# Staff & Safeguarding Handbook

Young Engineers Canterbury | Geniuscraft Ltd trading as Young Engineers Canterbury

This handbook brings together the organisation’s staff-facing procedures for professional conduct, safeguarding escalation, training, communication, lone working and complaints. It is intended for staff, tutors, volunteers and other adults acting on behalf of the organisation.

# Contents

1. Staff Code of Conduct and Professional Boundaries
2. Managing Allegations and Concerns About Adults Working with Children
3. Whistleblowing Procedure
4. Staff Induction and Safeguarding Training Procedure
5. Acceptable Use of Technology, Mobile Phones and Images
6. Lone Working and One-to-One Activities Procedure
7. Complaints Procedure

Official guidance and links

# Staff Code of Conduct and Professional Boundaries

## 1. Purpose and scope

This Code sets clear expectations for professional behaviour and safe boundaries when working with children and young people. It applies to employees, tutors, activity leaders, casual workers, volunteers, agency workers and other adults engaged by Young Engineers Canterbury, as relevant to their role.

It applies during after-school clubs, STEM and engineering sessions, holiday provision, trips, online communication and any activity carried out on behalf of the organisation. Where a host venue or commissioner has additional rules, staff must follow those rules as well as this Code, unless doing so would conflict with safeguarding law or an urgent safety requirement.

## 2. Core principles

Children's welfare is the priority. Adults must act respectfully, fairly and consistently, maintain professional boundaries, and report concerns promptly.

Staff must not assume that a child's behaviour, disability, communication style or family circumstances indicate that a safeguarding concern is unimportant. Ask the Designated Safeguarding Lead (DSL) for advice if unsure.

## 3. Professional boundaries and respectful behaviour

Treat every child with dignity and respect. Use age-appropriate, calm and inclusive language; respect privacy, identity, culture, disability and individual needs.

Never humiliate, threaten, intimidate, shame, discriminate against or deliberately isolate a child. Do not use physical punishment, degrading treatment, bullying, sarcasm intended to hurt, or inappropriate jokes.

Do not form secretive, exclusive or overly personal relationships with children. Do not favour particular children or give gifts, money or personal rewards unless this is an authorised, transparent activity approved by the organisation.

Do not share personal problems or adult information with children in a way that places emotional responsibility on them. Do not invite children to your home or meet them privately outside authorised activities.

Maintain appropriate professional boundaries with parents and carers. Do not make promises about confidentiality that cannot be kept, especially where a safeguarding concern may need to be shared.

## 4. Physical contact and personal care

Physical contact must be necessary, proportionate, respectful and appropriate to the child's age, needs and context. Explain what you are doing where possible and respect a child's wishes.

Where practical, avoid being alone and out of sight with a child. If one-to-one support is necessary, follow the organisation's agreed arrangements, keep the interaction observable where possible, and record or report any unusual incident.

Do not initiate physical contact for your own comfort or use restraint except where it is lawful, necessary to prevent immediate harm, proportionate and consistent with training and organisational procedures. Report and record any such incident immediately.

Staff must not provide intimate or personal care unless it is an agreed part of the role and a suitable procedure and individual plan are in place.

## 5. Supervision, activities and safety

Follow attendance, registration, collection, headcount, staffing, risk assessment, emergency and venue procedures. Never leave children unsupervised or ask an unauthorised person to take responsibility for them.

Deliver only activities you are trained and authorised to lead. Follow the risk assessment and instructions for STEM kits, moving mechanisms, small parts, tools, batteries and other equipment. Stop an activity if it becomes unsafe.

Do not use defective equipment or bypass safety controls. Report hazards, injuries, near misses, unsafe behaviour and concerns to the session lead promptly.

Follow agreed arrangements for allergies, medication, illness, first aid and meals. Do not give a child food or medication contrary to the information or authorisation available. For externally supplied meals, follow the meal-distribution and allergen procedures.

Do not bring unauthorised visitors to a session. Follow venue sign-in, access, fire, evacuation and site-security arrangements.

## 6. Devices, photography and online communication

Use phones and other devices only for authorised work purposes and in accordance with the organisation's technology, image-use and data-protection procedures. Personal phone use should not distract from supervision.

Do not photograph, film, record or publish a child's image, voice, name or personal information using a personal device or personal account. Use only authorised equipment and approved processes, and check the relevant consent and safeguarding arrangements before taking or sharing images.

Do not communicate privately with children through personal social-media accounts, private messaging, gaming platforms or personal email. Use only approved organisational channels and keep communication appropriate, transparent and work-related.

Do not share confidential information, photographs, attendance lists, medical details or safeguarding information in informal chats or with people who do not need to know.

## 7. Safeguarding concerns, disclosures and allegations

Report any concern about a child, including a disclosure, unexplained injury, harmful behaviour, neglect, exploitation or online harm, immediately to the DSL or Deputy DSL in accordance with the Safeguarding Policy. If a child is in immediate danger, contact emergency services as appropriate; do not delay urgent action while trying to reach a manager.

Listen calmly to a child who speaks about harm. Reassure them that they did the right thing by telling you, do not promise secrecy, do not investigate or ask leading questions, and record the child's words as accurately as possible.

Report concerns about an adult's conduct, including low-level concerns or a possible breach of this Code, using the Managing Allegations and Concerns About Adults procedure. Use the Whistleblowing Procedure if the concern involves the DSL/Director or you feel unable to report through normal internal routes.

Do not investigate allegations yourself, confront an alleged perpetrator, or promise a particular outcome. Keep information restricted to those who need it to safeguard children and support a fair process.

## 8. Confidentiality, records and information handling

Access children's, family and staff information only where necessary for your role. Keep paper records secure and use approved systems for electronic records.

Make factual, timely records of incidents, concerns and actions. Do not alter, destroy or keep unofficial copies of records. Share information through authorised routes and in line with the Data Protection Policy and safeguarding procedures.

Never discuss a child or family in public areas, with other parents, on social media or with colleagues who have no legitimate need to know.

## 9. Fitness for work and conflicts of interest

Arrive on time, prepared and fit to supervise children safely. Do not work under the influence of alcohol, illegal drugs or any substance or medication that impairs safe performance.

Do not smoke or vape around children or during activities where prohibited by venue rules or organisational arrangements.

Tell the Director about any conflict of interest, personal relationship or change in circumstances that could affect your suitability or safe performance in the role. Follow the organisation's safer recruitment and ongoing suitability procedures.

## 10. Breaches and accountability

Staff must raise questions about this Code with the session lead, Director or DSL. Breaches may result in supervision, retraining, restrictions on duties, disciplinary action, termination of engagement, referral to safeguarding agencies or a DBS referral where the legal criteria apply.

Any immediate risk to a child must be addressed first. The organisation will consider concerns fairly, record decisions and follow relevant employment, safeguarding and reporting requirements.

## 11. Induction, acknowledgement and review

This Code must be provided during induction. Staff and volunteers must confirm that they have read, understood and agree to follow the parts relevant to their role. The organisation will review the Code at least annually and sooner following incidents, changes in guidance, changes to activities or venue requirements.

Staff acknowledgement

I confirm that I have read and understood the Young Engineers Canterbury Staff Code of Conduct and will follow the requirements relevant to my role. I understand that I must raise safeguarding concerns promptly and that breaches may lead to action.

Name: _____

Role: _____

Signature: _____

Date: _____

The linked Safeguarding, Managing Allegations, Whistleblowing, Complaints, Technology/Image Use, Health and Safety, Missing Child, First Aid/Medication/Allergy and Data Protection procedures are available at: www.canterbury.youngengineers.org

# Managing Allegations and Concerns About Adults Working with Children

## 1. Purpose

This procedure explains how Young Engineers Canterbury will respond to an allegation, disclosure, complaint or concern about the behaviour of an adult working with or connected to children attending its activities. It is intended to protect children, ensure concerns are taken seriously and handled promptly, and support a fair process for everyone involved.

This procedure applies to employees, tutors, workshop leaders, volunteers, agency workers, contractors, directors and any other adult whose role brings them into contact with children through Young Engineers Canterbury. It applies during term-time clubs, holiday clubs, trips, community activities and any other provision delivered by the organisation, including HAF provision where applicable.

## 2. Core principles

- The safety and welfare of the child is the first priority.
  • Every concern must be reported promptly; staff must not investigate it themselves.
  • Information must be shared only with people who need it to protect children or manage the concern.
  • No person should promise a child absolute confidentiality.
  • The organisation will not assume that a concern is either true or false before appropriate authorities or processes have considered it.
  • Staff must not confront the person who is the subject of a concern or discuss it with colleagues, parents or other families unless authorised to do so.

## 3. What must be reported

Report any information suggesting that an adult working with children may have:
• harmed a child or may have harmed a child;
• possibly committed a criminal offence against or related to a child;
• behaved towards a child in a way that indicates they may pose a risk of harm;
• behaved in a way that suggests they may not be suitable to work with children;
• breached professional boundaries, the Staff Code of Conduct or safeguarding requirements in a way that could put a child at risk.

Report concerns about conduct outside the activity setting as well if the information may indicate a risk to children. Low-level concerns, boundary breaches or patterns of behaviour must also be reported; staff should not decide alone that something is too minor to raise.

## 4. Immediate safety and emergency action

If a child is in immediate danger or urgent medical assistance is needed, call 999 and take reasonable steps to keep children safe. Do not delay emergency action while seeking internal permission.

Where necessary, separate the adult from children while maintaining safe supervision and avoiding unnecessary confrontation. Do not leave children unsupervised. Do not take action that could compromise a police or safeguarding enquiry.

## 5. Reporting route

**1. Report the concern immediately to the Designated Safeguarding Lead (DSL), Tania Prisacariu, or, if unavailable or implicated, to the Deputy Designated Safeguarding Lead (Deputy DSL), Andrei Roman.**

**2. If the concern relates to the DSL, report it directly to the Deputy DSL and to the appropriate external safeguarding authority. If it relates to the Deputy DSL, report it to the DSL unless the DSL is implicated or there is another reason this route is unsafe.**

**3. If both safeguarding leads are implicated, unavailable, or cannot safely receive the report, contact the local authority children's social care / Local Authority Designated Officer (LADO) service directly and/or the police as appropriate. Use current official contact details; do not rely on outdated saved numbers.**

**4. If the concern may involve a crime, contact the police. If there is a risk of significant harm, contact children's social care promptly. Staff may contact external agencies directly if they believe a child is at risk or an internal report is not being acted on.**

**5. The person receiving the report must make sure the concern is passed on promptly to the relevant external agency where required. The organisation must not conduct its own fact-finding investigation before referral.**

## 6. Recording the concern

Make a written record as soon as possible, using the person's own words wherever possible. Include:

- the child's name and relevant details, if known;
- the name and role of the adult concerned;
- the date, time and place of the incident or disclosure;
- what was seen, heard, reported or disclosed, separating facts from opinion;
- the exact words used by the child or witness where possible;
- names of witnesses and any immediate safety action taken;
- who was informed, when, and any advice or reference number received.

Sign and date the record. Do not add assumptions, speculate, interview witnesses, ask leading questions, or promise an outcome. Store the record securely and restrict access to those who need it.

## 7. External referral and Local Authority Designated Officer (LADO)

The DSL or Deputy DSL should seek advice from the relevant local authority LADO service whenever an allegation meets the applicable threshold for an adult working with children. The LADO service coordinates the local authority response to allegations about people who work with children and advises on next steps.

Where a referral is required, make it without delay and follow the LADO's instructions about information sharing, communications, and any internal process. Contact children's social care and/or police directly where the child's immediate safety or the nature of the concern requires it. Do not wait for a LADO response before taking urgent protective action.

Record the date and time of referral, the agency and person contacted, advice received, reference numbers and agreed actions.

## 8. Managing the adult's role while the concern is considered

The organisation will consider interim safeguards in consultation with the relevant safeguarding agencies. Depending on the circumstances, these may include changing duties, restricting contact with children, increasing supervision, or suspending the adult from child-facing work while advice is sought.

Any decision must be proportionate, documented and kept under review. Suspension is not an assumption of guilt and should not be automatic. The organisation must not promise the adult a particular outcome or take steps that could interfere with an external investigation.

Where appropriate, the adult will be informed of the concern and process at the time advised by the LADO, police or children's social care. Do not notify the adult or share details if an agency advises that doing so could compromise enquiries or put a child at risk.

## 9. Supporting the child and family

Listen calmly, take the child seriously and reassure them that they did the right thing by speaking up. Do not investigate or ask leading questions. Explain, in age-appropriate language, that information may need to be shared with people who can help keep them safe.

Follow safeguarding advice about whether, when and how parents or carers should be informed. Do not contact a parent or carer if doing so could place the child at further risk or compromise enquiries. Record support offered and any agreed follow-up.

## 10. Confidentiality and information sharing

Keep information confidential and share it promptly and lawfully with safeguarding agencies and those who need it to protect children. Data protection must not be used as a reason to delay necessary safeguarding action. Keep a record of what was shared, with whom, when and why.

Do not discuss the concern in staff chats, parent groups, social media or informal conversations. Do not store records in personal email accounts or on personal devices.

## 11. Outcomes, records and further action

Follow advice from the LADO, police, children's social care and any other relevant authority. The organisation will record decisions and outcomes that it is lawfully permitted to retain, including actions taken to protect children and any changes to practice or training.

If the concern is substantiated or identifies a safeguarding risk, take appropriate employment, disciplinary, referral and risk-management steps, following advice and applicable requirements. Consider whether a referral to the Disclosure and Barring Service (DBS) is legally required, including where a person is removed from regulated activity or would have been removed had they not left.

If the concern is not substantiated, do not treat that alone as proof that a report was malicious. Keep records securely in line with the organisation's retention schedule and applicable legal requirements. Review whether learning, supervision or policy changes are needed.

## 12. Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Code of Conduct or crossed a professional boundary, even if it does not appear to meet the threshold for an allegation. Examples may include favouritism, unnecessary one-to-one contact, inappropriate language, or contact with a child outside agreed channels.

Report low-level concerns to the DSL or Deputy DSL using the reporting route in section 5. Record the facts and context. The safeguarding lead will consider whether the concern is genuinely low-level, whether it forms part of a pattern, and whether advice or referral is required. A concern must be escalated if information suggests a child may be at risk.

## 13. Protection from retaliation and staff support

No person should be disadvantaged for raising a safeguarding concern in good faith. Deliberately making a false or malicious allegation may be addressed through an appropriate process, but an unsubstantiated concern is not automatically malicious.

The organisation will consider appropriate support for the child, family, reporting person and adult who is the subject of the concern, while preserving confidentiality and prioritising child safety.

## 14. Review and approval

Designated Safeguarding Lead: Tania Prisacariu. Deputy Designated Safeguarding Lead: Andrei Roman.

# Whistleblowing Procedure

## 1. Purpose and scope

This procedure explains how workers can raise concerns about unsafe, unlawful, unethical or poor practice within Young Engineers Canterbury, particularly where children may be at risk or safeguarding procedures are not being followed.

It applies to employees, tutors, workshop leaders, volunteers, contractors, agency workers and others involved in activities delivered by Young Engineers Canterbury, including holiday clubs and HAF provision where applicable.

## 2. What is whistleblowing?

Whistleblowing is raising a concern about wrongdoing or a risk that affects other people or the public interest. It is different from a personal employment grievance, although a concern may involve both.

Examples include suspected abuse or neglect being ignored; unsafe supervision or staffing; falsification of safeguarding, attendance or incident records; serious health and safety failures; misuse of funds; unlawful discrimination; or a manager discouraging staff from reporting concerns.

## 3. Principles

- Children's safety and welfare come first.
  • Concerns will be taken seriously and considered promptly and fairly.
  • Workers should raise concerns in good faith and provide facts where possible; they do not need to prove wrongdoing before reporting it.
  • Information will be shared only where necessary and lawful.
  • Retaliation against someone who raises a concern in good faith will not be tolerated.
  • Anonymous concerns may be considered, although anonymity can limit the organisation's ability to investigate or provide feedback.

## 4. How to raise a concern internally

**1. Raise the concern with the Designated Safeguarding Lead (DSL), Tania Prisacariu, where it relates to safeguarding, or with the person responsible for the relevant area.**

**2. If the concern involves the DSL, raise it with the Deputy Designated Safeguarding Lead (Deputy DSL), Andrei Roman, or directly with an appropriate external agency.**

**3. If the concern involves the Deputy DSL, or neither safeguarding lead can safely receive it, contact the relevant local authority safeguarding service, the Local Authority Designated Officer (LADO) where appropriate, or the police.**

**4. If the concern is urgent, a child may be in immediate danger, or internal reporting could increase risk or lead to evidence being lost, contact the police or children's social care directly. Call 999 in an emergency.**

**5. Do not investigate the matter yourself, confront the person involved, or share details with colleagues or parents who do not need to know.**

## 5. What to include

Where possible, explain what happened, when and where it happened, who was involved, who may be affected, whether it is ongoing, and whether any records or witnesses may help clarify the facts. Distinguish what you know first-hand from what someone else told you.

Do not delay reporting because you do not have all the information. A verbal report can be made first if needed, followed by a written record.

## 6. How concerns will be handled

The person receiving the concern will record it securely, assess immediate risks and decide the appropriate next step. This may include seeking safeguarding advice, making an external referral, arranging a proportionate internal review, or referring the matter to another authority.

Where appropriate and lawful, the person raising the concern will be told that it has been received and given updates or an outcome summary. The organisation may be unable to share details because of confidentiality, employment obligations or an ongoing external investigation.

Where a concern concerns an allegation about an adult working with children, the Managing Allegations and Concerns About Adults procedure must also be followed. Safeguarding referrals must not be delayed while an internal process takes place.

## 7. Confidentiality and records

Concerns will be handled sensitively. The identity of the person raising a concern will be kept confidential as far as reasonably practicable and lawful, but may need to be shared with relevant authorities or as part of a fair process.

Records must be factual, dated and stored securely with access limited to those who need them. Do not keep copies on personal devices, use personal email accounts, or discuss the concern in messaging groups or on social media.

## 8. Protection from detriment

No worker should be dismissed, disciplined, threatened, bullied or treated unfairly because they raised a concern in good faith or made a protected disclosure under applicable law. Anyone who believes they have experienced retaliation should report it to a safeguarding lead not implicated in the concern or seek independent advice.

Knowingly making a malicious or deliberately false report may be addressed through an appropriate process. However, a concern that is not substantiated is not, by itself, evidence that it was malicious.

## 9. External reporting

Workers may raise concerns directly with an appropriate external body where they consider this necessary, including where internal reporting is unsafe, the concern is not addressed, or a child may be at risk. Depending on the issue, this may include the local authority children's social care service, LADO, police, a relevant regulator or another prescribed body.

Workers who are considering making a protected disclosure should seek independent advice about the legal requirements and available routes. This procedure does not restrict any legal right to make a protected disclosure.

## 10. Review and approval

Safeguarding contacts: DSL Tania Prisacariu; Deputy DSL Andrei Roman.

# Staff Induction and Safeguarding Training Procedure

## 1. Purpose

This procedure explains how staff, tutors, volunteers and other adults working on behalf of Young Engineers Canterbury are inducted, briefed and supported to understand their safeguarding responsibilities.

It must be read alongside the Safeguarding Policy, Safe Recruitment Policy, Staff Code of Conduct, Health and Safety Policy and relevant activity and venue procedures.

## 2. Scope and responsibility

This procedure applies to employees, sessional staff, tutors, volunteers, temporary staff and any other adults who may have contact with children through the organisation.

The Designated Safeguarding Lead (DSL) is recorded as Tania Prisacariu and the Deputy DSL as Andrei Roman;

The session lead must ensure that required induction and session-specific briefings have been completed before a person begins duties. The DSL is responsible for safeguarding guidance and for identifying any additional training needs.

## 3. Before a person starts

Complete the relevant safer recruitment checks and references in accordance with the Safe Recruitment Policy and the role being undertaken. No person may undertake regulated activity with children unless the required checks and legal conditions have been satisfied. Any interim duties before all checks are complete must be legally permitted, risk-assessed, documented and authorised by the Director. The individual must not undertake regulated activity or duties for which required checks have not been completed. Supervision must not be treated as an exemption from DBS requirements.

Confirm the role, responsibilities, reporting line, expected conduct, supervision arrangements and any restrictions on duties while checks or training remain outstanding.

Collect emergency contact information and any role-relevant information needed for safe working, storing it securely and limiting access to those who need it.

Ensure the person has read and understood the safeguarding reporting route and knows how to contact the DSL or Deputy DSL during a session.

## 4. Core induction topics

Every relevant adult must receive an induction proportionate to their role, before working with children. The induction should cover:

- the organisation’s safeguarding policy, child protection concerns and immediate response to a disclosure;
- the DSL and Deputy DSL, how to report a concern, and what to do if the DSL is unavailable or the concern relates to them;
- the Staff Code of Conduct, professional boundaries, appropriate language and physical contact;
- recognising and reporting concerns about adults, allegations, low-level concerns and whistleblowing;
- safer recruitment expectations, confidentiality, data protection and secure handling of children’s information;
- behaviour support, anti-bullying, inclusion, SEND adjustments and respectful treatment;
- attendance registers, headcounts, supervision, authorised collection and missing-child/non-collection arrangements;
- venue access, visitors, emergency exits, evacuation, first aid, accident reporting and site-specific risks;
- safe use of phones, photography, messaging, social media and online resources;
- activity-specific risks, including STEM equipment, tools, small parts, electrical or motorised models, and safe storage;
- allergies, medication, illness, food hygiene and meal distribution where these tasks are part of the role.

## 5. Session-specific briefing

Before each programme or when circumstances change, the session lead must brief staff on the children expected, staffing and supervision plan, venue layout, emergency arrangements, relevant risk assessments, children's support needs on a need-to-know basis, collection arrangements and any known operational changes.

Staff must be given an opportunity to ask questions and must raise any concern that they do not understand the procedure or cannot safely carry out an assigned duty.

Briefings must not disclose sensitive personal information beyond what is necessary for the person to perform their role safely.

## 6. Safeguarding training and refreshers

Record the safeguarding training completed by each adult, including the course or provider, date, certificate or evidence where available, and the date a refresher is due.

Set refresher frequency in line with current local safeguarding partnership guidance, commissioning requirements, role responsibilities and any applicable contractual terms. Do not assume a certificate remains current without checking its date and scope.

Provide additional training or supervision when a concern, incident, change of role, policy update or identified knowledge gap indicates it is needed.

Staff must know that training does not replace the duty to report concerns promptly or to seek advice when unsure.

## 7. Understanding and competency

Induction should be interactive where practical. The session lead may ask the person to explain how they would respond to a disclosure, report a concern, manage an unauthorised collector or respond to a missing child.

If a person cannot demonstrate a safe understanding, provide further explanation and supervision before assigning relevant duties.

Staff should sign to confirm they have received the induction and know where to find current policies and procedures. A signature confirms receipt and discussion, not that a person can never make an error or that training guarantees competency.

## 8. Records and confidentiality

Maintain an induction and training record for each adult, including date, topics covered, trainer or person conducting induction, documents issued, outstanding actions and confirmation of understanding.

Keep records securely and share them only with authorised people who need them for recruitment, safeguarding, commissioning or audit purposes.

Record any training gap, restriction on duties, additional supervision or follow-up action, together with the person responsible and target date.

## 9. If a concern arises

Any safeguarding concern must be reported without delay in accordance with the Safeguarding Policy, even if the adult has completed training.

Where an adult's conduct raises a concern, follow the procedure for managing allegations or concerns about adults and seek advice from the DSL or appropriate external safeguarding authority as required.

If there is immediate danger or a crime in progress, contact emergency services. Do not delay urgent action while completing training or administrative records.

## 10. Approval and review

| | |
|---|---|
| **Provider name** | **Young Engineers Canterbury** |
| **Provision covered** | **STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.** |
| **Date written** | **October 2026** |
| **Written/Updated by** | **Tania Prisacariu – Director** |
| **Date approved** | **October 2026** |
| **Approved by** | **Tania Prisacariu** |
| **Date of next review** | **September 2027** |
| **Version** | **1** |

# Acceptable Use of Technology, Mobile Phones and Images

## 1. Purpose and scope

This procedure sets out safe and appropriate use of mobile phones, cameras, video, online communication and digital information during Young Engineers Canterbury activities, including after-school clubs, workshops and holiday clubs, and HAF provision where applicable.

It applies to employees, tutors, workshop leaders, volunteers, contractors and any adult acting on behalf of the organisation. It should be read alongside the Safeguarding Policy, Staff Code of Conduct and Data Protection Policy.

## 2. Core rules

Children's safety, dignity and privacy must come first. Staff must maintain professional boundaries and must not use technology to form inappropriate relationships with children.

Personal phones and personal messaging or social media accounts must not be used to communicate privately with children about club activities. Communication should use approved organisational channels and include a parent/carer or other authorised adult where appropriate.

Staff must not photograph, film, record or share identifiable images or personal information about a child unless the organisation's consent, safeguarding and data protection requirements have been met.

## 3. Staff mobile phones and personal devices

Staff should keep personal phones and devices put away during sessions except where use is necessary for an authorised work purpose, an emergency or an agreed accessibility or medical reason.

Staff must not use personal devices to take photos or videos of children, record children's voices, or store children's personal information unless a specific exception has been authorised under the organisation's approved procedures. Any authorised exception must be documented, necessary and securely managed.

Staff must not leave devices where children can access private messages, photographs or other confidential information. Do not use a phone in a way that distracts from supervision or creates a safety risk around moving STEM models, tools or equipment.

## 4. Photography and video recording

Before any child is photographed or filmed for publicity, teaching records or other non-essential purposes, confirm that the organisation has the required parent/carer consent and that the child's views and comfort are respected in an age-appropriate way.

Consent should specify the intended use where practicable, such as internal learning records, closed parent communications, website, social media or promotional material. Permission for one purpose must not automatically be treated as permission for every other use.

Do not take images in toilets, changing areas or other private spaces. Avoid images that show children in distress, reveal sensitive personal information, expose name labels or registers, or create an unnecessary safeguarding risk.

Children should never be pressured to be photographed. Where consent is absent, withdrawn or unclear, do not take or publish the image. Staff should know how to identify children who must not be photographed and how to avoid including them in group images.

## 5. Organisational equipment and secure handling

Where possible, use an organisation-owned or specifically authorised device and approved storage location for images or recordings. Transfer files promptly to the approved system and delete unnecessary copies from the device in line with the organisation's retention arrangements.

Do not upload children's images or information to personal cloud storage, personal social media, personal messaging groups or unapproved apps. Do not use children's images in personal portfolios or share them with friends or family.

Access to photographs, videos and related records should be limited to people who need them for an authorised purpose. Store and share them securely and follow the Data Protection Policy.

## 6. Communication with parents and children

Use approved organisational contact details and channels for parent/carer communications. Where possible, communicate with parents/carers rather than directly with children. If direct communication with a child is necessary for an authorised activity, it must follow an approved, transparent process and include appropriate adult oversight.

Do not add children to personal social media accounts or private messaging groups, send disappearing messages, or use private online conversations with children. Do not exchange personal contact details with children.

Parent group chats or closed communication groups must have a clear purpose, appropriate access controls and consent arrangements. Staff should avoid sharing information about a child with other families and should direct individual matters to a private, approved channel.

## 7. Online sessions, links and digital content

Any online activity or digital resource used with children must be appropriate for their age and purpose. Staff should check links, videos, images and websites before showing them and avoid content that is unsuitable or exposes children to unnecessary advertising, tracking or contact with unknown people.

Do not share meeting links, access codes, registers or personal information publicly. Where online communication or remote activities are used, establish supervision, recording and parent/carer consent arrangements in advance.

## 8. Inappropriate content, loss or breach

If a device displays inappropriate content, a child sends an inappropriate message, an image is shared without permission, or a device containing personal information is lost, tell the DSL or designated manager promptly and follow the safeguarding and data protection incident procedures.

Do not forward, copy or circulate potentially illegal or harmful images. Preserve relevant information safely and seek immediate advice from the DSL or police where a child may be at risk or a criminal offence may have occurred.

Record what happened, what information or devices may be affected, who was informed, and what action was taken. Follow the organisation's data breach reporting arrangements.

## 9. Review and approval

| | |
|---|---|
| **Provider name** | Young Engineers Canterbury |
| **Provision covered** | STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable. |
| **Date written** | October 2026 |
| **Written/Updated by** | Tania Prisacariu – Director |
| **Date approved** | October 2026 |
| **Approved by** | Tania Prisacariu |
| **Date of next review** | September 2027 |
| **Version** | 1 |

# Lone Working and One-to-One Activities Procedure

## 1. Purpose and scope

This procedure sets out safeguards for situations where a staff member may be working without another colleague nearby, opening or closing a venue, travelling for work, or providing individual support to a child during Young Engineers Canterbury activities.

It applies to employees, tutors, workshop leaders, volunteers, contractors and others acting on behalf of the organisation, including during after-school clubs, workshops and holiday clubs, and HAF provision where applicable.

## 2. Core principles

Children's safety and welfare come first. Lone working and one-to-one contact should be avoided where reasonably practicable, especially in situations that are not visible or readily interruptible.

One-to-one support may sometimes be appropriate to help a child participate, communicate, regulate emotions or use equipment safely. It must be planned, proportionate, transparent and consistent with the child's needs and the organisation's safeguarding arrangements.

Staff must not create private or secretive relationships with children. Any unavoidable one-to-one contact must be observable or interruptible wherever possible, and staff must maintain professional boundaries.

## 3. Planning and authorisation

Before a session, the session lead should identify foreseeable lone-working situations, including early arrival, late departure, toilet or first-aid support, a child needing individual help, or a staff member leaving the room to respond to an incident.

Where one-to-one support is anticipated, consider the purpose, location, duration, visibility, staffing, the child's needs, any relevant parent/carer information, and whether another staff member can remain nearby. Record any specific arrangement that creates additional risk and agree controls before the activity where practicable.

Staff must not arrange private one-to-one meetings with a child outside approved activities or communicate privately with a child through personal devices or accounts.

## 4. Safe practice during one-to-one contact

Choose an appropriate space that is visible to other staff or where the interaction can be readily interrupted. Keep doors open where suitable and safe, and avoid isolated or hidden locations.

Tell another staff member when one-to-one support is taking place, why it is needed and when it is expected to end. Where practicable, ensure another adult is within sight or hearing and can check in.

Keep the interaction focused on the activity or the child's immediate support needs. Use respectful language, explain what you are doing, and respect the child's privacy and dignity.

Physical contact should be avoided unless necessary for a legitimate care or safety reason. Explain actions where possible, follow training and the relevant policy, and record any significant or unexpected physical contact or intervention.

Do not take a child into a private vehicle, home or other unapproved location. Any exceptional transport or location arrangement must be authorised in advance, risk-assessed and compliant with the organisation's safeguarding and insurance arrangements.

## 5. If a child discloses a concern during one-to-one support

Listen calmly, do not ask leading questions or investigate, and do not promise secrecy. Explain that you may need to share information with people who can help keep them safe.

Report the disclosure immediately to the DSL, Tania Prisacariu, or Deputy DSL, Andrei Roman, following the Safeguarding Policy. If either safeguarding lead is implicated or unavailable and the concern is urgent, use the external reporting routes in the safeguarding procedures.

Make a factual record as soon as possible, using the child's own words where possible. Store it securely and share it only with those who need the information.

## 6. Lone working at venues and during opening/closing

Staff should follow venue access, sign-in, key-holding and security arrangements. Do not admit children before the agreed supervision arrangements are in place or leave children without suitable supervision at the end of an activity.

Where a staff member must open or close a venue alone, use an agreed check-in/check-out arrangement with a colleague or manager. Confirm expected arrival and departure times, and report missed check-ins promptly.

Do not undertake lone tasks that require two people, involve unsafe lifting or moving of heavy equipment, or create an unacceptable risk. Seek assistance and follow the Health and Safety Policy and venue procedures.

## 7. Staffing and supervision

Lone working arrangements must not reduce required child supervision or prevent staff from responding safely to an emergency. If staffing falls below the required level or a staff member must leave the group, pause or adapt the activity and arrange appropriate cover before continuing.

Where an incident requires one staff member to accompany or support a child, another staff member must maintain supervision of the remaining children. If this cannot be achieved safely, seek assistance and follow emergency arrangements.

Staff should report any situation where they feel pressured to work alone in an unsafe way or where safe supervision cannot be maintained.

## 8. Reporting concerns and recording

Report any boundary concern, allegation, unexpected one-to-one situation, near miss or safety issue to the DSL or manager promptly. Follow the Managing Allegations and Concerns About Adults procedure where the concern relates to an adult's conduct.

Records should include the reason for the one-to-one contact or lone-working task, date and time, location, staff involved, safeguards used, any incident or concern, who was informed and any follow-up action.

Store records securely and limit access to people who need the information. Do not keep safeguarding records on personal devices or in personal email accounts.

### 9. Review and approval

| | |
|---|---|
| **Provider name** | **Young Engineers Canterbury** |
| **Provision covered** | **STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.** |
| **Date written** | **October 2026** |
| **Written/Updated by** | **Tania Prisacariu – Director** |
| **Date approved** | **October 2026** |
| **Approved by** | **Tania Prisacariu** |
| **Date of next review** | **September 2027** |
| **Version** | **1** |

# Complaints Procedure

### 1. Purpose and scope

This procedure explains how parents, carers, participants, schools, partner organisations, staff and other people can raise a complaint about Young Engineers Canterbury activities and how the organisation will respond.

It applies to term-time clubs, workshops, holiday clubs and other activities delivered by Young Engineers Canterbury, including HAF provision where applicable. Safeguarding concerns must be acted on immediately and must not wait for the complaints process.

### 2. What is a complaint?

A complaint is an expression of dissatisfaction about the service, conduct, communication, decision or action of the organisation or someone acting on its behalf. Examples include concerns about session organisation, communication with families, staff conduct, accessibility, inclusion, fees or the handling of an earlier concern.

If the information suggests that a child may be at risk of harm, follow the Safeguarding Policy and the Managing Allegations and Concerns About Adults procedure. If there is immediate danger, call 999. A complaint must not be used to delay a safeguarding referral.

### 3. Informal resolution

Where appropriate, the complainant may first raise the issue with the club lead or relevant manager, explaining what happened and what outcome they are seeking. The organisation will try to resolve straightforward concerns promptly and respectfully.

Informal resolution is optional. It is not appropriate where the complaint involves abuse, a safeguarding risk, serious misconduct, possible criminal behaviour or a concern about the person who would normally receive it. Such concerns should be escalated immediately through the appropriate safeguarding or external route.

### 4. Making a formal complaint

A formal complaint may be made in writing or by another accessible method. It should include, where possible:

• the complainant's name and preferred contact method;

• the child's name and activity or venue, if relevant;
• what happened, including dates and people involved where known;
• any steps already taken to resolve the issue;
• the outcome sought and any information or evidence that may help.

Complaints can be sent to the organisation using its current published contact details:

Tania Prisacariu

Email address: canterbury@young-engineers.co.uk

## 5. Acknowledgement and assessment

The organisation will normally acknowledge a formal complaint within five working days. It will assess the nature and urgency of the issue, decide who should handle it, and determine whether safeguarding, health and safety, data protection or another procedure also applies.

Where the complaint concerns a safeguarding issue, it will be referred immediately to the appropriate safeguarding route. The complaints process may be paused or limited while external agencies carry out enquiries.

## 6. Investigation and response

Where an investigation is appropriate, the person handling the complaint will review relevant records, speak to people as necessary, and consider the information fairly. The investigator should not be directly involved in the matter complained about.

The organisation aims to provide a written response within 20 working days of acknowledging the complaint. If more time is needed, the complainant will be told why and given an expected response date. The response will summarise the issues considered, the steps taken, the decision and any reasonable actions to improve the service, subject to confidentiality and legal restrictions.

The organisation will not disclose confidential staff information or details about another child or family. It may be unable to share all evidence or the full outcome of any employment or safeguarding process.

## 7. Requesting a review

If the complainant believes the response has overlooked important information or the procedure was not followed, they may request a review within 10 working days of the response. They should explain the reasons for the request.

Where practicable, the review will be considered by someone not previously involved. A review response will normally be provided within 15 working days. If the organisation cannot provide an independent reviewer because of its size, it will explain the available options and may signpost the complainant to an appropriate external body, school or commissioning authority, depending on the issue.

## 8. Anonymous, repeated or unreasonable complaints

Anonymous complaints will be considered where sufficient information is available to assess the concern, particularly where children's safety may be involved.

Where complaints are repeated, abusive or unreasonably persistent, the organisation may set reasonable boundaries for communication. It will not dismiss a complaint solely because the complainant is upset or has made earlier complaints, and it will continue to act on any safeguarding information.

## 9. Confidentiality and data protection

Complaints and related records will be handled sensitively and stored securely, with access limited to people who need the information. Records will be retained in accordance with the organisation's data protection policy and retention arrangements.

Information may be shared with safeguarding authorities, regulators, insurers, schools or commissioning bodies where necessary, lawful and appropriate. The organisation will record key decisions, communications and outcomes.

## 10. Complaints involving a school, venue or commissioned service

If a complaint relates to a school's own actions, premises or staff, the organisation may refer or signpost the complainant to the school's complaints process while addressing any issues relating to its own staff or activities.

For provision delivered under a contract or funding arrangement, the organisation will follow any additional complaint-reporting and escalation requirements specified by the relevant school, commissioner or contract. Confirm any applicable HAF-specific reporting route before delivering commissioned HAF activities.

## 11. Review and approval

| | |
|---|---|
| **Provider name** | Young Engineers Canterbury |
| **Provision covered** | STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable. |
| **Date written** | October 2026 |
| **Written/Updated by** | Tania Prisacariu – Director |
| **Date approved** | October 2026 |
| **Approved by** | Tania Prisacariu |
| **Date of next review** | September 2027 |
| **Version** | 1 |

# Official guidance and links

The links below were checked against official government, regulator or local safeguarding sources on 25 October 2026. Guidance may change; review the links and the applicable requirements at least annually and before each HAF delivery period.

**Department for Education — Out-of-school settings: safeguarding guidance for providers**
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Main England guidance for after-school clubs, holiday clubs, community activities, staff suitability, safeguarding, health and safety and governance.

**Department for Education — Holiday activities and food programme 2026–2027**
https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2026-to-2027

Current national HAF framework; check KCC commissioning terms as well.

**Disclosure and Barring Service — Eligibility for roles working with children**
https://www.gov.uk/government/publications/eligibility-for-roles-working-with-children

Use to check which DBS level is legally available for each role. Do not assume every role is eligible for the same check.

**Department for Education — Keeping children safe in education 2026**
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Statutory guidance for schools and colleges; also relevant where host schools impose requirements. It is not a blanket substitute for out-of-school settings guidance.

**HSE — RIDDOR reporting guidance**
https://www.hse.gov.uk/riddor/reporting/

Check whether an incident is legally reportable and who is the responsible person before submitting a report.

**Food Standards Agency — Allergen guidance for food businesses**
https://www.gov.uk/government/publications/allergen-guidance-for-food-businesses

Guidance on allergen information and handling. Confirm the external supplier provides accurate, current information.

**Food Standards Agency — Food business registration**
https://www.gov.uk/guidance/food-business-registration

Check whether the organisation's actual food activities require registration with the local authority; supplying meals via a contractor does not automatically settle the question.

**Information Commissioner's Office — Children and the UK GDPR**
https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/childrens-information/children-and-the-uk-gdpr/

Official guidance for handling children's personal information. Ensure the organisation's privacy notice and practices match.

**GOV.UK — Reasonable adjustments: a legal duty**
https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty

Guidance on reasonable adjustments for disabled people.

**Kent Safeguarding Children Multi-Agency Partnership — worried about a child**
https://www.kscmp.org.uk/guidance/worried-about-a-child

Kent local safeguarding route; verify current telephone numbers and referral process before publishing them in a policy.