



**POLICY FOR SAFEGUARDING AND PROMOTING THE
WELFARE OF YOUNG PEOPLE**

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1. Introduction

- 1.1 This Policy applies to all Aldridge Foundation staff, trustees, consultants and anyone acting on behalf of the Foundation.
- 1.2 This policy sets out how the Aldridge Foundation implements safeguarding for children and young people with whom it comes into contact within the course of their work.

2. Policy Statement

- 2.1 The Aldridge Foundation recognises that working in partnership with young people and other agencies is essential in promoting young people's welfare.
- 2.2 The Aldridge Foundation is committed to safeguarding and promoting the welfare of all young people who take part in Aldridge Foundation programmes and to promoting a protective culture at every level of the organisation.
- 2.3 The Aldridge Foundation recognises that it has a duty to ensure that it carries out all its functions regarding the need to safeguard and promote the welfare of children and young people. (Children Act, 2004, Section 11).
- 2.4 The Aldridge Foundation recognises this duty in relation to all young people regardless of age, colour, race, nationality, ethnic origin, religious belief, social class, sex, sexual orientation or disability, have an equal right to protection from all types of harm or abuse.
- 2.5 The Aldridge Foundation recognises some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- 2.6 This policy will be provided to all trustees, employees, consultants and will be published on the Charity's website so that it is freely available to others involved or associated with the Aldridge Foundation, including schools, children and young people, and their parents/carers.

3. Legislative and Policy Context

- 3.1 This Policy is underpinned by the following legislation:
The Children Act, 1989; The Children Act, 2004; The Protection of Children Act, 1999; The Data Protection Act, 1984 and 1998; The Human Rights Act, 1998.
- 3.2 This Policy is underpinned by the following guidance:
Keeping Children Safe in Education, September 2019; Keeping Children Safe in Education 2020, published on 17 June 2020 and effective from 1 September 2020.

4. Procedures

- 4.1 The Aldridge Foundation expects that all employees, trustees, consultants and others associated with the Aldridge Foundation will adhere to the Safeguarding Procedures.
- 4.2 The Aldridge Foundation has a designated lead for safeguarding young people and a lead trustee/board member for safeguarding. All staff will be made aware that concerns should be reported to the named person. All staff will be made aware of whom to report concerns to in the absence of the named person.
- 4.3 The Aldridge Foundation will take seriously any allegation made by a young person. If any employee, trustee, consultant or other associated with the Aldridge Foundation has a concern relating to the safeguarding of young people, they should raise it with the designated safeguarding lead (DSL) as soon as possible and must not investigate concerns themselves. If the concerns relate to the designated safeguarding lead, they should be raised with the lead trustee/board member.
- 4.4 A written notification will be given to the named person using the reporting proforma provided at the end of this policy and reported to the designated lead.
- 4.5 Every school that the Aldridge Foundation works with will also have their own safeguarding policies and designated safeguarding lead.
- 4.6 The Aldridge Foundation will seek to keep young people safe by valuing, listening to and respecting them.
- 4.7 All Aldridge Foundation staff will be subject to a DBS and two references as part of the recruitment process. DBS certificates will be renewed every three years.
- 4.8 All staff receive the policy as part of their induction within the first week of joining the organisation. No staff member will have contact with young people or children until after their induction and once a DBS check has been completed.
- 4.9 The designated safeguarding lead receives detailed safeguarding training and specific training on their role as DSL and will undertake training to refresh their knowledge at least every two years, or sooner if there are significant changes to legislation or best practice guidance.
- 4.10 The DSL will ensure all staff are aware of and understand any significant changes to legislation and guidance when published and will organise training as required.
- 4.11 All executive staff who may come in to contact with students are stepped through the policy as and when there are updates.
- 4.12 The CEO and all Foundation staff are always accompanied by appropriately safeguarding trained school staff at all times

4.13 This policy will be reviewed by the Board of Trustees annually and when there is a significant change in legislation or best practice.

5. Digital Platforms

- 5.1 In the course of celebrating students' achievements and of promoting the Aldridge Foundation via our online channels, including social media platforms or our website, we may share images of students that take part in any of the Aldridge Foundation programmes. These images may appear in our printed publications, website and social media platforms. Before each programme we ensure we obtain consent from the students and teachers to use photography and/or quotes across our platforms.
- 5.2 Unless specific consent is given, the Aldridge Foundation will only publish partial names of young people featuring in photograph, case studies and other content across our social media platforms.
- 5.3 Our social media platforms are public and therefore accessible to the young people we support. Aldridge Foundation staff are accepted to interact with the young people they support through the organisations accounts only and never to use their personal accounts to do so.
- 5.4 Public comments and private messages submitted on the Foundation's social media platforms are monitored daily. Any inappropriate comments will be deleted and the user reported and blocked immediately.
- 5.5 Where the Foundation uses a delivery platforms (e.g. Zoom) we will ensure that the platform is compliant with GDPR regulations and that the necessary level of controls, security and encryption are in place.
- 5.6 All of the social media platforms we use are licensed for young people aged 13, excluding zoom and LinkedIn, which are licenced for young people aged 16. Although we support young people below this age, we do not encourage them to use or follow us on Zoom and LinkedIn. These platforms are predominantly to promote the work of the Aldridge Foundation.
- 5.7 We are aware that many of the young people we support will use a variety of social media platforms and we believe that we have a duty of care to help protect them online. In partnership with a leading cyber security firm, we have created a guide for young people which makes them aware of possible dangers, helps them to manage their online presence and be safe and responsible online. This guide is shared with schools that we support and available on the student resource page on our website.

6. Scope of This Policy

- 6.1 This policy applies to all staff who come into contact with young people in whatever capacity, including employees, trustees, consultants and others associated with the Aldridge Foundation.
- 6.2 The Children Act, 1989 defines a child as “a person under the age of eighteen”. This policy therefore applies to all young persons under 18. However, the principles of this policy should also be considered for those young people above the age of 18 years who take part in Aldridge Foundation’s programmes.

7. Contact Details

Nominated child protection lead

Name: Shona Nichols

Email: shona.nichols@aldridgefoundation.com

Phone: 02072970342

Deputy child protection lead

Name: Georgie Butler

Email: georgina.butler@aldridgefoundation.com

Phone: 02072970365

Senior lead for safeguarding and child protection

Name: Rod Aldridge

Email: rod.aldridge@aldridgefoundation.com

Phone: 02072970366

NSPCC Helpline

0808 800 5000

Childline

0800 1111

This policy statement came into force on 01 August 2020

We are committed to reviewing our policy and good practice annually and when there is a significant change in legislation.

This policy statement and accompanying procedures were last reviewed on 01 August 2020.

Signed:[this should be signed by the most senior person with responsibility for safeguarding and child protection in your organisation, for example the safeguarding and child protection lead on your board of trustees].

Date:

8. Appendices:

Appendix 1 to Safeguarding Policy

Practice Guidance for Safeguarding the Welfare of Young People

1. Identification of abuse

Child abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a young person either by inflicting harm, or by failing to act to prevent harm.

Physical Abuse

Physical abuse may involve hitting, shaking, burning etc or otherwise causing physical harm to a young person. Children and young people are subject to injuries as part of everyday life, the challenge for workers is to differentiate accidental from non-accidental injuries. Factors to consider in deciding whether a physical injury might be accidental or inflicted include :

Where on the body is the injury? Accidental injuries tend to occur on parts of the body that protrude (e.g. shins, knees, hips, elbows, forearms and chin). Injuries to the neck, trunk, genital area, face and behind the ears merit further inquiry.

What shape is the injury? Be aware of linear injuries that may have been caused by an object such as a cane or belt. Some implements leave a clear outline. There may also be evidence of finger or hand prints.

Is the injury symmetrical? In other words is it the same on both sides of the body? This may indicate a gripping and/or shaking injury.

Other factors to consider :

Can the young person offer an explanation for the injury?

Does the explanation seem plausible?

Does the young person seem afraid or evasive about the injury?

Is the young person trying to cover up the injury with clothing etc?

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on their emotional development. This may include:-

- Conveying to the young person that they are worthless, unloved or inadequate
- Valuing the young person only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations on the young person
- Seeing or hearing the ill treatment of another
- Serious bullying causing the young person to feel frightened or in danger
- The exploitation or corruption of young people

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. This may include:-

- Physical contact of a penetrative kind
- Physical contact of a non-penetrative kind
- Non-contact activities such as involving young people in looking at, or in the production of, pornographic materials. It may also involve the young person watching sexual activities
- Encouraging the young person to behave in sexually inappropriate ways.

Sexual Exploitation

A person under 18 is sexually exploited when they are coerced into sexual activities by one or more person(s) who have deliberately targeted their youth and inexperience in order to exercise power over them.

The process often involves a stage of 'grooming', in which the child might receive something (such as a mobile phone, clothes, drugs or alcohol, attention or affection) prior to, or as a result of, performing sexual activities, or having sexual activities performed on them. Although every case is different, there are different models of grooming.

Child sexual exploitation may occur through the use of technology without the child's consent or immediate recognition; for example, through being persuaded to post sexual images over the internet or through mobile phone images.

Child sexual exploitation is often conducted with actual violence or the threat of violence. This may be threats towards the child, or her or his family and may prevent the child from disclosing the abuse, or exiting the cycle of exploitation. Indeed, the child may be so confused by the process, that they do not perceive any abuse at all

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 young person's health or development.

This may include:-

- Failing to provide adequate food, clothing and shelter
- Exclusion from home or abandonment
- Failing to protect a young person from physical and emotional harm or danger
- Failure to ensure adequate supervision (including the use of inadequate care-givers).
- Failure to ensure access to appropriate medical care or treatment
- Neglect of, or unresponsiveness to, basic emotional needs

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

2. Dealing With a Young Person Who is Making a Disclosure

If a young person tells you that they, or another young person, are being harmed you **MUST NOT INVESTIGATE**. Where possible, you should involve the lead person for the school/college. In all instances, you should adhere to the following principles:

- Listen and take seriously what the young person says
- Do not make any promises about keeping the information secret
- Be calm and reassuring
- Do not express disbelief, however incredible the story appears
- Obtain sufficient information from the young person to inform what you need do next but do not investigate by asking questions
- Explain to the young person what will happen next. Tell them that you will pass the information on to someone who can help
- Don't make assumptions about the young person's feelings
- Avoid condemning the alleged abuser
- Reassure the young person that he/she is not responsible for what has happened despite what they might have been told
- Write down what has been said immediately afterwards using the young person's own words as far as possible. Record what you said in response.

Source – Working Together to Safeguard Children, 2006 (H.M. Government)

Appendix 2 to Safeguarding Policy

GUIDANCE NOTES FOR RECORDING CONCERNS & ALLEGATIONS

- Only fill in the details you have, do not question the child
- Only complete if details are known
- When completing details remember to remain calm and listen to the child. You may ask open questions to clarify a statement i.e. “How did that happen?”
- It is important to write down as far as you can remember the exact words that were used including your questions if any
- Do not write up notes in presence of person disclosing. Where appropriate do be honest with the person disclosing, and inform them of what you will do next
- Remember - **DO NOT** make promises
- Do not investigate further to find this information. Only use it where it has been included in dialogue
- It is important not to discuss serious concerns with anyone else other than the designated officer for child protection as this may jeopardise any investigation by the Police or Children’s Services
- It is vital that consultation with the designated child protection officer takes place as soon as possible and records made
- In the absence of the designated child protection person, delay must be avoided; consult with your line manager.
- Remember to sign, time & date all documents
- Complete job/role title and contact number

Appendix 3PROFORMA FOR RECORDING

CHILD PROTECTION CONCERNS/ALLEGATIONS

Recordings must be made as soon as possible after the event - Any additional information should be recorded on a separate sheet and attached.

DO NOT INVESTIGATE – Children’s Services will undertake this role.

1.	Child’s details (name, age, gender, ethnicity, any disability)		
2.	Name and address of the alleged abuser (if known)		
3.	Details of person reporting concerns/allegations to you (this may be the child)		
4.	Record details of concerns and any supporting evidence you or others have observed (Use exact words of the child where possible, your observations, record your questions where applicable)		
5.	When and where did this occur? Record details of anyone who may have witnesses or have relevant information. Do not discuss with an alleged perpetrator of abuse and do not investigate – only if know through disclosure)		
6.	Have any previous concerns been logged or any relevant observations about the child in the past (e.g. has their behaviour changed)?		
8.	Record who has been made aware of the concern. Time & date. (This must be the designated person for your section – this must be done without delay)		
9.	Signed	Time	Date
10.	Job/role title	Contact number	

GIVE THIS FORM TO DESIGNATED LEAD for child/vulnerable adult protection as soon as possible.

SERVICE LEAD NOTIFIED BY	Time	Date
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