we promote young people's wellbeing and protect them from harm.

This policy is based on UK-best practice, and if you have any concerns or queries about child safeguarding in your local region, we urge you to speak to your local HR and/or Risk teams.

2. POLICY STATEMENT

We recognise that:

- 2.1 The welfare of young people is paramount
- 2.2 Safeguarding is everyone's responsibility
- 2.3 All young people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have a right to protection from all types of harm. This includes physical abuse, emotional abuse, sexual abuse and neglect
- 2.4 Those who work in positions of trust as part of the outreach and work experience programmes must act with integrity and demonstrate the highest standards of behaviour and practice

3. SCOPE

This policy applies to:

- 3.1 All staff and volunteers who are involved in arranging, co-ordinating, supervising and delivering tasks and activities as part of our outreach and work experience opportunities.
- 3.2 All staff and volunteers from partner organisations we work with to deliver our work experience.

4. DEFINITIONS

"**A child**" is someone under the age of eighteen. We will refer to young people throughout this policy, by which we mean anyone under the age of eighteen.

"**Safeguarding**" is the action that is taken to promote the welfare of young people and protect them from harm.

"**Child protection**" is part of the safeguarding process. This includes child protection procedures which detail how to respond to concerns about a young person.

5. LEGISLATION AND GUIDANCE

5.1 England

- (a) [The Children Act 1989](#) provides the legislative framework for child protection in England. Key principles established by the Act include:

- (i) the paramount nature of the child's welfare
- (ii) the expectations and requirements around duties of care to children
- (b) [Working Together to Safeguard Children \(2018\)](#) is the key statutory guidance for anyone working with children in England.
- (c) [Keeping Children Safe in Education \(2020\)](#) is the key statutory guidance for schools and colleges.

5.2 Scotland

- (a) [The Children \(Scotland\) Act 1995](#) outlines the legislative framework for Scotland's child protection system covering parental responsibilities and rights and the duties and powers local public authorities have for supporting and promoting the safety and welfare of children.
- (b) [Getting it right for every child \(GIRFEC\)](#) (Scottish Government, 2018) is the Scottish Government's approach to making a positive difference for all children and young people in Scotland.

5.3 Northern Ireland

- (a) The legislative framework for Northern Ireland's child protection system is set out in [The Children \(Northern Ireland\) Order 1995](#). This sets out parental responsibilities and rights and the duties and powers public authorities have to support children.
- (b) [Revised regional core child protection policies and procedures for Northern Ireland](#) (Safeguarding Board for Northern Ireland, 2018) explains the actions that must be taken when there are concerns about the welfare of a child/young person.

6. CHILD PROTECTION PROCEDURES (SEE PROCEDURES DOCUMENT BELOW)

We will seek to keep young people safe by:

- (a) Listening to, valuing and respecting them
- (b) Having a designated safeguarding lead
- (c) Having safeguarding procedures which adopt best practice
- (d) Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- (e) Recording, storing and using information professionally and securely, in line with data protection legislation and guidance
- (f) Ensuring all staff and volunteers know how to raise a concern
- (g) Raising awareness of safeguarding amongst our workforce
- (h) Having a code of conduct for staff and volunteers
- (i) Making sure young people know where to go for help if they have a concern

- (j) Sharing concerns appropriately with relevant agencies
- (k) Managing allegations against staff appropriately
- (l) Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise – see procedures below
- (m) Ensuring that we have effective complaints and whistleblowing measures in place
- (n) Providing a safe physical environment for young people, staff and volunteers, by assessing the risks and applying health and safety measures in accordance with the [law and regulatory guidance](#). Promoting a culture where staff and volunteers and young people treat each other with respect and are comfortable about sharing concerns.

7. CONTACT DETAILS

The Designated Safeguarding Lead at DLA Piper UK is:

Suzi Delahunty

Community Programmes Supervisor

Suzi.delahunty@dlapiper.com

+447738 295199

In his/her absence, contact:

Sandra Abongo (details below)

The Designated Safeguarding Lead at DLA Piper Africa is:

Sandra Abongo

Responsible Business Co-ordinator

sabongo@ikm.co.ke

+254 722 898 393

NSPCC

You can contact the NSPCC Helpline on 0808 800 5000 or email help@nspcc.org.uk

You can contact on Childline 0800 1111

We are committed to reviewing this policy annually.

This policy was last reviewed on 13.6.2023

Signed S.Delahunty

Designated Safeguarding Lead

Date 13.6.2023

8. CHILD PROTECTION PROCEDURES

8.1 Designated Safeguarding Lead responsibilities:

- (a) To take the lead role in ensuring that arrangements are in place for keeping young people safe at DLA Piper. This includes:
 - (i) Developing and reviewing DLA Piper's safeguarding and child protection policies and procedures.
 - (ii) Implementing DLA Piper's safeguarding and child protection policies and procedures.
 - (iii) Ensuring all safeguarding and child protection issues concerning children and young people who take part in work experience at DLA Piper are responded to appropriately.
 - (iv) Making sure that everyone working or volunteering with young people at DLA Piper understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a young person's welfare.
 - (v) Making sure young people on work experience at DLA Piper know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
 - (vi) Receiving and reporting information from anyone who has concerns about a young person taking part in work experience.
 - (vii) Taking the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with DLA Piper may present a risk to young people. This includes:
 - (A) assessing and clarifying the information
 - (B) making referrals to statutory organisations as appropriate
 - (C) consulting with and informing the relevant members of the organisation's management
 - (D) following the organisation's safeguarding policy and procedures.

- (viii) Liaise with, pass on information to and receive information from statutory child protection agencies such as the local authority child protection services and the police. This includes making formal referrals to agencies when necessary.
 - (ix) Informing partner organisations of any safeguarding concerns arising from work experience.
 - (x) Storing child protection records following Data Protection principles. See guidance [here](#).
 - (xi) Attending regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for young people at DLA Piper. It is recommended that the following training is undertaken:
 - (A) England
 - (B) Northern Ireland
 - (C) Scotland
- (b) All staff and volunteers involved in work experience have a responsibility to:
- (i) Be familiar with the Safeguarding and Child Protection Policy and Procedures
 - (ii) Know how to report a concern about a young person to the Designated Safeguarding Lead at DLA Piper
- (c) Young people on work experience should:
- (i) Know who the Designated Safeguarding Lead is at DLA Piper
 - (ii) Know how to report a concern
 - (iii) Be provided with an information booklet that includes the above information

9. RECOGNISING AND RESPONDING TO ABUSE

9.1 Assessing Risk

- (a) Potential risks should consider any risks to a young person's welfare as well as any [health and safety risk](#). This will form part of our risk assessment. We will work closely with the young person, our partner organisations and/or the young person's school or college to complete this.
- (b) Risk factors include young people who may be vulnerable for a variety of reasons. In the context of our outreach and work experience programmes we may be working with young people who are or have been in care, those who are asylum seekers or refugees, and those who are young carers. This does not mean that all young people who are in these groups are being abused or have been abused:
 - (i) Young people enter the care system for many different reasons. Many young people in the care system will have been abused or neglected. Most young

people in the care system are in foster care. The main reason for young people leaving care is to return to their families.

- (ii) Young people who are refugees or asylum seekers may have experienced trauma or stress. Moving to a new country can mean a lack of family or social networks. Young people may have fears about the right to remain in the country. Some young people may have been trafficked into the country and have been separated from family members.
- (iii) Young carers face additional challenges at home and at school. They are one and half times more likely to have a special educational need or disability. School attendance can be impacted by caring responsibilities.

9.2 Induction

As part of a young person's induction for work experience, they should be given a copy of this policy and procedures and introduced to the lead person for child protection.

9.3 Identifying a concern

Young people may disclose abuse in a variety of ways:

- (a) Directly– making specific verbal statements about what's happened to them
- (b) Indirectly – making ambiguous verbal statements which suggest something is wrong
- (c) Behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- (d) Non-verbally – writing letters, drawing pictures or trying to communicate in other ways.

Young people may not always be aware that they are disclosing abuse through their actions and behaviour. Sometimes young people make partial disclosures of abuse. They may withhold some information because they are unsure about what will happen, or they feel scared, ashamed or that they are to blame.

You can read more about recognising the signs of child abuse [here](#).

9.4 Responding to a concern

If a young person tells you they are experiencing abuse, it's important to reassure them that they've done the right thing in telling you. Make sure they know that abuse is never their fault.

Never talk to the alleged perpetrator about the young person's disclosure. This could make things a lot worse for the young person.

If a young person discloses to you, you need to:

- (a) Show you care, help them open up: Give your full attention to the young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important.

- (b) Take your time, slow down: Respect pauses and don't interrupt the young person – let them go at their own pace.
- (c) Show you understand, reflect back: Make it clear you're interested in what the young person is telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience

A useful resource can be found [here](#).

9.5 Reporting a concern

Some useful flowcharts can be found in the resource section at the end of this policy (A and B).

In an emergency or if the young person is in immediate danger, call 999 (our your local emergency services) immediately.

If the young person is not in immediate danger:

- (a) Report your concern to the Designated Safeguarding Lead ([Suzi Delahunty](#)) as soon as possible following the procedures below.

9.6 Recording a concern

- (a) You should make a written record of the concern and include:
 - (i) the date and time of the incident/disclosure
 - (ii) the date and time of the report
 - (iii) your name and contact details
 - (iv) the names of all parties who were involved in the incident, including any witnesses
 - (v) the name, age and any other relevant information about the young person who is the subject of the concern (including information about their parents or carers and any siblings)
 - (vi) what was said or done and by whom, using the young person's words where possible
 - (vii) any internal action taken to look into the matter
 - (viii) any further action taken (such as a referral being made)
 - (ix) the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).

A form that can be used for recording concerns can be found in the resource section at the end of this policy (C).

- (b) It is not your responsibility, or that of the Designated Safeguarding Lead, to decide whether or not abuse has taken place or to investigate what happened.

- (c) What happens next?
 - (i) Your Designated Safeguarding Lead for child protection will report the concern to:
 - (ii) The Designated Safeguarding lead at the young person's school or college as a priority,
 - (iii) The Designated Safeguarding lead at relevant partner organisations such as the Sutton Trust and/or PRIME
 - (iv) Advice can also be sought from:
 - (A) Local child protection services in your area or the local authority where the young person lives
 - (B) The police
 - (C) If in the UK, the NSPCC Helpline on 0808 800 5000 or help@nspcc.org.uk

9.7 Hearing about child abuse can be upsetting. You can get support from:

- (a) NSPCC

You can contact the NSPCC Helpline on 0808 800 5000 or email help@nspcc.org.uk

- (b) Samaritans

You can contact the Samaritans Helpline on 116 123 or visit their [website](#)

- (c) Lifeline

In Northern Ireland you can contact the Lifeline helpline on 0808 808 8000 or visit their [website](#)

- (d) Breathing Space

In Scotland you can contact the Breathing Space Helpline on 0800 83 85 87 or visit their [website](#)

9.8 Information Sharing and Consent

Information sharing is a key part of safeguarding young people. You must always have a clear and legitimate purpose for sharing a young person's personal information. Keep a record of the reasons why you are sharing or requesting information about a young person or their family.

You should also make sure you are not putting a young person's safety and wellbeing at risk by sharing information about them.

Always seek consent to share information about a young person and their family. However, if consent isn't given, you can still share information with relevant professionals under certain circumstances, for example if you are protecting a young person from significant harm.

9.9 Child Protection Record Retention and Storage

Concerns about a young person's welfare should be recorded as outlined above. Whether your child protection records are electronic or paper-based, they need to be kept confidential and stored securely. Electronic files should be password protected and stored on computers with protection against hackers and viruses.

For more information on child protection records, see [here](#).

9.10 Whistleblowing

DLA Piper Whistleblowing Policy is available here: [Whistleblowing-Policy.docx \(sharepoint.com\)](#)

You can contact the NSPCC Whistleblowing Advice Line on 0800 028 0285 or help@nspcc.org.uk

Contact the Whistleblowing Advice Line if:

- (a) Concerns aren't dealt with properly or may be covered up
- (b) A concern that was raised hasn't been acted upon
- (c) You are worried that repercussions are likely to arise if you raise a concern

9.11 Safer Recruitment of staff and volunteers who work with young people

At DLA Piper, we are committed to recruiting staff and volunteers who are suitable to work with young people where this is a requirement of the role. We do this by:

- (a) Implementing robust safer recruitment practices
- (b) Ensuring the suitability of applicants
- (c) Responding to concerns about the suitability of applicants during the recruitment process
- (d) Responding to concerns about the suitability of employees and volunteers once they have begun their role
- (e) Providing an induction which includes safeguarding
- (f) Publishing information on safeguarding on our website/intranet for all staff

Guidance from the NSPCC on Safer Recruitment can be found [here](#).

9.12 Vetting, Disclosure and Barring Checks* (this advice is UK specific, please check with your local HR/Risk team for further advice)

At DLA Piper, we will ensure that the Designated Safeguarding Lead and other staff or volunteers who will be working directly with young people on work experience will have a valid vetting disclosure and barring check appropriate to their role.

There are different types of criminal record checks depending on the nature of the work being carried out.

(a) England, Northern Ireland and Wales

If someone is doing "regulated activity" they need to undergo an "enhanced with barred list check". This provides information about police convictions, cautions, reprimands and warnings; information about whether the person has been barred from working with children; and any other relevant information.

In England, Northern Ireland and Wales, regulated activity with children means carrying out any of the below activities frequently or with intensity (more than 3 days in a 30 day period or overnight):

- (i) Unsupervised activities: teaching, training, instructing, caring for or supervising children; providing advice/guidance on wellbeing, or driving a vehicle only for children.
- (ii) Working for a limited range of "specified places" with the opportunity for contact with children and young people, for example schools, children's homes, childcare premises.

The Disclosure and Barring Service (DBS) helps employers and voluntary organisations in England and Wales make safer recruitment decisions: www.gov.uk/government/organisations/disclosure-and-barring-service.

Access NI provides disclosure information and the DBS carries out barring procedures for Northern Ireland: www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks.

(b) Scotland

If someone is doing "regulated work" they need to undergo a Protecting Vulnerable Groups (PVG) check.

In Scotland, regulated work with children can be paid or voluntary. It usually involves:

- (i) working directly with children
- (ii) teaching or supervising children
- (iii) providing personal services to children
- (iv) caring responsibilities

Disclosure Scotland carries out criminal record checks and manages the Protecting Vulnerable Groups (PVG) scheme: www.mygov.scot/disclosure-types.

No DBS checks needed

- (c) The [DfE advice document](#) on post 16 work experience explains that, as of July 2012, work experience providers are no longer required to carry out enhanced DBS checks on staff supervising young people aged 16 to 17. Existing arrangements can be used to manage risk

- (d) According to [DfE guidelines](#), liability insurance covers work experience placements. Occasionally, students will need to share this information with their schools, therefore it is important to have these documents to hand should it be requested. In addition, employers can use their existing arrangements for assessing and managing risks to young people.

9.13 Managing Allegations of Abuse Against Staff or Volunteers

DLA Piper takes any concerns raised about staff or volunteers seriously, regardless of who the person is, how long they've been with us, or whether they are directly employed by us.

If an allegation is made that a staff member or volunteer has:

- (a) behaved in a way that has harmed, or may have harmed a child;
- (b) possibly committed a criminal offence against, or related to, a child;
- (c) behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- (d) behaved in a way that indicates they may not be suitable to work with children.

We will report this immediately to local child protection services, the police or the NSPCC helpline.

If the allegation is against someone we do not employ directly, the organisation they work or volunteer for will be involved in the investigation.

9.14 Managing Allegations of Abuse Against a Young Person Involved in Work Experience at DLA Piper

If allegations have been made against a young person you should speak to your designated safeguarding lead to explore the best way forward.

A young person behaving inappropriately may need to be spoken to about this immediately, in order to manage the behaviour. Remember that they may not realise their behaviour is unacceptable. Talk to them calmly and explain why their behaviour is unsuitable and what they can do to improve it.

Be aware that a young person who displays challenging behaviour may be doing so because they have experienced abuse or neglect. If you think this may be the case, follow these child protection procedures.

9.15 Code of Conduct for Staff and Volunteers

Everyone at DLA Piper should know what is expected of them and feel safe, respected and valued.

DLA Piper must make sure that everyone has seen, understood and agreed to follow the code of conduct, and that they understand the consequences of inappropriate behaviour.

The Code of Conduct can be found in the resource section at the end of this policy (E).

9.16 Code of Conduct for outreach programme/ work experience students

We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside of DLA Piper and behaviour that takes place online.

The Code of Conduct should be included in students Induction Booklet.

9.17 Bullying

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2018). It can involve people of any age, and can happen anywhere – at home, work, school or using digital technologies (cyberbullying). This means it can happen at any time.

9.18 Bullying encompasses a range of behaviours which are often combined:

- (a) Verbal abuse such as name calling or making negative remarks
- (b) Physical abuse such as hitting, pushing and physical assault
- (c) Emotional abuse through making threats, excluding or undermining another person

Cyberbullying/online bullying includes:

- (d) Excluding a young person from online activities
- (e) Sending threatening, upsetting or abusive messages
- (f) Creating and sharing embarrassing or malicious images or videos
- (g) 'Trolling' - sending menacing or upsetting messages on social networks or online platforms
- (h) Encouraging young people to self-harm or engage in risky behaviours
- (i) Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

If you suspect a young person is being bullied or that they are bullying others, you should follow the procedures in Sections 5 and 6.

9.19 Online Safety and Social Media – Virtual Work Experience and Online Communities

Providing work experience virtually is a relatively new way of working, especially post COVID-19. It can be an engaging way to ensure young people can still participate even if they cannot attend workplaces in person. There are many considerations to think about before setting up a virtual experience. Staff and volunteers who are communicating online with young people should always:

- (a) Use accounts that have been authorised by name of organisation to communicate with young people (never use personal accounts)
- (b) Turn on privacy settings on accounts that are used to interact with young people
- (c) Use an organisational device to communicate with young people

- (d) Ensure all communications are relevant to the work of the project and organisation
- (e) Use age-appropriate language

9.20 Some useful guidance from The Sutton Trust can be found [here](#).

[See online risk assessment](#)

9.21 Online Communities

Online communities can give a wider reach and enable you to connect with more young people.

Communities can be hosted on online forums, websites or social media. Different platforms and apps enable different benefits, such as instant messaging, personal profiles and facilities for hosting and sharing online events. But there are also risks.

You may set up a social media page for your group without the intention of establishing a community. However, once people start interacting with your page, it becomes an online community and you have a responsibility to take steps to keep everyone who uses it safe.

Make sure the young people, staff and volunteers in your online community know who to talk to if they see or hear anything upsetting or inappropriate.

There are specific safeguarding measures that you need to consider if you run an online community:

9.22 Make sure the community is appropriate to the age of the young people who will be using it

- (a) When thinking about hosting platforms, consider the age and type of community you want to establish and choose one which can be managed and maintained within the capacity of the organisation
- (b) The visibility of personal information is likely to be increased when using online platforms
- (c) Ensure that privacy and security settings are enabled. More advice is available from the NSPCC advice line on 0808 800 5002
- (d) Moderation – any online community should be moderated. Participants should be made aware of what is and what is not permitted, and how and when posts will be moderated

9.23 Live streaming

Livestreaming can be used to broadcast events or activities to young people in real time, from anywhere and at any time. Young people can participate in the stream or choose to watch. Some livestreams can also be saved and kept on social media platforms to view later.

Hosting a live stream:

- (a) If a young person can't be seen in your stream there may still be identifying information such as their name, email address or a link to their social media account. Never reveal the full identity of individual participants and keep any identifying information private

- (b) Consider how to make sure your livestream only includes the people you've invited. For example, you might be able to ask your audience to register to watch the stream and issue a log in and password. Or you could look into using a custom platform if you regularly livestream
- (c) Consider which platform to use. Some free platforms such as YouTube or Facebook Live do not allow you to restrict the audience
- (d) Be sensitive to the needs of individuals, for example those who may be sensitive to particular topics or issues that may arise during the livestream
- (e) Make sure the platform you're using is accessible to deaf and disabled young people. For example, you could use screen readers or subtitling
- (f) If you're appearing in the livestream, make sure your surroundings and environment are appropriate

9.24 Photography and Sharing Images

Sharing photographs and films of activities can help to celebrate the successes and achievements of young people, and provide a record of activities. We will ensure that:

- (a) We obtain written consent from a young person and their parents or carers before taking and using a young person's image
- (b) We always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children
- (c) We make it clear that a young person or their family can withdraw consent for an image to be shared, but it may not be possible to delete images that have already been shared or published
- (d) We will change the names of young people whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- (e) We will mitigate the risks of sharing and storing images by:
 - (i) Storing images in a safe location
 - (ii) Encrypting images before they are stored
 - (iii) Only using devices belonging to our organisation to take and store images of young people
 - (iv) Approval must be sought from the Responsible Business team ([Suzi Delahunty](#) or Hannah Little before images are shared

9.25 1-2-1 Working and Supervision

Most of the time it is not necessary to work individually with a young person on work experience. However, there may be occasions where it is necessary to meet individually with a young person. In these circumstances, you should:

- (a) Tell another appropriate adult know you will be alone with a young person, preferably the nominated child protection lead
- (b) Arrange meetings during usual working hours
- (c) Agree an agenda for the meeting and make sure the young person knows what the meeting/session is about
- (d) Meet in an open area or room with the doors open, so that you can be seen by others
- (e) If working online the same general principles apply, i.e.
 - (i) Avoid 1-2-1 conversations online if at all possible; invite a co-worker to join the meeting
 - (ii) Only use official organisation accounts and devices and official e mail addresses
 - (iii) Consider what is in the background if you are at home. Avoid conducting online sessions from your bedroom.
 - (iv) Maintain professional boundaries at all time and abide by you code of conduct
 - (v) After any type of 1-2-1 session, record the date, time and place, the reason for the meeting, and a summary of the activity or discussion.

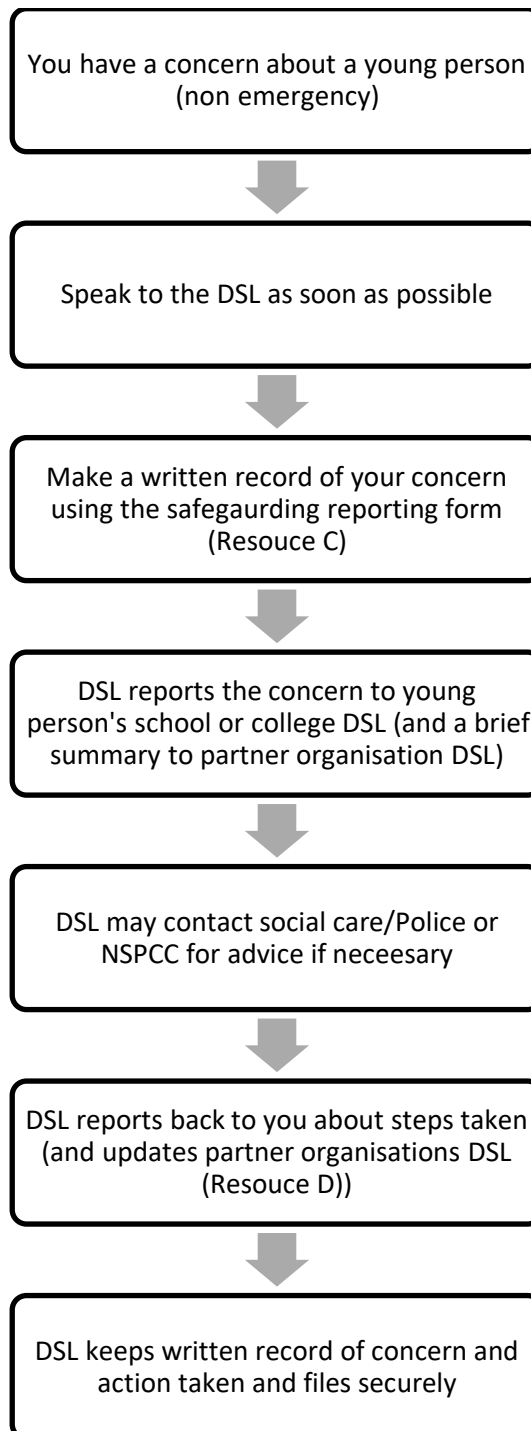
9.26 Ongoing Contact and Mentoring

You may be asked to stay in touch after the outreach programme or work experience has ended. This is acceptable as long as you follow the principles of this policy. Any ongoing contact should be in accordance with the guidance detailed in Section 14. In order to protect young people and yourself you should:

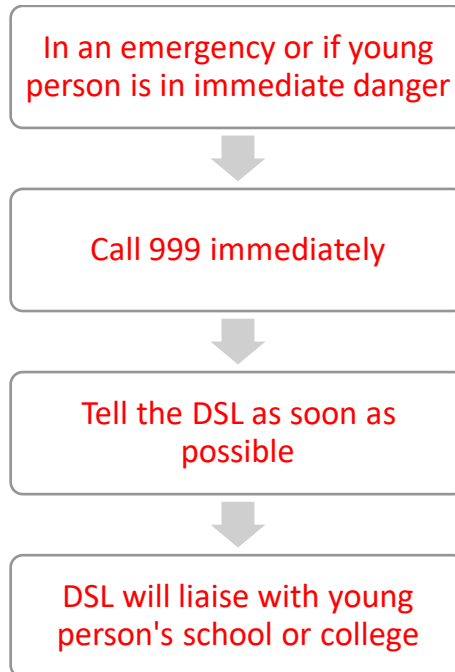
- (a) Arrange ongoing mentoring with the knowledge of the young person's school or college
- (b) Identify specific aims and timeframes for the contact to continue
- (c) Keep contact open and make others aware of your ongoing involvement
- (d) Ensure the Designated Safeguarding Lead is aware of your ongoing involvement
- (e) Be aware of your own behaviour and how best intentions can be misinterpreted by the young person and/or your colleagues. For example, avoid connecting on your personal social media accounts, meeting privately outside of working hours or premises
- (f) Make your manager aware of any issues where your behaviour could have been misinterpreted
- (g) Make your manager aware of circumstances which could indicate a young person is becoming too dependent or close to you.

10. FURTHER INFORMATION AND RESOURCES

10.1 Reporting a Concern



10.2 Reporting a Concern



10.3 Form for Reporting a Concern

Your name:	Name of firm:
Your role:	
Contact information (you):	
<i>Address:</i>	<i>Postcode:</i>
<i>Telephone numbers:</i>	<i>Email address:</i>
Young person's name:	Young person's date of birth:
Young person's ethnic origin (if known): <i>Please state</i>	Does young person have a disability: <i>Please state (unknown if not known)</i>
Young person's gender:	
<input type="checkbox"/> Male <input type="checkbox"/> Female	
Parent's / carer's name(s) (if known):	

Contact information (parents/carers):	
<i>Address:</i>	<i>Postcode:</i>
<i>Telephone numbers:</i>	<i>Email address:</i>
Have parents / carers been notified of this incident?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If YES please provide details of what was said/action agreed:	
If NO please state the reasons:	
Are you reporting your own concerns or responding to concerns raised by someone else?	
<input type="checkbox"/> Responding to my own concerns <input type="checkbox"/> Responding to concerns raised by someone else <input type="checkbox"/> Responding to the young person's concerns	
If responding to concerns raised by someone else: <i>Please provide further information below</i>	
<i>Name:</i>	
<i>Position:</i>	
<i>Telephone numbers:</i>	<i>Email address:</i>
Date and times of incident:	
Details of the incident or concerns:	
<i>Include other relevant information, such as description of any injuries, the young person's behaviour or mood, and whether you are recording this incident as fact, opinion or hearsay.</i>	

Young person's account of the incident:

Use the young person's own words as much as possible

Please provide any witness accounts of the incident:

Please provide details of any witnesses to the incident:

Name:

Position:

Address:

Postcode:

<i>Telephone number:</i>	<i>Email address:</i>
Please provide details of action taken to date:	
Date reported to the young person's school/college:	
Date reported to the partner organisation's Designated Safeguarding Lead:	

Your Signature:		Print name:	
Date:			

Contact your Designated Safeguarding Lead in line with reporting procedures.

10.4 Form for Alerting Prime That a Safeguarding Issue has Occurred During a Prime / Sutton Trust Work Experience Placement

This form is to be completed by the DSL at DLA Piper and sent to the DSL at PRIME:

Su Brailey

safeguarding@primecommitment.co.uk

and/or the DSL at the Sutton Trust:

Laura Bruce

The form is sent for information only, further steps remain the responsibility of DLA Piper

Your name:	Name of firm:
Your role:	
Date and times of incident:	
Please list below the date that the following have been informed. If not informed, please state n/a.	
Parents/guardians	
Young person's school or college	
Social Care	
NSPCC	
Police	
<p>Are you reporting your own concerns or responding to concerns raised by someone else?</p> <p><input type="checkbox"/> Responding to my own concerns</p> <p><input type="checkbox"/> Responding to concerns raised by someone else</p> <p><input type="checkbox"/> Responding to the young person's concerns</p>	

Your Signature:		Print name:	
Date:			

10.5 Code Of Conduct For Staff And Volunteers

Everyone who is covered by this policy commits to respecting, promoting, upholding and protecting, at all times, the rights of the child (young person) as set out in the UN Convention on the Rights of the Child. Anyone found to be in breach of our Code of Conduct will be subject to disciplinary action which may include dismissal or termination of employment or other arrangement with us.

Everyone covered by this policy should always follow the guidelines below when interacting directly with children and young people in any capacity on behalf of DLA Piper and PRIME Commitment.

- (a) Prioritise the safety and wellbeing of the young person at all times.
- (b) Never take sole responsibility for a young person; if a young person needs care alert the parent or chaperone.
- (c) Only take on practical caring responsibilities, for example, taking a young person to the toilet, in an emergency.
- (d) Never give out your personal contact details, and do not 'friend' or 'follow' young people you are working with on social networking sites.
- (e) Remember they are young people (children) first, and contributors or participants second.
- (f) Never lose sight of the fact that you are with young people - behave appropriately and use appropriate language at all times.
- (g) Listen to and respect young people at all times; don't patronise them.
- (h) Avoid favouritism, and treat young people fairly and without prejudice or discrimination.
- (i) Always act within professional boundaries; ensure all contact with young people is essential to the programme / event / activity / project you are working on.
- (j) If you feel anyone is behaving inappropriately around young people, you have a duty to report your concern.

Safeguarding Code of Conduct for Head Start Volunteers

This code of conduct has been developed to aid volunteers to maintain professional boundaries, to reduce the likelihood of participants coming to harm, and to protect mentors from allegations of harm against vulnerable adults.

Anyone found to be in breach of our Code of Conduct will be subject to disciplinary action which may include dismissal or termination of other arrangement with us.

- A. We reserve the right to report any individual who is suspected of harming a participant to the relevant authorities.
- B. When acting as a volunteer on the Head Start programme, individuals commit to following the below code of conduct:

1. Prioritise the safety and wellbeing of the young adult always	2. Always act within professional boundaries
<ul style="list-style-type: none">A. Remember they are young adults first, and participants secondB. If you feel anyone is behaving inappropriately around participants, you have a duty to report your concern through the firm's Safeguarding ProcedureC. All concerns should be reported. Remember that abuse can be committed peer on peerD. Respect a participant's background, culture and traditions and be mindful of any behaviour that may offend his/her beliefsE. Listen to and respect participants always; don't patronise themF. Avoid favouritism, and treat participants fairly and without prejudice or discriminationG. Do not permit abusive activities amongst and/or directed towards participants (eg bullying, ridiculing, name calling, exclusion, racism)	<ul style="list-style-type: none">A. Always be mindful of how your conduct could be perceivedB. When meeting in person with a participant, keep the interaction as professional and transparent as possible, for example:<ul style="list-style-type: none">a. Let the Head Start programme team know where you will be working and who withb. Meet in a public, professional space or officec. Remain in an open spaced. Don't consume alcohol during the meetingC. Never give out your personal contact details, and do not 'friend' or 'follow' participants you are working with on social networking sites.D. Do not accept or give personal gifts to a participant. <p>In addition to this code of conduct, we would recommend when connecting with participants on LinkedIn, ensure your account is linked to you work email rather than a personal email address (and only if your mentee is over eighteen years)</p>