

MANCHESTER ENTERPRISE ACADEMY

SAFEGUARDING CHILDREN AND PROMOTING STUDENT WELFARE POLICY

Approved By:	Project Steering Group
On:	25th March 2009

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Safeguarding Children and Promoting Student Welfare Policy

Foreword

The Manchester Enterprise 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 government legislation.

This policy now provides a generic statement on what parents, the community, 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 details how concerns about the wellbeing of young people will be responded to. It provides a reference point for all, in the quest for making 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 on behalf of the Manchester Enterprise Academy.

This document makes a commitment to review and to adapt to change with a positive stance in 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 whenever there is a significant change in Child Protection legislation or following a major investigation.

1. POLICY STATEMENT

1.1 Introduction

It is the policy of the Manchester Enterprise Academy that all young people have a right to protection and for their welfare to be 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 young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

We expect agencies and organisations and other stakeholders, with a remit for working with 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.

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 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 years old and vulnerable adults.

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)

1.2 Responsibilities

The Academy governing body will:

- Accept the responsibility to implement procedures to provide a duty of care for young people, safeguard their well - being and protect them from abuse
- Respect and promote the rights, wishes and feelings of young people
- Recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them
- Require staff to adopt and abide by the Manchester Enterprise 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.

1.3 Principles

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

- The welfare of young people is the primary concern
- All 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 Children's 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 young people towards other 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.

2. RECOGNITION OF POOR PRACTICE, ABUSE AND BULLYING

2.1 Introduction

It is not always easy to recognise a situation where abuse may occur or has already taken place. Academy staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person. The Academy encourages and expects staff to discuss any concern they may have about the welfare of a young person immediately with the Academy Designated Child Protection Co-ordinator (DCPC)

2.2 Abuse

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

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

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

2.2.1 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

2.2.2 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child 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's basic emotional needs.

2.2.3 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 young person's emotional development. It may involve conveying to 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 young people. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill - treatment of a young person, though it may occur alone.

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.

2.2.4 Sexual Abuse

Sexual abuse involves forcing or enticing a 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 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.

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.

2.2.5 People with a disability or Special Educational Needs

Children 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 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 wanting to communicate their concerns.

2.2.6 Race and Racism

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.

2.2.7 Identifying Signs of Possible Abuse

There are certain signs of abuse, both in a 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 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 young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The 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 young person has difficulty in making friends
- Changes in appearance such as weight loss

Remember that at all times the welfare of the young person is paramount. If a 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, but do so only after discussing this with the DCPC.

2.3 Bullying

In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another 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'.

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

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 students 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.

2.3.1 Indicators of Bullying

Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the Academy
- Does not want to use public transport or the Academy bus.
- Insists that they are driven to and from the Academy.
- Changes their normal routine.
- Begins to truant for no apparent reason.
- Becomes withdrawn or displays a sudden lack of confidence.
- Is reticent to speak to other peers or teachers.

- Attempts or threatens to commit suicide
- Runs away from home.
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares.
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards.
- Possessions and clothes torn or damaged or go missing.
- Asks for money or steals money (to pay bully).
- Loses dinner money on a regular basis.
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain.
- Comes home hungry (money or lunch has been stolen).
- Stops eating.
- Suddenly displays unusual aggressive and disruptive behaviour.
- Starts to bully other peers or family siblings.
- Is reticent or unwilling to talk about what is going wrong.
- Shows a sudden drop off in their use of the mobile phone or internet chat rooms.

2.3.2 The action the Academy will take:

When an incidence of bullying has occurred the Academy will ensure the following procedures will take place:

- If bullying is suspected or reported the member of staff who has been approached will deal with the incident immediately.
- A clear account of the incident will be recorded and given to the Director of Progress or Senior Member of Staff.
- The Director of Progress/Student Support will interview all concerned and will record the incident in the bullying record book this will ensure that all incidents throughout the Academy are logged.
- Personal tutors will be informed and an appropriate support strategy agreed with the victimised student(s).
- Personal tutors will be informed and an appropriate support strategy agreed with the student(s) who has/have perpetrated the bullying.
- Parents/Guardians will be kept informed at all times.
- If a student is to be given a written warning then a copy of the letter will be sent to the Parent/Guardian(s).
- Governors will be kept informed of any serious incident and any follow-up action will be determined at the Governors meetings. It may be appropriate for a subcommittee to be formed.
- If the bullying continues Parents/Guardians will be asked to come into the Academy to meet the Director of Progress and a member of the Governing Body. The student(s) will be asked to sign a contract of behaviour and he/she may be isolated from other pupils during break and lunch.
- Incidents will be reviewed to identify students, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans.

- Punitive measures will be implemented as appropriate and in consultation with all parties concerned.
- Liaison with the SEN/Inclusion Co-ordinator will be made to ensure there is targeted support to address the underlying issues
- Restorative justice provision is in place to rehabilitate the student who is the perpetrator, giving them appropriate targets, strategies and support to help modify their behaviour. This behaviour plan will be monitored carefully and referral made to external agencies if there is insufficient progress towards targets.
- In extreme circumstances the Director of Progress and the Academy Principal or the designated lead at that time may deem it necessary to contact the Police and legal procedures may result.
- Any record kept will only be accessed for review by the Director, Year Heads or the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting Academy action plans.
- Records may also be accessed by the Principal or Director of Progress if a student is a repeat offender.

2.3.3 Bullying by text message and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Students should be encouraged to show the messages to a member of Academy staff
- Students who report bullying by text message will be taken seriously
- The student' family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails should be dealt with in the same manner
- Students who take photographs on their phones with malicious intent should be dealt with in the same manner

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

3. Prevention of Abuse

3.1 Recruitment and training of employees who will have direct or indirect contact with young people

THIS SECTION WILL MATCH UP WITH THE HR POLICIES FOR THE ACADEMY AND WILL BE AMENDED AS APPROPRIATE

This guidance should be considered alongside the **Safeguarding Children and Safer Recruitment in Education** guidance (Department for Education and Skills, 2006),

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

3.1.1 Procedures for recruitment

Guidance in the DCSF **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 need for successful applicant to be CRB checked
- Applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing (where appropriate to validate the applicants' current employment by checking on the company website)
- 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)

3.1.2 The recruitment and selection checklist

- Invitation to interview -Includes all relevant information and instructions
- 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
- Interview - Explores applicants' suitability for work with children 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 CRB Disclosure
- 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
- References (if not obtained and scrutinised previously)
- Identity (if that could not be verified straight after the interview)
- Qualifications (if not verified on the day of interview)
- Permission to work in UK if required
- CRB – Where appropriate satisfactory CRB Disclosure received
- LIST 99 – person is not prohibited from taking up the post
- Health – the candidate is medically fit
- GTC England – (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration

- QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS
- Statutory Induction (For teachers who obtained QTS after 7 May 1999)

3.1.3 Training:

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.

The Academy:

- **Will nominate a person as a Child Protection Officer**
- Staff working with 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 young people and their responsibilities for child welfare within the Academy
- Training for staff who may have indirect contact with young people during the course of their work. All staff will receive training bi-annually
- The DCPC will receive specific training to support their more enhanced role – this will be on a yearly basis.

3.2 Code of Behaviour for Staff

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 students. 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 students.

3.3 Guidance and Procedures relating to activities and services

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

3.3.1 Use of photography, video recording, image recording and mobile phone cameras

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

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 - Parents and spectators intending to photograph or video at an event will be

required to register with the event organiser if they wish to use photographic equipment

- Individuals registered to use photographic equipment will be issued with identification
- Young people and their parents will be informed to report any concerns to the event organiser
- Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

3.3.2. Organised photographic opportunities

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

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.

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

3.3.3 Internet

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 web sites 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.

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

4. Responding to Disclosures, Suspicions and Allegations

In all instances reference must be made to the Academy's Child Protection Policy.

5. Links to other policies

- Child protection policy
- Behaviour policy
- Recruitment and Procedures Policy
- Complaints Procedure

- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy

6. Essential Contacts

– to be completed when appointments have been made May 09

DCPC: Named person for each Academy will go here

Principal of Academy: Marie Quayle

Personnel: All other named personnel will go here

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All other relevant contacts for the Academies e.g. Children's Services to go here

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Review

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance.