

SAFEGUARDING POLICY (including Child Protection Policy)

AIMS OF THE POLICY

Promoting and safeguarding the welfare of all students participating in one of the programmes we support is a key duty for all those who work for the Accelerate and Access Foundation. The Accelerate and Access Foundation fully recognises that in working with and supporting young and potentially vulnerable pupils we must have due regard to our safeguarding responsibilities and have in place a range of policies and procedures that collectively form a safeguarding framework. The aim of this policy is to provide specific guidance on the safeguarding provisions outlined in Keeping Children Safe in Education (September 2018) and to outline the overall framework within which these policies operate, and to ensure that all the partners we work with have similarly stringent policies and procedures in place.

The aim of our safeguarding policy is to:

- Establish and maintain an organisational culture where safeguarding is at the forefront of all that we do;
- Ensure that pupils, mentors and teachers are aware of our safeguarding framework and the local safeguarding procedures of the schools that we partner with;
- Ensure that the organisations we work with have robust policies and procedures in place to protect pupils from significant harm, and that we receive written confirmation that these are scrutinised and updated annually.
- Ensure that all unnecessary risks are managed, whilst acknowledging that risk cannot be eliminated from any environment.
- Ensure that all pupils are treated equally under this policy and that all pupils have a right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.
- Ensure that pupils are protected from radicalisation.

In addition, this policy will provide all Accelerate and Access Trustees, staff and volunteers with the necessary framework and information to enable them to meet their child protection responsibilities, and will contribute to a consistent application of safeguarding practice.

The policy should also be read in conjunction with the local safeguarding and child protection policies and procedures of the schools we work with (which follow guidance and procedures outlined by Local Safeguarding Children's Board).

Our safeguarding policy takes into account the following legislation and guidance:

- 'Working Together to Safeguard Children' (2018)
- Keeping Children Safe in Education (2018)
- What to do if you're worried a child is being abused (March 2015)
- Prevent Duty and Guidance: for England and Wales (Aug 2015)
- FGM Act 2003 Mandatory Reporting Guidance 2016
- The Equalities Act 2010

MANAGEMENT OF THE POLICY

Mr Ceri Jones is the nominated Trustee who will provide oversight and implementation of the safeguarding policy for the Accelerate and Access Foundation. However, during the residential elements of the programme (based in schools) there will be a nominated safeguarding officer appointed by the schools who will have immediate responsibility for dealing with any safeguarding or child protection concerns. The name of this person will be made known to pupils, parents and staff in advance of the residential programme commencing. It is important to note that all staff in all contexts are responsible for ensuring that safeguarding is given the highest possible priority. Any concerns over safeguarding should be reported in the first instance to the nominated safeguarding officer, although it should be noted that **anybody can make a referral to local safeguarding agencies or to the police.**

Contact details of the safeguarding trustee is available on page 6 of this policy.

It is the role of the Trustees of the Charity to provide scrutiny of this safeguarding policy, and who will formally review the safeguarding policy annually.

TRAINING AND INDUCTION

The Accelerate and Access Foundation recognises the importance of staff training to enable them to identify the possible signs of abuse and/or neglect, and to know what to do if they have a concern. All Trustees, staff and volunteers will receive training as part of their induction process.

I. CHILD PROTECTION POLICY

Aims

The Accelerate and Access Foundation aims to provide an environment and organisational culture in which there are effective procedures for safeguarding and promoting the welfare of all pupils in our care. The Foundation starts from the premise that the welfare of the child is paramount. We aim to establish an ethos and culture where pupils feel secure, know that there are adults to whom they can talk in times of difficulty and where positive steps are taken to build self-esteem and confidence. We also recognise the importance of working with other agencies and our partner schools to ensure the welfare of children under our protection.

There are three main elements to our Child Protection Policy:

- a. Preventing threats to pupil welfare by encouraging a safe environment and a strong culture and ethos of pastoral care in all the work that we do.
- b. Protecting those on our programmes by following locally agreed procedures and ensuring the Foundation follows robust safer recruitment procedures and ensuring that once appointed Trustees, staff and volunteers are appropriately trained, appraised and supported to respond to child protection concerns.
- c. Supporting a mentoring platform for those involved in our programmes that enables effective, regular and appropriate communication to take place whilst at the same time ensuring the safety

of all involved. We will ensure that all those involved in the programme understand what safe online communication and contact is, and what to do if they have concerns.

This policy applies to all employed or volunteering for the Accelerate and Access Foundation. We insist that all the organisations we work with to have similarly robust policies and cultures. Were we to have concerns about the safeguarding culture of any of our partners we would, in the first instance, raise our concerns with them and expect any shortcomings to be rectified immediately. Ultimately, we would not work with partners about whom we had safeguarding concerns.

The Accelerate and Access Foundation also recognises that occasionally young people may be harmed by other young people, and that there may be rare occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

This policy will be made available to parents on our website and on request.

Roles, Responsibilities and Training

All adults working with children have a responsibility to safeguard and promote their welfare.

All trustees undertake safer recruitment training and Prevent Training and have updated Child Protection training annually.

All mentors working on our programmes have safeguarding training, are inducted in our staff code of conduct and would receive updated safeguarding training in our partner schools on residential weeks. The training would be specific to both face to face engagement on residential elements of the programme but also around on-line safety and appropriate behaviours on the mentoring platform.

In addition, all staff (including temporary staff and volunteers) must be provided with induction that includes:

- The Foundation's child protection policy (and on residential weeks an induction into local child protection procedures).
- The staff code of conduct.
- The identity of the nominated trustee.
- A copy of Part I of KCSIE (including Prevent awareness training)

The trustee with responsibility for Child Protection within the activities of the Accelerate and Access Foundation is Mr Ceri Jones. During the residential elements of the programme the Designated Person for the duration of the residential will be appointed by the schools. This Designated Person should have the training, experience and seniority to fulfill this role to the highest possible standard. Written confirmation of this would be expected before each residential (an email would suffice).

All Trustees, members of staff and volunteers should be able to recognise signs of child abuse and be familiar with the correct procedures for communicating their concerns. They must also ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. There is further guidance in the code of conduct.

What is child abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse This can be the result of excessive use of physical force by an adult or a senior boy. Physical harm may also be caused when an adult or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect This can range from ignoring a child's developmental needs to not supervising him adequately. It is defined as 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.

Sexual abuse Involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. This includes inappropriate touching, obscene photographs, child pornography, as well as attempted or actual sexual acts. The activities may involve physical and/or non-physical contact. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional abuse The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This ranges from rejecting a child, refusing to show love or affection, or deliberately making a child unhappy by continual verbal abuse. It may involve serious bullying (including cyberbullying) causing children to feel frightened, vulnerable or in danger. It may feature age or developmentally inappropriate expectations being imposed on children.

Some indications of possible abuse

- unusual, even bizarre behaviour.
- unexplained injuries.
- emotional withdrawal – showing lack of trust in adults.
- eating problems.
- not growing or putting on weight.
- timid and withdrawn.
- over-demanding, mood swings, aggressiveness.
- poor academic work, under-achievement.
- tiredness.

Behaviour that is out of character for a given pupil is not in itself an indication of abuse. Any staff concerned about a pupil's behaviour or demeanour should however report it. It is also important to be aware of the possibility that abuse can also be perpetrated by one student against another.

Procedure to follow by a Trustee, member of staff or volunteer if abuse is suspected or reported

If any member of staff:

- suspects that child abuse is occurring;
- identifies child abuse;
- is concerned that School practices or the behaviour of others may be putting a child at risk of abuse;
- has an incident, complaint or suspicion reported to him/her;

he/she must:

- Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept.
 - Immediately stop any other activity to listen.
 - Not ask leading questions (it may prejudice the investigation).
 - Not give guarantees of confidentiality but give assurances that only those who need to know will be informed.
 - Not make any attempt to investigate the incident themselves.
 - If this suspicion arises during a residential element of the programme then, in accordance with locally agreed procedures, within twenty-four hours the Designated Person should be informed.
 - If the complaint is likely to involve the nominated trustee the informant should report it to the Local Safeguarding board, details of which will be available in the local policy.
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- In the context of the work that we undertake, any mentor who has a concern about a pupil that emerges during the course of the mentoring process should contact either the Programme Directors or the Safeguarding Trustee.
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- Any body can make a referral and, if at any time there are any concerns about the welfare of a pupil you may go directly to local safeguarding boards or directly to the Police.

Subsequent action taken by the Safeguarding Trustee / the DCPC

Our partner schools will have clear guidance and procedures in place. Usually the DCPC will decide upon any action needed to ensure the immediate protection of the pupil concerned and any further means of investigation. Depending on the nature of the information received (and following informal consultation with the LADO) the DCPC will decide whether a pupil requires additional support from one or more agencies or whether a student (who has been or is at risk of serious harm) should be reported to children's social care immediately.

Where an allegation has been made against a member of staff, the DCPC will follow procedures in line with statutory guidance from the DfE (including 'Keeping Children Safe in Education (2018)' and 'Working Together to Safeguard Children (2018)') as well as locally agreed procedures.

Any allegation involving the DCPC at the partner school should be passed on straight to the Child Protection Team at local social services.

If a concern emerges as part of the mentoring process and is passed on to the Safeguarding Trustee or to one of the Programme Directors, this will be shared with the partner school and be dealt with by partner school policy and procedures.

The Accelerate and Access Foundation is required to refer any colleague who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the Disclosure and Barring Service (DBS). Where the threshold for referral to the DBS has not been met, separate consideration should be given to an NCTL referral.

Abuse by one or more pupils against another pupil

The Accelerate and Access Foundation also recognises that occasionally young people may be harmed by other young people, and that there may be rare occasions when a pupil's behaviour warrants a

response under child protection rather than anti-bullying procedures. In such cases, the same procedures should be followed. Any serious or criminal allegation should be referred to Local Agencies and the Police. It is also the case that a bullying incident may be treated as a child protection incident where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In these situations the DCPC should be informed at the earliest possible opportunity. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being “at risk”.

Mentoring Platform

The Accelerate and Access Foundation will work with partners who will provide a safe and secure online mentoring platform. If mentors on the programme feel uncomfortable about any of the discussion or contact taking place on line they should report this immediately either to the Programme Directors or to the Safeguarding Trustee. We have a duty of care to both pupils and to mentors on the programme and we are committed to safeguarding the interests of both.

Appropriate training for both Mentors and pupils will be part of the induction to the programme and to the platform.

Any concerns we have about pupil interaction with mentors will be reported to the partner schools.

Records and Monitoring

We would expect all detailed records regarding safeguarding to be kept by partner schools. The Accelerate and Access Foundation will monitor and track trends where necessary to ensure the effectiveness of our safeguarding procedures but will not keep any detailed or confidential information about pupils.

1. The contact details for **the Safeguarding Trustee** is

ceri.jones@caterhamschool.co.uk

2. Childline: <http://www.childline.org.uk>
3. NSPCC: <http://www.nspcc.org.uk>
4. Children’s Commissioner: <http://www.childrenscommissioner.gov.uk>