



Child Protection Guidelines

Endorsed by NSPCC

Young Apprenticeship



www.cfa.uk.com

Business & Administration Young Apprenticeships Child Protection Guidelines



1 Introduction

The CfA recognises that the protection and safety of young people 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 and in addition to the LSC and DfES guidelines, as outlined in "Safeguarding Pupils on Young Apprenticeships" (LSC August 2005) which quotes the governmental guidance that:

'Child Protection means protecting children against all forms of abuse, including sexual abuse, physical abuse, emotional abuse and neglect, and applies to all young people under 18.' (DfES 2002)

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 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
- 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.

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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.

3 Definitions of Abuse

The definitions below are brief and reproduced from the government guidance 'What to do if...' (DoH 2004)

Neglect. *A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.*

Physical abuse *may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.*

Emotional abuse *is the persistent emotional ill-treatment of a child causing 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.*

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

4 Signs and Indicators of Abuse

The following signs and indicators of abuse can guide workers who have concerns about a young person, however, they do not necessarily evidence abuse on their own, and all concerns must be reported to the appropriate person, as defined in these guidelines:

Physical Abuse - Most children and young people 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. However, some injuries can almost only have been caused non-accidentally. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. Injuries or bruises should be viewed in the context of the young person's overall demeanour and countenance.

Emotional Abuse - This can be difficult to measure and often children and young people 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 young people not being allowed to mix with their peers.

Sexual Abuse - Adults who use children and young people to meet their own sexual needs abuse both girls and boys of all ages. Usually in cases of sexual abuse it is the young person's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, young people 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.

Neglect - This can be a difficult form of abuse to recognise, yet has some of the most lasting and damaging effects on children. Physical signs of neglect can include inappropriate dress for the conditions, changes in behaviour which indicate neglect, for example the child mentioning their being left alone for long periods of time.

Concerns may arise because:

- A young person discloses abuse
- There are suspicions or indicators that a young person is being abused
- There are observable changes in a young person's behaviour that may be related to abuse
- A young person may abuse another young person
- The behaviour of a member of staff towards a young person causes concern or there is suspicion that a staff member or volunteer is harming a child.

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:

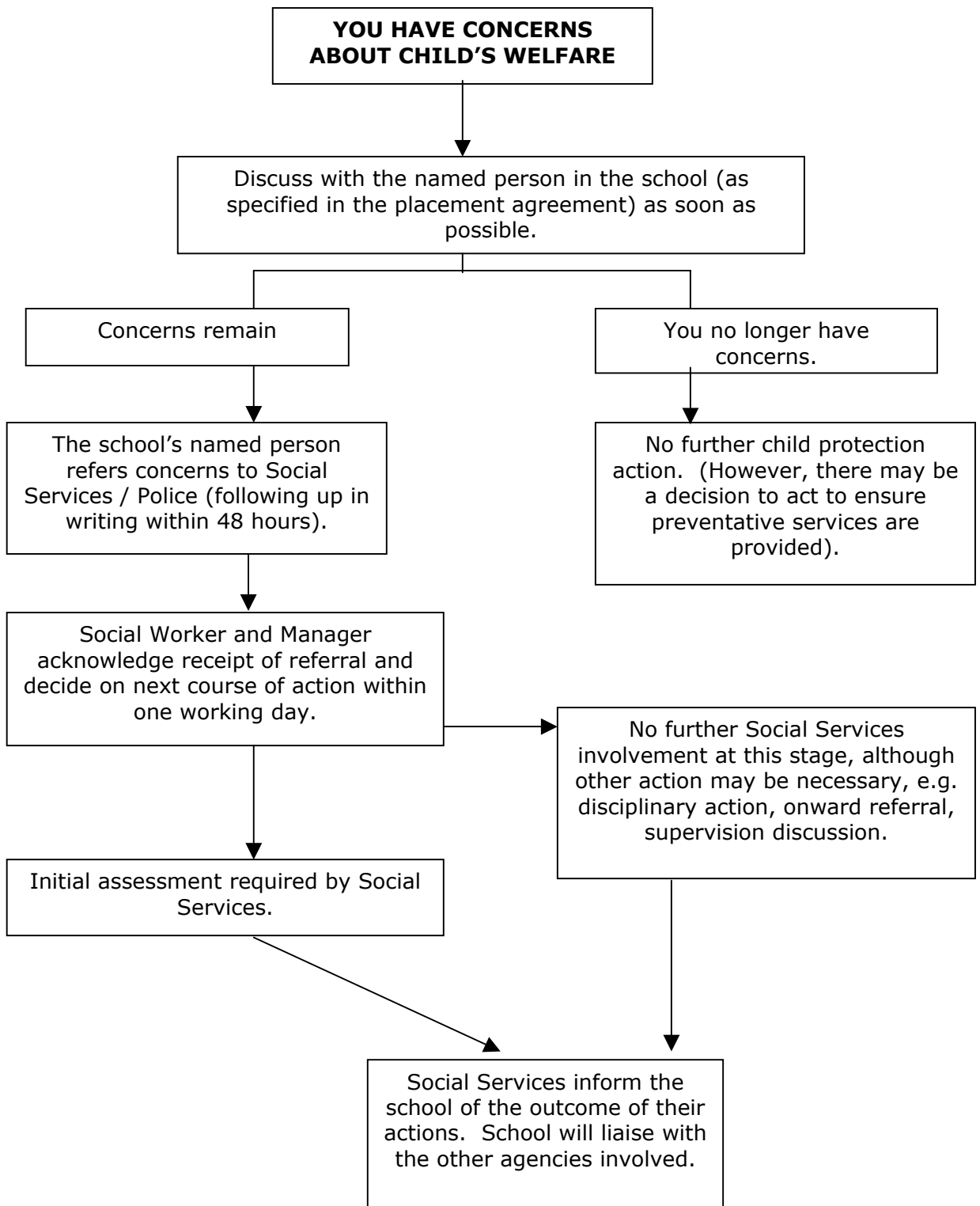
- The name and contact details of the person, from the school, with Child Protection responsibilities
- Emergency contact details for any Child Protection concerns outside of office hours.
- The Child Protection policy of the school
- The respective responsibilities of all parties in terms of communicating and acting upon concerns
- 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.

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 or language
- (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) 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
- (9) 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
- (10) 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
- (11) Sexual relationships between the student and his / her trainer or supervisor are illegal under the Sexual Offences Act 2003, as this adult holds a position of trust over the student. Therefore, such a sexual offence would immediately lead to Child Protection action.

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

A Flow Chart for Referral of concerns



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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:

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 Social Services are involved or not. Completing a record of concern does not necessarily mean that the concern will be referred to Social 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 Social Services / Police prior to making this decision.

8 Maintaining quality in partnerships

Training and support

It is the responsibility of the Partnership to ensure that 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.

9 Useful contacts

Child Protection

0808 800 500: 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 training and consultancy 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 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

www.youngminds.org/youngpeople/index.html

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

www.childbereavement.org.uk

www.bbc.co.uk/so/agonny

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

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www.bullying.co.uk

www.gov.uk/bullying

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

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.

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