



**SAFEGUARDING CHILDREN AND YOUNG  
PEOPLE AND PROMOTING CHILDREN  
AND YOUNG PEOPLE WELFARE POLICY**

## **1.0 Introduction**

Appleton Academy is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for the Academy and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

This policy now provides a generic statement on what parents/guardians, the community, children and young people and staff can expect from us, as minimum standards, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone, and detail how concerns about the wellbeing of children and young people will be responded to. It provides a reference point for all, in the quest for making children and young people's lives as safe as possible. We are aware that we cannot do this alone and, will expect staff to adhere to our practices. The term '**staff**' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis.

This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the Academy. The policy and procedures will be reviewed when safeguarding standards are issued in the autumn of 2009.

## **2.0 Policy Statement**

- 2.1 It is the policy that all children and young people have a right to protection and their welfare is paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with children and young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and young people and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.
- 2.2 We expect agencies and organisations and other stakeholders, with a remit for working with children and young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.
- 2.3 This policy relates to children and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children and young people from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 year's old and vulnerable adults.

- 2.4 This document should be read in conjunction with the guidance at; <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/> and the publication **Working Together to Safeguard Children** - A guide to inter-agency working to safeguard and promote the welfare of children (April 2006). To be revised later in 2009.

### **3.0 Responsibilities**

3.1 The Academy Trust Board will;

- accept the responsibility to implement procedures to provide a duty of care for children and young people, safeguard their well being and protect them from abuse;
- respect and promote the rights, wishes and feelings of children and young people;
- recruit, train and supervise its staff to adopt best practice to safeguard and protect children and young people from abuse and to reduce the likelihood of allegations made against them;
- require staff to adopt and abide by the Appleton Academy Safeguarding Children Policy and Procedures;
- make people feel confident in reporting any issues on child protection;
- respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required

### **3.2 Principles**

The guidance given in the procedures is based on the following principles:

- The welfare of children and young people is the primary concern.
- All children and young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse.
- It is everyone's responsibility to report concerns but it is the responsibility of Social Services and/or the Police to determine whether or not abuse has taken place.
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately.
- Confidentiality will be upheld at all times and in line with the Data Protection Act.
- There is a consistent understanding of acceptable behaviour of children and young people towards other children and young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language, are unacceptable within all activities, programmes or services.

### **4.0 Recognition of poor practice, abuse and bullying**

4.1 It is not always easy to recognise a situation where abuse may occur or has already taken place. Appleton Academy staff have a responsibility to act if

they have any concerns about the behaviour of an individual towards a child or young person. The Academy encourages and expects staff to discuss any concern they may have about the welfare of a child or young person immediately with the Lead Person for Safeguarding at the Academy:

**Ms Clare Barber**

**4.2 Abuse**

There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a child and young person. We recognise that perpetrators of abuse can be:

- both male and female (adults and other children and young people) and;
- well known and trusted by the child or young person

The abuse can happen anywhere (home, Academy, trips, activities)

**4.3 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent/guardian feigns the symptoms of, or deliberately causes ill health to a child or young person whom they are looking after.

**4.4 Neglect**

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development. It may involve a parent/guardian failing to provide adequate food, shelter and clothing, failing to protect a child and young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child and young person's basic emotional needs.

**4.5 Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the child or young person's emotional development. It may involve conveying to children and young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children and young people. It may involve causing children and young people frequently to feel frightened or in danger, or the exploitation or corruption of children or

young people. Some level of emotional abuse is involved in all types of ill - treatment of a child or young person, though it may occur alone.

4.6 Emotional abuse can take place through the inappropriate use of technologies which include;

- Cyber - e-mail, internet chat rooms.
- Mobile phone - Threats by text message and calls.
- Other technology - mobile phone cameras, cameras and videos.

#### 4.7 **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children and young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

4.8 Sexual abuse can take place through the inappropriate use of technologies which include;

- Cyber - e-mail, internet chat rooms.
- Mobile phone – Sexualised text message and images
- Other technology - mobile phone cameras, cameras and videos.

#### 4.9 **People with a disability or Special Educational Needs**

Children and young people with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a child or young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child or young person wanting to communicate their concerns.

#### 4.10 **Race and Racism**

Children and young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse.

#### 4.11 **Identifying Signs of Possible Abuse**

There are certain signs of abuse, both in a child or young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is

essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a child or young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a child or young person may be being abused:

- Unexplained bruising or suspicious injuries.
- An injury for which the explanation seems inconsistent.
- The child or young person describes what appears to be an abusive act involving him/her.
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper).
- Inappropriate sexual awareness or engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- A child or young person has difficulty in making friends.
- Changes in appearance such as weight loss.

4.11.1 Remember that at all times the welfare of the child or young person is paramount. If a child or young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the DCPC. It may be appropriate to raise your initial concerns with parents/guardians, but do so only after discussing this with the DCPC.

#### 4.12 **Bullying**

In child abuse cases it is important to recognise that it is not always an adult who abuses a child or young person. For example, in the case of bullying the abuser may be another child or young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

4.12.1 Bullying behaviour can take a variety of forms including;

- Emotional: Being unfriendly, excluding and tormenting;
- Physical: Pushing, punching, kicking and any other violence;
- Racist: Taunts, graffiti and gestures;
- Sexual: Unsolicited contact or sexually abusive comments;
- Disability: Picking on people because of their physical or mental disabilities or those children and young people with special educational needs;
- Homophobic: Putting individuals down because of their sexuality;
- Verbal: Teasing, name calling, spreading rumours;
- Cyber: e-mail, internet chat rooms;

- Mobile phone: Threats by text message and calls;
- Other technology: mobile phone cameras, cameras and videos

4.13 The Academy Anti-bullying Policy covers more detailed information about the Academy approach to bullying and should be referred to if bullying is suspected.

## 5.0 Prevention of Abuse

5.1 Recruitment and training of employees who will have direct or indirect contact with children and young people.

5.2 This guidance should be considered alongside the **Safeguarding Children and Safer Recruitment in Education** guidance (Department for Education and Skills, 2006) to be revised late 2009.

- The term 'direct' contact with children and young people refers to a member of staff who has responsibility for children and young people in a supervisory role. It is usual in this situation for parents/guardians not to be present.
- The term 'indirect' contact with children and young people refers to an employee that may come into contact with children and young people during the course of their work.

## 6.0 Procedures for Recruitment

6.1 Guidance in the DfE **Safeguarding Children** document (above) must be followed. The appendices in this guidance give the following order of events;

- vacancy advertised (where appropriate);
- advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children and young people, and need for successful applicant to be DBS checked;
- applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing;
- shortlist prepared;
- references sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy;
- on receipt - checked against information on application; scrutinised; any discrepancy/ issue of concern noted to take up with applicant (at interview if possible)

### 6.2 The recruitment and selection checklist

6.2.1 Invitation to interview -includes all relevant information and instructions.

- 6.2.2 **Interview arrangements** - There must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards.
- 6.2.3 **Interview** - Explores applicants' suitability for work with children and young people as well as for the post, N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate **original** documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure.
- 6.2.4 **Conditional offer of appointment** –pre appointment checklist  
Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period.
- 6.2.5 **References** (if not obtained and scrutinised previously).
- 6.2.6 **Identity** (if that could not be verified straight after the interview).
- 6.2.7 **Qualifications** (if not verified on the day of interview).
- 6.2.8 **Permission** to work in UK if required.
- 6.2.9 **DBS** – Where appropriate satisfactory DBS Disclosure received.
- 6.2.10 **LIST 99** – person is not prohibited from taking up the post.
- 6.2.11 **Health** – the candidate is medically fit.
- 6.2.12 **GTC England** – (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration.
- 6.2.13 **QTS** – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS).
- 6.2.14 **Statutory Induction** - (For teachers who obtained QTS after 7 May 1999)

**Independent Safeguarding Authority - From July 2010 new employees will not be able to be employed unless they are ISA registered. From 2011 all employees and volunteers must be registered. See website - [www.isa.gov.uk](http://www.isa.gov.uk)**

## **7.0 Training**

- 7.1 In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to:
- analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them;

- recognise their responsibilities and report any concerns about suspected poor practice or possible abuse;
- respond appropriately to concerns expressed by a young person;
- work safely and effectively with young people

## 7.2 The Academy requires:

- staff working with children and young people to attend recognised Child Protection awareness training as soon as this can be arranged following their appointment;
- training levels are appropriate to staff contact with children and young people and their responsibilities for child welfare within the Academy;
- for staff who may have indirect contact with children and young people during the course of their work;
- the DCPC will receive specific training to support their more enhanced role

## 8.0 Code of Behaviour for Staff

8.1 In order to ensure adherence and understanding, all individuals working for or on behalf of the Academy will behave in an appropriate manner towards all children and young people. Children and young people taking part in Academy activities will be expected to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to children and young people.

## 9.0 Guidance and Procedures relating to activities and services

In the course of preventing abuse to children and young people, the Academy has established guidance and procedures related to activities and services.

### 9.1.0 Use of photography, video recording, image recording and mobile phone cameras

9.1.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people.

9.1.2 When using professional photographers or inviting the press to an Academy activity, the Academy will:

- provide a clear brief about what is considered appropriate in terms of content and behaviour;
- not allow unsupervised access to young people or one to one photo sessions at events;
- ensure individuals registered to use photographic equipment will have identification;
- ensure children and young people and their parents/guardians will be informed to report any concerns to the event organiser;

- ensure concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

## **9.2.0 Organised photographic opportunities**

9.2.1 The majority of promotional and press releases are organised through the Academy's Senior Leadership Team (SLT). These are generally agreed by both parties in advance. We undertake not to use the children or young person's images unless we have written consent for both, the taking and publication of films or photographs, from the parent/guardian. Specific permission will be sought if the images are to be used on the Academy website.

9.2.2 When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.

9.2.3 If there is any doubt about the ID, the Principal of the Academy should be contacted. The Academy will ensure that the child or young person's name is not mentioned in publications if requested by the parents/guardians.

## **9.3.0 Internet**

9.3.1 Children and Young people on work experience or others participating in one of our clubs may need supervised access to the internet. At the Academy there is a block through the Internet provider on inappropriate websites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which can easily be traced. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

9.3.2 The Academy will follow the BECTA guidance on safe internet use and ensure all children and young people are taught how to protect themselves when using the internet.

## **10.0 Responding to disclosures, suspicions and allegations**

10.1 Please refer to the separate Academy Child Protection and Training policy for guidance.

## **11.0 Links to other policies**

- Child protection and Training policy.
- Behaviour policy.
- Recruitment and Procedures Policy.
- Complaints Procedure.
- Equality and Diversity Policy.
- Health and Safety Policy.
- ICT Policy and Procedures.
- Anti-bullying Policy.

## **12.0 Essential Contacts**

**Lead Person for Safeguarding: Ms Clare Barber**

**Principal of Academy Ms Helen Jones**

**Contact: 01274 600550**