Business & Administration Young Apprenticeships Child Protection Guidelines

1 Introduction

The CfA recognises that the protection and safety of young people[1] is everybody's responsibility. This Policy establishes the roles and responsibilities of training providers and employers in relation to the protection of children with whom they come into contact through their work.

- Enshrined in this policy are two key principles:
- The welfare of the young people is the paramount consideration.
- All young people, regardless of age, disability, gender, racial or ethnic origin, religious belief and sexual orientation have a right to protection from harm.

These guidelines are informed by 'Working Together to Safeguard Children' DfES 2006 which defines child protection within the wider safeguarding context as follows:

> "Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
> - Protecting children from maltreatment
> - Preventing impairment of children's health or development
> - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
>
> and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
> Child protection is a part of safeguarding and promoting welfare. …..all agencies and individuals should aim proactively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced."

The Education Act 2002 (Sections 157 and 175) requires Local Authorities, Governing Bodies of Maintained Schools, FE Institutions and Proprietors of Independent Schools to have arrangements to safeguard and promote the welfare of children.

The LSC has previously specified the general Safeguarding responsibilities of those involved in providing apprenticeships for young people. These are as follows:

Schools
- To ensure that they have clear Child Protection policies and procedures
- To keep pupils informed about these procedures
- To have a named person with Child Protection responsibilities, to be contacted about any concerns, and to take forward necessary action following concerns

Local Authority
- To provide a nominated Child Protection Officer to provide information and guidance on Child Protection issues

Partnerships
- To ensure that issues of Child Protection and Child Welfare are considered in the initial assessment of the suitability of a placement
- To ensure that placements are assessed by people with Child Protection training

[1] The Children Act 1989 defines a child as someone who has not yet reached their 18th birthday. The terms young person or young people are courtesy terms used in recognition that older young people often do not like being referred to as children.

- To ensure that students, training providers and employers are briefed about Child Protection procedures
- To ensure that there are suitable Child Protection policies and procedures in place prior to placements starting
- To ensure that basic Child Protection training is provided for trainers and supervisors of placements
- To ensure that there is a written statement about Child Protection policy and procedures
- To ensure that the name and contact details of the Child Protection lead in the school is provided, as well as other contact details for emergency and out of hours Child Protection concerns
- To put systems in place for the safe recruitment of training and placement providers / supervisors, and that all those working directly with pupils have Enhanced CRB checks.

2 Children in Need of Protection – CfA Policy Statement

In addition to the LSC guidelines, the CfA has worked with the NSPCC to develop Child Protection procedures specific to the Business and Administration sector.

The CfA is committed to the protection and safety of young people throughout Young Apprenticeship schemes. It is the responsibility of all agencies involved in providing training experiences for young people to ensure that they are kept safe.

This Policy establishes the roles and responsibilities of training providers and employers in relation to the protection of children with whom they come into contact through their work.

It is the responsibility of the Partnership to make sure that all agencies working with young apprentices for whom they are responsible are aware of and understand the importance of this Policy and the related documents.

Safeguarding will be addressed in the agreements with training and placement agencies, communicated to all participants and specified in writing.

These procedures will cover the recruitment and selection of staff involved in the Young Apprenticeship scheme, what to do in case of concerns about a young person and how to respond to allegations about staff working with young people.

It is not expected that staff will act as Child Protection workers or that they will be trained to intervene in cases of suspected child abuse. It is, however, expected that staff will always act on any suspected or potential case of child abuse, according to the guidelines.

It is acknowledged that reporting concerns about the possibility of abuse can be difficult. Saying or doing nothing, however, is not an option. All staff are expected to follow the Child Protection procedures contained within this policy.

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3 Definitions of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

There are five types of child abuse. They are defined in Government guidance as:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical

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and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

4 Signs and Indicators of Abuse

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

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

Physical Abuse:

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or when it appears on parts of the body where accidental injuries are unlikely, e g, on the cheeks or thighs. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

The physical signs of abuse may include:

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

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts

- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Emotional Abuse:

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances e.g. in hospital or away from their parents care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self harm
- fear of parent being approached regarding their behaviour

Sexual Abuse:

Adults, who use children to meet their own sexual needs, abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares

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- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect:

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

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

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

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

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5 Recruitment and selection of suitable apprenticeship environments and supervisors

To ensure that placements are appropriate and safe for young people, the following safeguards must be in place:

- All those having direct contact with students must have completed satisfactory Enhanced CRB checks. The Partnership will be responsible for decisions about whether or not a check is satisfactory
- Placements are assessed by workers, appointed by the Partnership, who have Child Protection training
- Initial placement meetings between the student, school, training provider and employing agency will be held to discuss the student's needs. At this meeting, consideration should be given to whether the needs of the student are effectively met by the placement
- The placement meeting will lead to the drawing up of a placement agreement
- Placements are routinely monitored by the Partnership.

Placement agreements need to include:

- The name and contact details of the person, from the school, with Child Protection responsibilities
- Emergency contact details for any Child Protection concerns outside of office hours.
- The Child Protection policy of the school
- The respective responsibilities of all parties in terms of communicating and acting upon concerns and which, if any, will take precedence if a referral is needed to be made
- Procedures for managing other concerns, including details of individual agencies' Complaints, Grievance, Disciplinary, and Whistleblowing procedures and how each procedure would be used if a concern emerged during the placement.

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6 CfA Code of Conduct

(1) Values and principles – all staff with responsibility for Young Apprenticeships will treat students with respect. It is expected that they will model positive behaviour to students in terms of conduct within the training and work environment

(2) Equality and Diversity – all staff will support the agency's diversity and equality policies. It is recognised that there are cultural differences between people in respect of behaviour e.g. body language, responses. All staff will treat these differences with respect, seeking advice if required, as appropriate. All staff and students should be treated equally, irrespective of differences in gender, ability, culture, ethnicity, religion, language, disability or sexual orientation

(3) It is the responsibility of all staff to challenge any unacceptable behaviour

(4) All staff should give positive support to their colleagues and peers, as well as to the student

(5) All allegations or suspicions of abuse must be reported through the agreed channels

(6) Staff should be mindful that their actions may be misinterpreted, no matter how well intended

(7) Where possible, staff should avoid situations where there is only one adult or member of staff member present with a student. If this is unavoidable, the door to the room should be left open and another member of staff advised of their whereabouts

(8) Be aware that children can and do develop both heterosexual and homosexual infatuations towards adults working with them. If you become aware of this happening towards yourself, you should inform your manager and then respond to the situation in a way which maintains the dignity of all concerned

(9) Consider your physical appearance at work. Adults working with children should dress decently, and appropriately for the task undertaken and the age group involved

(10) Do not take illegal drugs whilst at work. Do not drink alcohol prior to or during contact with children and young people, and do not smoke with or in front of children and young people

(11) Never steal, or condone someone else's stealing, regardless of the value of an item stolen

(12) Never invite, or allow, a child you have met through work into your home. Also, do not give your personal contact details (including mobile number and e-mail address) to a child you have met through work

(13) Never offer to transport a child alone in your car

(14) The focus of your relationship with a child you have met through work should always remain on the work. The aim should never be, or become, to develop the relationship into a long term friendship

(15) If you need to comfort a child who has become distressed, it is important that you do so in a way which is both age appropriate and respectful of their personal space. Never act in a way which may be perceived as threatening or intrusive. Check with them before you act

(16) Never agree to keep any information relating to the harm of a child confidential. Always follow the procedures for reporting concerns

(17) Never enter a child's private home unless there is a responsible adult present. Do not go in to wait for their return

(18) Disciplinary procedures – the procedures of the employing agency should be referred to in relation to any breach of this Code of Conduct, unless specified otherwise in the placement agreement. However, complaints can also be made to and taken up by the Partnership. If necessary, the placement should be ended and the placement agency not used in the future if concerns remain

(19) Student's behaviour on placement – if a young person's behaviour jeopardises the safety of others they will be given opportunities to modify their behaviour. If the behaviour continues they will be asked to leave the training or placement environment

(20) Bullying will not be tolerated. This includes:

- Making derogatory remarks about other's appearance, race, culture, sexuality, gender or disability
- Physical assault, e.g. kicking, hitting, punching, pinching, spitting etc
- Emotional abuse, e.g. ignoring or isolating others, name calling, making fun of others, pulling faces and use of sarcasm etc
- Unwanted physical or sexual contact
- Use of mobile phones and internet chat rooms as vehicles for bullying

(21) Sexual relationships between the student and his / her trainer or supervisor are illegal under the Sexual Offences Act 2003 irrespective of the fact that they may have reached or be over the age of consent, as this adult holds a position of trust over the student. Therefore, such a sexual offence would immediately lead to Child Protection action and/or criminal prosecution of the supervisor concerned.

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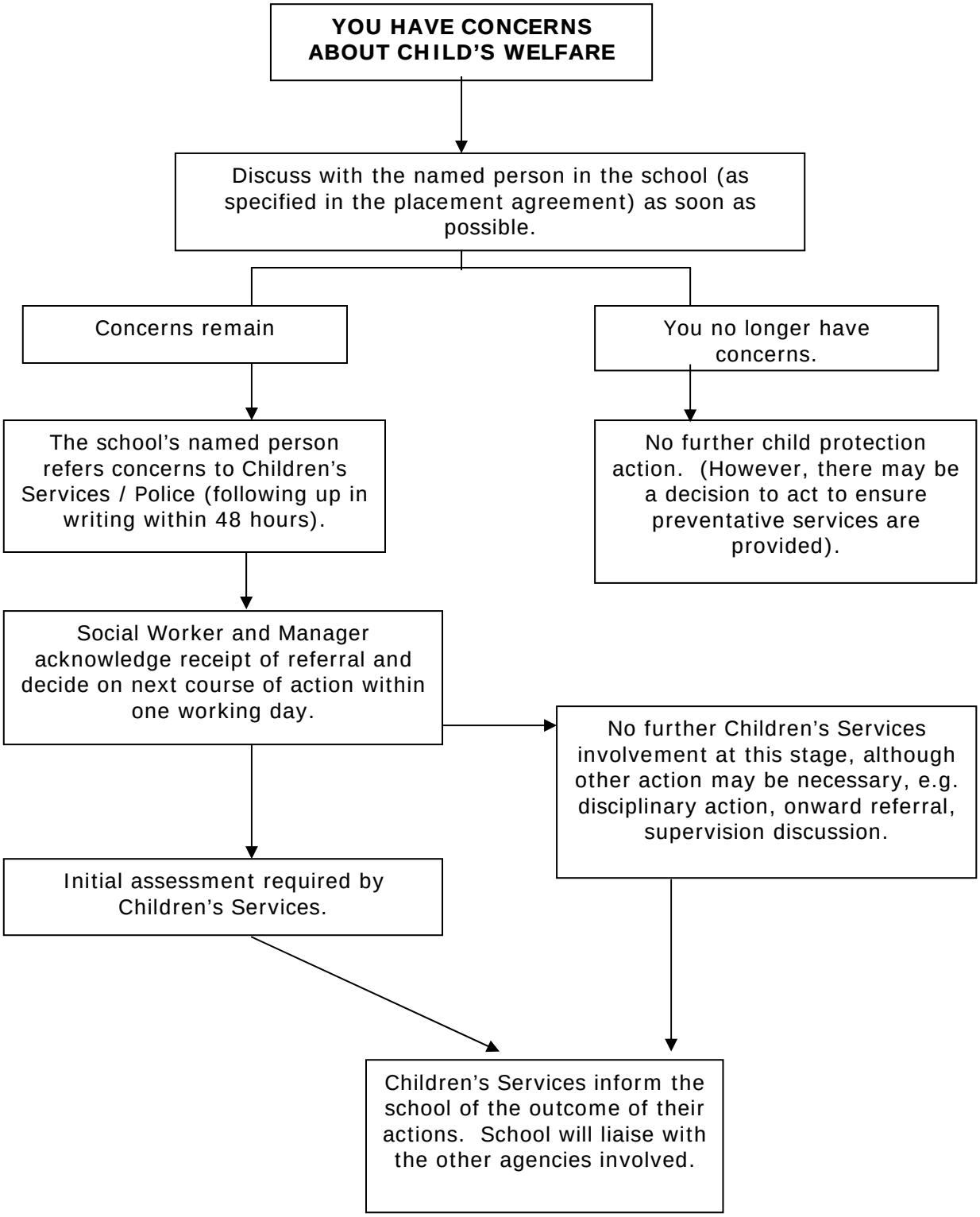
7 What to do if there are concerns about a young person

A Flow Chart for Referral of concerns



All concerns should be passed to the person named within the placement agreement, who will be the school's member of staff with Child Protection responsibility.

In responding to information from a young person, the worker should bear in mind that:

it can be more difficult for some children to tell than for others. Children who have experienced racism or other forms of prejudice and discrimination may find it harder to trust adults from different backgrounds. Some children may find it difficult to trust adults or authority figures at all and may wonder whether you will be any different.

Children with a disability may also have to overcome additional barriers before disclosing abuse. They may rely on the abuser for their daily care and have no knowledge of alternative sources, or they may have come to believe they are of little worth and simply comply with the instructions of adults.

If a child discloses abuse to you:

DO:
- Remain calm and receptive
- Listen without interrupting; only ask questions of clarification if you are unclear what the young person is saying
- Make it clear you take them seriously
- Acknowledge their courage in telling you
- Tell them they are not responsible for the abuse
- Let them know you will do what you can to help them

DO NOT:
- Allow your shock or distaste to show
- Probe for more information/ask other questions
- Make assumptions or speculate
- Make negative comments about the abuser
- Make promises you cannot keep
- Agree to keep the information secret.

It is important that all concerns are properly recorded whether Children's Services are involved or not. Completing a record of concern does not necessarily mean that the concern will be referred to Children's Services. This is for the school's designated Child Protection person to decide. Records of concerns may reveal patterns, which may indicate child abuse or identify unmet needs.

The worker should only decide whether parents or carers should be informed of the concerns after consultation with the school's designated Child Protection worker, who might also need to consult with Children's Services / Police prior to making this decision.

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8 Maintaining quality in partnerships

Training and support

It is the responsibility of the Partnership to ensure that child protection training is provided at an appropriate level for:

- Those members of staff responsible for assessing placements
- All staff who care for, train or supervise pupils.

The CfA's annual conference may contribute to this training.

In addition, as part of the placement agreement, all parties should be made aware of the Child Protection policy and procedures.

Support for teachers, trainers and supervisors should be provided by their respective agencies, by liaison with one another and through reviews of the placement. It is the Partnership's responsibility to ensure that this takes place.

Whistleblowing

Whistleblowing is an important aspect of a safeguarded institution whereby all staff are encouraged to share genuine concerns about a colleague's behaviour in confidence with the Child Protection officer, line manager or senior manager. Individual agencies may have their own Whistleblowing procedures and these can be discussed at the placement agreement meeting. However, there should also be a statement within the agreement to spell out Whistleblowing procedures for Young Apprenticeship placements.

Involving Young People

Article 12 of the UN Convention on the *Rights of the Child* states that children and young people should be involved in making decisions that impact on their lives. Young people should be involved in the planning for their apprenticeship placement and included within the placement agreement meeting. They should be fully informed of the Child Protection policy and procedures in place, and who to inform should they have concerns.

Monitoring and Review

The Partnership has the responsibility to oversee the Young Apprenticeship scheme for Business and Administration placements, and to monitor all placements. They are supported in this regard by the CfA. All placements should be reviewed, with a review date set at the initial placement agreement meeting.

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9 Useful contacts

Child Protection

0808 800 5000: NSPCC National Child Protection Helpline providing 24 hour advice and information

0800 096 7719: NSPCC Asian Child Protection Helpline provides advice and information in Asian languages

help@nspcc.org.uk: email address of NSPCC Child Protection Helpline. For young people, parents, carers, members of the public and staff seeking advice about concerns about a child's welfare

consultancy@nspcc.org.uk: email for advice and requests for consultancy services

www.nspcc.org.uk/consultancy provides advice and useful links to resources, plus links to other sites of interest and relevance

training@nspcc.org.uk email for request for training services

www.teachernet.gov.uk: provides practical safeguarding advice for education settings. Government guidance and legislation can be downloaded from this site

www.ncb.org.uk: National Children's Bureau

www.debrus.co.uk: provides an on-line child protection awareness programme in partnership with the NSPCC

www.the-stationary-office.co.uk/doh/workingtog.htm: Website to download the document '*Working Together To safeguard Children*'

www.doh.gov.uk/scg/nosecrets.htm: The Department of Health's publication '*No Secrets- guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse*'

Counselling for young people

Childline 0800 1111

There4me.com NSPCC on-line counselling service

www.youngminds.org/youngpeople/index.html

www.atease.nsf.org.uk/siteindex.htm

www.childbereavement.org.uk

www.bbc.co.uk/so/agony

Bullying

www.kidscape.org.uk: charity that provides advice to all about bullying. Kidscape runs workshops for children who have been bullied and provides advice to organisations about anti-bullying strategies

www.bullying.co.uk

www.gov.uk/bullying

www.young-voice.org- a website that contains testimonies from teenagers regarding bullying

www.kidscape.org.uk

Vetting

www.crb.gov.uk Criminal Records Bureau Website

www.disclosure.gov.uk/index.asp?fuseaction=regmatters: government website for information about CRB disclosures.

10 Resources

NSPCC Publications and Information Unit - Tel: 020 7825 2775

NSPCC *Are you worried about the safety of a child?*- a leaflet that gives details of who to call if you suspect someone is being abused or is at risk of abuse.

NSPCC *Educare child protection awareness programmes- Tel: 01936 426219*

NSPCC (2002) *How it is: An image vocabulary for children about feelings: rights and safety, personal care and sexuality*, London: NSPCC Publications. (A book to help young people communicate about important issues that may be affecting them)

NSPCC (1999) Safeguarding Children- a child protection awareness training video: E-mail infounit@nspcc.org.uk

NSPCC Asian Child Protection helpline leaflets with call cards- folds out to an A5 poster

NSPCC Child Protection in Sport Unit & Sport England (2003) *Safe Sports Events*- a practical resource to ensure that young people are safe in any sport event that you may organise.

Protecting Disabled Children and Adults in Sport and Recreation: E-mail: coaching@ncf.org.uk

This Child Protection Policy, together with the associated procedures and materials, was created specifically for the CfA with assistance and advice from the NSPCC. The document conforms to current child protection legislation and guidance.

The NSPCC does not accept responsibility for the implementation and application of these procedures.

February 2008