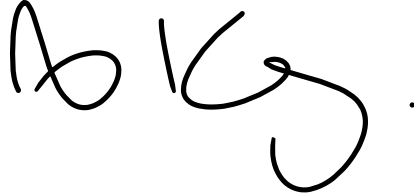


# YOUNG WOMEN'S FILM ACADEMY

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**Designated Safeguarding Officer:**

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## **SAFEGUARDING POLICY – Children, Young People and Adults at Risk of Harm**

### **Purpose, Definitions & Scope**

The Young Women's Film Academy (YWFA) believes that participants have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff, freelancers and volunteers working for The Young Women's Film Academy have a right to personal support and guidance concerning the protection of participants.

This policy applies to:

- All children, young people and adults at risk of harm involved in YWFA's activities whether in or outside of school, in our own programmed sessions or as a member of an audience (attending in person or digitally).
  - The Young Women's Film Academy runs a programme of activities for participants aged between 12 and 25. As such this policy relates to both children (those aged 12-17) and young people, which for our purposes includes those up to 25.
- YWFA recognises that working with those over 18 means further safeguarding considerations need to be considered and extends safeguarding to include vulnerable adults/adults at risk of harm:
  - An adult at risk of harm is defined as an adult who has needs for care and support (whether or not the local authority is meeting any of those needs); and is experiencing, or is at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.
- All staff, trustees, members of the Advisory Board/steering group, freelancers, volunteers, and any other individual working on behalf of, or associated with YWFA (referred to as 'YWFA Associates throughout this policy) whether they are directly or indirectly in contact with children.

YWFA will treat all participants equally, and with respect and dignity.

YWFA recognises that some participants face barriers to engagement and is committed to doing all that it can to reduce those barriers to ensure that everyone is afforded the same protection through YWFA's Safeguarding policy. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevent safeguarding issues from arising in the first place. We will therefore raise awareness of safeguarding and equip children/young people/vulnerable adults with the skills to keep them safe.

### **Principles**

Responsibilities of YWFA's trustees

- To read, understand and comply with the requirements of this policy.
- To ensure simple and appropriate procedures are in place for managing any safeguarding concerns
- To take all reasonable steps to promote a safeguarding culture.
- To understand, monitor, review and update this Safeguarding Policy.
- To ensure that any YWFA staff impacted by their involvement with any safeguarding issues receives appropriate support and is informed about how to access any other required support.

Responsibilities of other YWFA Associates

- To read, understand and comply with the requirements of this policy.
- To undertake training as necessary to enable them to ensure this policy can be implemented.
- To take all reasonable steps to promote a safeguarding culture.
- To refer immediately any safeguarding concerns to the Safeguarding Officer

**Implementation of the Safeguarding Policy and Procedures** is supported by other policies, procedures and processes within YWFA including (but not limited to):

Health and Safety

Employment Contracts

Data Protection and Privacy

Risk Assessments

### **Procedure**

YWFA requires all Associates to comply with the following Code of Conduct in order to ensure best practice.

#### Personal conduct and conduct in sessions

- Any physical contact with participants should be avoided, but where on occasion physical contact may be required (e.g., for health and safety reasons) please ensure that this is minimal, appropriate and occurs only in the presence of another YWFA Associate (or members of staff from the partner school or community organisation)
- Do not use alcohol, drugs or any substance that may alter personality or impede judgement when working.
- Do not tolerate bullying in any shape or form, including but not limited to verbal, physical, social and cyber bullying.
- Do not give gifts or money to any participants. If gifts are offered from a participant to a YWFA Associate this must be declared immediately to the Safeguarding Officer.
- Do not meet up with any participants outside of designated sessions, unless agreed in advance with the Safeguarding Officer who will confirm appropriate conditions.

N.B. We are aware on occasion that freelancers may meet or have contact with participants as part of other delivery. This is acceptable provided the Safeguarding Officer is made aware of the interaction and it is separate to any YWFA programmes. Please ask the Safeguarding Officer for further information on this if required.

#### Contacting participants and use of social media

- Do not give a personal phone number to any participant.
- Do not give a private personal email address to any participant.
- YWFA emails should be used to contact participants.
- Social media can be used to administer a project. To do this a project 'group' should be set up by the relevant programme manager and include at least two YWFA Associates as administrators of the relevant platform. YWFA Associates should not engage in direct personal social media contact with any participant outside of such a group without another YWFA Associate being made aware of the purpose of this contact.

#### Use of work and images

- Do not use images of participant without written consent from parents/guardians.
- Any social media posts sharing work and images of participant should be from an official YWFA account.
- Work produced by participant will only be used with the informed consent of its producer. YWFA Associates will consider whether the participant is capable of giving the necessary consent based on that individual's maturity, understanding, nature of consent required and content of the work and will obtain written consent from their parent/guardian where they consider the individual is not so capable.

#### Recording of Information

- Record any safeguarding concerns immediately using the format in the Appendix.
- All information related to safeguarding concerns will be stored securely and accessed on a 'need to know' basis only. Files will be kept until the participant reaches the age of 25, after which they will be destroyed.

Sharing information about safeguarding and good practice:

YWFA is committed to ensuring a safeguarding culture within the organisation and the programmes that we run. In order to do this, YWFA has in place the following procedures:

- YWFA will publish the name of the Safeguarding Officer and the Safeguarding Policy and how to make a complaint on the YWFA website.
- YWFA will include on any consent forms how parents/guardians can access YWFA's Safeguarding Policy.
- YWFA will include on any consent forms how participant data will be stored.

Safer recruitment and training

- YWFA requests DBS checks for positions that bring Associates into contact with Participants
- YWFA will ensure that the DSO and deputy DSO will undertake training to Level 3, Programme Leads to Level 2 and all other staff in direct contact with participants to level 1/Introductory Level.
- A record of all training and dates for renewal will be kept and reviewed as part of the annual review of this policy
- YWFA will ensure that any disciplinary proceedings against staff relating to safeguarding matters are concluded in full even when the member of staff is no longer employed at the company and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

YWFA's main contacts for the purposes of safeguarding are:

Safeguarding Officer: Clara Shield 07941077084 ([ceo@youngwomensfilmacademy.co.uk](mailto:ceo@youngwomensfilmacademy.co.uk))

Additional consultant Safeguarding Officer: Fiona Scott 07947 125891

External Advice and Support:

NSPCC: 0800 800 5000, [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline: 0800 1111, [www.childline.org.uk](http://www.childline.org.uk)

The vast majority of our work takes place within Newcastle City Council. On the occasions where we work outside of the area risk assessments are created and will include relevant Local Authority contact details.

Local Referrals/Newcastle upon Tyne contact details:

- Initial Response Service (for children)– 0191 277 2500
- Reporting a concern online referral form:  
<https://www.newcastle.gov.uk/services/care-and-support/children/keeping-children-safe/report-concern-about-child-or-young-person>
- Initial Response Service (for adults) – 0191 278 8377
- Reporting a concern online referral form: <https://mycarenewcastle.org.uk/form/SAIE?latest=true#!/>

Emergency Duty Team (children and adults) – 0191 278 7878

Northumbria Police – 101 (in an emergency always dial 999)

Agreed by the Board	9.5.2024
Date of Review	9.5.2025

## Appendices:

1. Definitions of abuse
2. Online safety
3. Dealing with concerns and making referrals guidance
4. Safeguarding concerns notification form
5. Flowchart of all steps taken during Safeguarding procedures

## Appendix 1: Definitions of abuse (as defined by the NSPCC, December 2017 but also applied to adults at risk of harm. Updated to include Keeping Children Safe in Education 2020 recommendations).

### What is child abuse?

Child abuse happens when a person – adult or child – harms a child. It can be physical, sexual, or emotional, but can also involve a lack of love, care, and attention. Neglect can be just as damaging to a child as physical or sexual abuse.

Individuals suffering abuse usually know the person abusing them, but it is also possible for strangers to abuse children, young people, and adults at risk of harm. There is often more than one type of abuse experienced, and the abuse usually happens over a period time, rather than being a single, isolated incident. Increasingly, abuse can happen online.

### General signs of abuse

Individuals suffering abuse may be afraid to tell anybody. They may struggle with feelings of guilt, shame, or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Many of the signs of abuse are the same regardless of the type of abuse. Anyone working with children, young people, or adults at risk of harm needs to be vigilant to:

- regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- showing an inexplicable fear of particular places or making excuses to avoid particular people
- knowledge of ‘adult issues’ for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- angry outbursts or behaving aggressively towards other people, animals, or toys
- becoming withdrawn or appearing anxious, clingy, or depressed
- self-harming or thoughts about suicide
- changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- risky behaviour such as substance misuse or criminal activity
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that abuse is taking place. There may well be other reasons for changes in behaviour such as a bereavement or relationship problems between family/carers/peers. In assessing whether signs are related to abuse or not, they need to be considered in the context of the child, young person, or adult at risk of harm’s development and situation.

**Physical abuse** happens when a child, young person, or adult at risk of harm is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning, or suffocating. It is also physical abuse if a parent or carer makes up or causes the symptoms of illness. For example, they may give them medicine they do not need, making them unwell. This is known as fabricated or induced illness (FII).

We all trip, fall and have accidents which may cause cuts, bumps, and bruises. These injuries tend to affect bony areas of the body such as elbows, knees and shins and are not usually a cause for concern.

If an individual is frequently injured, and if the bruises or injuries are unexplained or the explanation does not match the injury, this should be investigated. It is also concerning if there is a delay in seeking medical help for a child, young person, or adult at risk of harm who has been injured.

**Neglect** is persistently failing to meet a child, young person, or adult at risk of harm's basic physical and/or psychological needs usually resulting in serious damage to their health and development. Neglect may involve failure to: provide adequate food, clothing or shelter; supervise (including leaving them with unsuitable carers) or keep safe from harm or danger; make sure appropriate health and/or dental care is received; make sure a suitable education is received; meet the child, young person or adult at risk of harm's basic emotional needs – parents or carers may ignore children, young people or adults at risk of harm when they are distressed or even when they are happy or excited. This is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse. Neglect can also be present with children, young people, or adults at risk of harm who have taken on the role of carer for other family members.

**Sexual abuse** is forcing or enticing a child, young person, or adults at risk of harm to take part in sexual activities. It does not necessarily involve violence and the individual may not be aware that what is happening is abuse. Sexual abuse can involve contact abuse and/or non-contact abuse.

Contact abuse happens when the abuser makes physical contact and includes: sexual touching of any part of the body whether the individual is wearing clothes or not; rape or penetration by putting an object or body part inside an individual's mouth, vagina or anus; forcing or encouraging an individual to take part in sexual activity; making an individual take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes: encouraging an individual to watch or hear sexual acts; not taking proper measures to prevent exposure to sexual activities by others; showing pornography to an individual; making, viewing or distributing child or adult at risk of harm abuse images; allowing someone else to make, view or distribute child or adult at risk of harm abuse images.

Online sexual abuse includes: persuading or forcing a child, young person or adult at risk of harm to send or post sexually explicit images of themselves (sometimes referred to as sexting); persuading or forcing a child, young person or adult at risk of harm to take part in sexual activities via a webcam or smartphone or having sexual conversations by text or online; meeting a child, young person or adult at risk of harm following online sexual grooming with the intent of abusing them.

Abusers may threaten to send sexually explicit images, video, or copies of sexual conversations to the young person or adult at risk of harm's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Changes in behaviour or mood may also cause concern, individuals may want to avoid spending time with specific people and may show sexual behaviour that is inappropriate for their age or situation.

**Sexual exploitation** is a type of sexual abuse. Young people and adults at risk of harm in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status, or affection in exchange for taking part in sexual activities. Individuals may be tricked into believing they are in a loving, consensual relationship. They often trust their abuser and do not understand that they are being abused.

They may depend on their abuser or be too scared to tell anyone what is happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Some individuals are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators. It can be very difficult to identify. Further information on signs of a child's involvement in sexual exploitation is available in [Home Office guidance: Child sexual exploitation: guide for practitioners](#).

**Harmful sexual behaviour** (HSB) occurs when children, young people, and adults at risk of harm themselves and others and can include using sexually explicit words and phrases; inappropriate touching; using sexual violence or threats; full penetrative sex with other children or adults.

It is normal for children to show signs of sexual behaviour at each stage in their development. Behaviours which might be concerning depend on the child's age and the situation.

**Emotional abuse** is persistent, and, over time, it severely damages a child, young person, and adult at risk of harm's emotional health and development. It involves: humiliating, putting down or constantly criticising an individual; shouting at or threatening a child, young person or adult at risk of harm or calling them names; mocking an individual or making them perform degrading acts; constantly blaming or scapegoating a child, young person or adult at risk of harm for things which are not their fault; trying to control a child, young person or adult at risk of harm's life and not recognising their individuality; not allowing friendships or social development; pushing a child, young person or adult at risk of harm too hard or not recognising their limitations; manipulation; exposure to distressing events or interactions such as drug taking, heavy drinking or domestic abuse; persistently ignoring them; being cold and emotionally unavailable during interactions; never saying anything kind, positive or encouraging to a child, young person or adult at risk of harm and failing to praise achievements and successes.

There are not usually any obvious physical signs of emotional abuse, but you may spot signs in a child or adult at risk of harm's actions or emotions. It is important to remember that some are naturally quiet and self-contained whilst others are more open and affectionate.

**Domestic abuse** is any type of controlling, bullying, threatening or violent behaviour between people who are or were in an intimate relationship. There are many different types of abusive behaviours that can occur within intimate relationships, including emotional, sexual, financial, psychological, and physical abuse. Domestic abuse can be underpinned by an on-going pattern of psychologically abusive behaviour (coercive control) that is used by one partner to control or intimidate the other partner. In situations of domestic abuse, both males and females can be abused or be abusers. Domestic abuse can happen in any relationship regardless of age, sexuality, gender identity, race, or religious identity.

Children's exposure to domestic abuse between parents and carers is child abuse. Children can be directly involved in incidents of domestic abuse, or they may be harmed by seeing or hearing abuse happening, and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). The developmental and behavioural impact of witnessing domestic abuse is similar to experiencing direct abuse and can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

**Bullying and cyberbullying** is behaviour that hurts someone else. It usually happens over a lengthy period of time and can harm a child both physically and emotionally. Bullying can happen anywhere – at school, at home or online. When bullying happens online (known as cyberbullying) it can involve social networks, games, and mobile devices. It can be hard to know whether or not a child is being bullied. They might not tell anyone because they are scared the bullying will get worse. They might also think that the bullying is their fault.

**Child trafficking** involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children are trafficked for: child sexual exploitation; benefit fraud; forced marriage; domestic servitude such as cleaning, childcare, cooking; forced labour in factories or agriculture; criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft. Children who are trafficked experience many forms of abuse and neglect. Physical, sexual, and emotional abuse is often used to control them, and they are also likely to suffer physical and emotional neglect. Modern slavery is another term which may be used in relation to child trafficking.

**Female genital mutilation (FGM)** is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a girl is newborn, during childhood or adolescence, just before marriage or during pregnancy (Home Office et al, 2016). Religious, social, or cultural reasons are sometimes given for FGM. However, FGM is dangerous and a criminal offence and anyone who discovers FGM has taken place must contact the police immediately. Further information can be found in the [multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) (particularly section 13).

**Child criminal exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. This might be in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Some of the following can be indicators of CCE: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.

**County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line.' Exploitation is an integral part of the county lines offending model with children, young people, and adults at risk of harm exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society [County Lines Toolkit For Professionals](#).

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs, while terrorism. Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). Further information can be found on the [Educate Against Hate](#) website. YWFA's Safeguarding Officer is aware of how to make a Prevent referral if needed.



## Appendix 2: Online Safety

Online delivery should follow the same principles as face to face delivery and concerns about a participant should be reported in the same way as you would any concern raised, observed or disclosed in a face to face or group session

In the delivery of our work online we are committed to ensuring the safety and wellbeing of participants is paramount when they are using the internet, social media, or mobile devices to access YWFA's online programme.

The following information outlines for all YWFA Associates with the overarching principles that guide our approach to online safety

YWFA recognises that the online world provides many opportunities, but it also presents risks and challenges. In addition to relevant approaches outlined in the wider safeguarding policy, YWFA will seek to keep participants safe online by

- ensuring that the named YWFA Safeguarding Officer is also responsible for online safety coordination
- providing clear and specific directions to YWFA Associates on how to behave online through our 'Keeping Safe Online' guidance for staff and freelancers
- providing clear and specific guidance to participants and their parents/carers on how to stay safe online through our 'Keeping Safe Online' guidance for participants. This will include how to contact the Safeguarding Officer in the event of online abuse taking place
- risk assessing any online platforms we plan to use as part of the programme
- Only using YWFA registered accounts, and only for group sessions. 2 members of staff present even if only one person is delivering.
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by a YWFA Associate, participant or member of the public
- ensuring that usernames, logins, email accounts and passwords are used effectively to keep online data secure and that any relevant user- names and passwords are kept private
- ensuring that no online activity is recorded, unless prior consent from all participants and parties has been obtained. If any recordings do take place, they will be stored in accordance with our GDPR guidelines and Data Protection and Privacy Policy.
- providing supervision, support, and training for YWFA Associates about online safety as appropriate

If online abuse occurs, YWFA will respond to it by:

- immediately following the steps outlined in YWFA's Safeguarding Policy relating to reporting a concern or disclosure and making any relevant referrals
- contacting the Professional Online Safety Helpline (UK Safer Internet Centre) and reporting to other professional bodies as appropriate to reduce the possibility of similar abuse happening again
- reviewing the plan developed to address online safety at regular intervals, to ensure processes and response remain in line with best practice.

### **Appendix 3: Dealing with concerns and making referrals**

YWFA recognises it is not the role of any of their Associates to decide whether a participant has been subjected to abuse or neglect. YWFA Associates have an obligation to report any justified concerns regarding participants they are working with, especially when a disclosure has been made. The guidelines outlined below should be followed.

#### **Dealing with Disclosures**

A disclosure is when a participant makes it known that they have been, or are currently being abused or neglected, that they are at risk of harm from others or from themselves, or that they may cause harm to another person.

A disclosure can be direct, indirect (verbal, written or graphic hints that appear to be about abuse) or third party (a participant tells another person they are being abused).

If a participant discloses to you, YWFA requests the following procedure is followed:

#### **Listen**

- Listen and accept what is being said.
- Do not express verbally or non-verbally how it makes you feel (e.g., do not show upset or disgust). That is a separate issue for you to deal with later and YWFA can provide support with this as required.
- Make notes.

#### **Reassure**

- Reassure them as much as you can.
- It is important to let them know you take them seriously.
- Tell them that you will help or will ensure they receive the help they need.
- Do not make false promises, such as 'I won't say anything,' because you may need to pass the information on.

#### **React**

- React to the conversation only so far as is necessary for you to know whether a referral to Social Services is required.
- Do not ask leading questions such as 'Did they hit you?.' Instead, ask open-ended questions such as 'Is there anything else you would like to tell me?'
- Make it clear that it is your responsibility to pass on information.
- Make it clear what you have to do next and who you have to talk to.
- Do not criticise the perpetrator who may be a family member or close to the child.
- Do not ask them to repeat anything to other staff.

#### **Write**

- Write up notes in as full a way as possible, without throwing away any original notes.
- Use their own words rather than your words for any body parts or activities described.
- Include the date, time, place, and any non-verbal behaviour they displayed whilst talking to you, for example moments of distress and when they occurred in the conversation.
- If there is any bruising or marks noticed, draw a diagram to show where they are.

#### **Talk**

- Report the disclosure to YWFA's Safeguarding Officer as soon as possible.

**Please also be aware that:**

- It is not your responsibility to investigate suspected cases of abuse.
- You should not take any action beyond that identified above.
- You cannot promise a participant complete confidentiality – you must explain that you may need to pass information.

### **Dealing with concerns or observations**

If a YWFA Associate has a concern (where no disclosure has taken place), YWFA requests the following procedure is followed:

- Discuss the matter with YWFA's Safeguarding Officer.
- Complete an incident report form.

### **Making complaints**

If a YWFA Associate has a concern about another YWFA Associate, they should:

- Discuss the matter with YWFA's Safeguarding Officer.

It is the role of the YWFA Safeguarding Officer to decide how to act on a concern raised by an Associate. The decision may be taken to refer the concern to social services. On occasion, if the concern arises in the context of a school or community group setting, the YWFA Safeguarding Officer may choose to share the concern with the institution's named Safeguarding Officer or support worker.

#### Appendix 4: Safeguarding Concerns Notification Form

Note: Please do not interpret what is seen or heard, simply record the facts. After completing the form, please pass on immediately to the Safeguarding Officer.

Name of participant	
Date of Birth of participant	
Name of person completing the form	
Job role of person completing the form	
Name and job role of any other people present	
Date and time of disclosure	
Place of disclosure	
Please record the nature of incident, details of disclosure, safeguarding concerns, and any relevant background information. Please record the Individual's words verbatim where possible. (Continue on another sheet if necessary.)	
Action taken	
Signed:	Date:
Name of YWFA Safeguarding Officer	

Action taken by Safeguarding Officer	
Reason for this action	
Outcome of action	
Follow up and outcome	
Signed:	Date:

**Appendix 5: Flowchart of all steps taken during Safeguarding procedures**

