

# **Alliance Française de York**

## **Policy for the Safeguarding of Children and Adults**

### **1 Statement of Intent**

As an organisation we recognise the need to provide a safe and caring environment for all children and adults. This policy is intended to protect children and adults at risk from abuse. A person may abuse by inflicting harm or by failing to prevent harm; this may include emotional, physical or sexual harm or neglect. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or adult. Appendix sections set out further definitions and signs of abuse and appropriate responses to anyone revealing abuse.

AFDY Française de York is committed to developing a culture of awareness of safeguarding issues to help protect everyone.

### **2. Ten ‘Safe and Secure’ standards which we follow as an organisation**

The UK Government recommends that all organisations achieve quality standards in safeguarding. To this end, we have undertaken to:

- 1. adopt a Safeguarding Policy in which the Safeguarding Trustees are named;**
- 2. develop safeguarding awareness training;**
- 3. carry out safe recruitment;**
- 4. manage workers and staff effectively;**
- 5. work safely;**
- 6. communicate effectively;**
- 7. respond to concerns;**
- 8. provide support;**
- 9. manage those who pose a risk;**
- 10. work in partnership with statutory bodies.**

Our policy is based on government safeguarding standards set out in [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf) and is prepared with the aim of delivering these.

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### 3 Who we are: Details of our Organisation

**Name:** Alliance Française de York (Abbreviated in this policy to “AFDY”)

AFDY is a part of a network of AF worldwide under the umbrella of the ‘Fondation Alliance Française’ based in Paris

Registered Office of AFDY is with HPH accountants, York. Website [www.hphonline.co.uk](http://www.hphonline.co.uk)

Email address: [afdeyork@gmail.com](mailto:afdeyork@gmail.com)

Regulators details: Charity Commission Direct, PO Box 1227, Liverpool, L69 3UG

Insurers: Illingworths, York. Website: [J Illingworth & Co Ltd \(illingworths.co.uk\)](http://J Illingworth & Co Ltd (illingworths.co.uk))

### 4 What we do: Summary of activities undertaken with children and adults

- a) Weekly classes are held for the purpose of teaching French to adults and children.
- b) *Ad hoc* special social and cultural events e.g. video conferences, picnics and the showing of films which support the understanding of French culture.
- c) AFDY does not usually arrange anything which is designated a Regulated Activity in relation to an adult. However, we are aware that adults with care and support needs and who may be vulnerable to abuse may attend and join in with activities. If such persons attend, AFDY requires that suitable care is provided by those persons responsible for the care of the vulnerable adult. AFDY staff responsibility is limited to ensuring that they are in contact with the correct professional support, and does not provide personal care or regular support with activities an adult is unable to manage independently.

### 5 Definitions of Terms used in this Policy, and General Notes

#### Definition of a Child

A **Child** is defined as any person under the age of 18 years.

#### Definition of an Adult at Risk

An Adult is anyone over 18 years old. The Care Act 2014 makes it clear that safeguarding duties apply regardless of whether an Adult who has needs is having those needs met, and regardless of whether they have capacity, and regardless of the setting where they may be. The needs may relate to the situation, as for example when an otherwise independent person finds herself relying on expert advice or help which opens them up for exploitation. Thus, in principle, anyone may become an adult at risk of abuse. This emphasises the need to keep Safeguarding Principles in mind when dealing with the best interests of others in the Meeting, and especially if it is known that an individual is vulnerable or lacks the ability to look after their own interest in any way.

#### Definition of DBS

DBS stands for Disclosure and Barring Service, an agency set up by government to manage criminal records checks, and the list of those Barred from activities involving children or adults.

The DBS has three types of check:

- a) a *Basic Check* gives a list of all unspent convictions, cautions, reprimands and final warnings;
- b) an *Enhanced Check* includes a list of unspent convictions, cautions, reprimands and final warnings, and any other information police think it reasonable to hold (this would usually be information indicating unsuitability to work with children or other vulnerable groups);
- c) an *Enhanced Check with List Checks* is the same as (b) with the addition of information whether the person is on a DBS list of those Barred from particular activities.

Any individual can obtain a Basic Check on themselves. Enhanced Checks with or without List Check can only be obtained by a Registered Organisation (Area Meetings are registered). Information about being on a Barred List is only given if the subject is to be engaged in Regulated Activities.

**AFDY will seek Enhanced Checks with List Checks for anyone who may undertake Regulated Activities with children ; unless they already have one through another employment.**

### **Definition of Regulated Activity**

In 2012 the Protection of Freedoms Act introduced the idea of Regulated Activities. In the case of Adults, this was intended to broaden the range of activities which would trigger a DBS check; in the case of Children, it was to reduce the range of activities which required a DBS check. In consequence, Regulated Activities for Children and Adults are defined differently.

*Information about Regulated Activities for Children is to be found here:*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550197/Regulated\\_activity\\_in\\_relation\\_to\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf).

In general, all teaching is regarded as a regulated activity regardless of frequency.

Accordingly, those teaching activities which we undertake are Regulated, **our Policy is to seek DBS checks for all staff who are engaged in teaching activities.**

*Information about Regulated Activities for Adults is to be found here:*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216900/Regulated-Activity-Adults-Dec-2012.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216900/Regulated-Activity-Adults-Dec-2012.pdf)

The regulations are directed primarily at people working or staffing to help with adults who have evident difficulties on a regular basis and it is the policy of AFDY not to undertake such activities. We therefore do not require DBS checks for staff working in activities solely involving adults, such as Café Conversation.

### **Definition of an 'Alert'**

An **Alert** is any concern regarding the welfare of a child or adult, which is raised by someone in an AFDY event. All Alerts should be passed to the AFDY Safeguarding Leads.

### **Definition of a 'Report'**

A **Report** is a formal referral to Social Services. Usually this will be carried out by an AFDY Safeguarding Lead.

## **6 Responsibilities for the Implementation of the Policy**

### **6.1 Trustees: Responsibilities**

**AFDY Trustees hold overall responsibility for Safeguarding throughout AFDY**

They will:

- a) ensure a Safeguarding Policy is in place which follows all relevant national legislation and has regard to local safeguarding procedures;
- b) ensure that two or more Safeguarding Leads are appointed who will be responsible for ensuring that structures are in place for the implementation of the Safeguarding Policy;
- c) support the Safeguarding Leads in their work and in any action they may need to take in order to protect children and vulnerable adults;
- d) receive from the Safeguarding Leads an annual report detailing the implementation of the policy and alerting Trustees to any changes in policy and practice that may be required;
- e) ensure that procedures are in place for the Safeguarding Policy to be reviewed and revised as appropriate;
- f) file a copy of the policy, and any amendments subsequently published, with the relevant local authority.

### **6.2 AFDY Safeguarding Leads: Responsibilities**

The role of the Safeguarding Leads is to:

- a) ensure the Safeguarding needs of children and adults are properly considered throughout AFDY
- b) ensure that each member of the teaching staff has a copy of this policy and is aware of their responsibilities in relation to the standards set by the Policy;
- c) ensure the implementation of the policy by working with appointed persons and facilitating training relating to Safeguarding issues;
- d) keep AFDY Trustees informed regarding the implementation of this Policy. In particular provide a written report once a year to Trustees. The report will include names of Appointed Persons and all those responsible for Safeguarding, induction and training undertaken, the organisation and management of staff, any concerns or disclosures of abuse that have arisen (whilst maintaining appropriate confidentiality), and recommendations for any updates to this policy.
- e) act independently in reporting concerns of abuse to the statutory authorities (see appendices); receive 'alerts' from staff or individuals within AFDY and keep confidential records of formal reports/referrals. (See Section 6 for definition of an alert and reports, and section 8 for the role of Safeguarders in dealing with allegations or concerns).

f) Health and Safety and Fire

The Director of AFDY will ensure that appropriate policies and procedures are in place for Health and Safety and for Fire, and that teaching staff have considered the implications of these policies for children and vulnerable adults.

g) Posters

AFDY will display posters so that all persons know who to contact with a safeguarding concern. This will identify the Safeguarding Leads, together with relevant contact details. This display also makes a statement to all newcomers and visitors that we are committed to Safeguarding.

### **6.3 Role of the Director in Safeguarding: Responsibilities**

The role of the Director is to:

- a) Draw to the attention of the needs of children and adults at risk within classes/activities and ensure that these are attended to;
- b) Maintain communication with the Safeguarding Leads and ensure that they receive appropriate updates and communications;
- c) Familiarise themselves with all relevant national safeguarding documentation;
- d) Attend suitable training every two years;
- e) Ensure that all staff are adequately assessed before they begin work. Vigilant recruitment practices are crucial to Safeguarding.

#### **6.4.1 The following minimum recruitment standards should be followed before a Person is accepted as a Member of AFDY staff:**

- a) All roles should have a written Job Description outlining the main tasks of the role and all applicants should be given a copy prior to their appointment.
- b) A Recruitment form including a self-declaration statement must be completed. See Appendix section 1.
- c) A face-to-face meeting should be conducted by the Director and at least one other Trustee. Forms and notes of the conversation should be retained by the Convenor. The potential staff should show commitment to AFDY values and be able to explain these in relation to their work with children. Safeguarding should be discussed with the applicant and the potential member of staff should show a commitment to Safeguarding.
- d) Two references must be obtained for each applicant, one each from:
  - A recent employer/supervisor who has known the applicant for at least 3 years;
  - someone who has seen the applicant interacting with children. (This may include the applicant's own children.)

See Appendix section 2 reference request letter and form.

Phoning the referee as well as seeing the written reference is recommended.

- e) All teaching staff working with children should have a clear Disclosure Form which has been seen by the person responsible for obtaining the DBS checks (the 'Verifier') This will normally be the Director. An entry on a disclosure form does not necessarily debar someone from working with children if it is historical, minor, non-violent and non-sexual in nature, and not related to children or vulnerable adults. The Director should contact the Safeguarding Leads for advice if they receive a disclosure form with an entry. Those who do not work within the regulated activity do not need a DBS check. It is important to note that running an online children's group is also a regulated activity. The safeguarding rules for DBS checking apply in this situation as well. In general, best practice is to follow procedures as for an actual children's class, e.g. keeping a register, controlling access to the online meeting and getting parental permission.

Further details regarding Vetting and Barring may be obtained from Due Diligence Checking Ltd., **01162603055** or [contact@ddc.uk.net](mailto:contact@ddc.uk.net).

All persons are reminded that it is now a criminal offence to recruit someone to work in a 'regulated' or 'controlled' activity who is not registered by the Vetting and Barring Service.

**Only at the end of the process outlined in a) to e) should the applicant be approved.**

#### **6.4.2. All those teaching children must be adequately inducted and trained:**

- a) all staff should receive an induction which includes Safeguarding standards before starting their employment. The induction should include clear guidelines as to how to respond to a disclosure and how to raise an 'Alert' (see Section 7). Staff should also be given a copy of this policy;
- b) staff should be clearly aware of the overall framework of communication, responsibility and support within which classes operate;
- c) staff should be aware who is responsible for the organisation of all activities and should know who they can approach to raise any concerns in confidence. Staff should be involved in the planning of meetings and receive training to update them on Safeguarding at least once a year.
- d) staff must not arrange to meet children outside the context of teaching activities without the parents' express knowledge and permission.

#### **6.4.3 Record Keeping:**

- a) Registers should be kept, listing the full names and attendance of all children, and any helpers, at each children's class or event. These registers should be kept by AFDY permanently in case of future issues or any allegations which might be made many years later. Any incidents, safety issues or accidents should also be recorded.
- b) The parents or guardians of all new children should complete a personal details form and medical information form before they leave their children in the class. These forms should be amended as required.

#### **6.4.4 Teaching Guidelines**

All classes must be conducted in accordance with AFDY teaching guidelines. These include outlining what happens in a typical class, how staff work together, where equipment is kept, any safety hazards to be aware of in the building and fire procedures etc. The practice

guidelines follow the principles of this policy and a copy is kept by Safeguarding Leads. A general Code of Conduct for Staff and good practice guidelines for every activity are available.

## **7 Procedure for Responding to Allegations or Concerns**

Appendix, sections 3 to 9 set out statutory definitions of abuse and signs of abuse in children and adults. They also give advice on how to respond to allegations or concerns.

### **7.1 Procedure where there is an urgent and immediate concern about a child or adult**

Urgent concerns may include cases of deliberate injury by any other person, or suspicion that a child or adult is in immediate danger in any setting.

Under no circumstances should a staff or individual carry out their own investigation into an allegation or suspicion of abuse.

Within 24 hours anyone with such a concern should contact all of the 3 following persons:

- **The Director, on 07834613799 or if this is not possible**
- **the AFDY Safeguarding Leads, Suzi Bewell, on 07376015294**
- **your York Council Safeguarding Team.** Councils have information about this on their websites: simply put the name of your council and 'safeguarding' into a search engine, and you will find numbers to ring. All such calls will be treated in confidence, and the council staff will expect to help you weigh up the seriousness of your concern before they take any action.

If no Safeguarding Lead is available, then any of the following may be contacted directly:

- **The NSPCC Helpline, 0808 800 5000 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk), or,**
- **Childline 0800 1111, or**
- **The Police on 999**

In a situation where a child is thought to be at immediate risk, it is not necessary to inform the parent or carer before taking action to raise an 'Alert'. In the case of an adult, you should tell them that you are contacting someone.

Any necessary medical help should be sought without delay, informing the doctor of any suspicions, and informing the Safeguarding Leads afterwards.

**If the concern is very urgent, and a child or adult is thought to be at immediate risk, you should contact the Police on 999.**

Knowledge of the issues involved should be kept confidential and made known only on a need to know basis. Learning from the handling of the case should be discussed as required in AFDY without giving unnecessary details of the individual(s) involved.

## 7.2 Procedure for less urgent situations

Revelations or suspicions of abuse may result from events in a class and involve students, staff or they may result from events that have happened outside e.g. at home or at school or in a nursing home.

If anyone in AFDY has concerns or doubts about behaviour around children and vulnerable adults-even if they appear relatively trivial-they are encouraged to speak to the relevant persons listed below rather than others in AFDY. Discussions should remain confidential.

Appendix, sections 3 to 9 set out statutory definitions of abuse and signs of abuse in children and adults. They also give advice on how to respond to allegations or concerns.

Information about newcomers who arrive, cause concern or suspicion, and then disappear should always be passed on to the Safeguarding Leads who are then able to warn others should the individual attend elsewhere.

**Under no circumstances should staff or individuals carry out their own investigation into an allegation or suspicion of abuse.**

Anyone with a concern should talk confidentially with:

- The Director, on 07834613799 or if this is not possible
- the AFDY Safeguarding Leads, Suzi Bewell, on 07376015294

All Concerns should then be passed by Director to the Safeguarding Leads as an **'Alert'**.

**The role of the Safeguarding Leads** is to collate and clarify the precise details of the allegation or suspicion and make a decision on how to respond. This may involve making a report to the statutory agencies that have a legal duty to investigate. It is important to note that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

Where the concern is about an adult, the Safeguarding Leads will discuss any concerns with the individual themselves, giving due regard to their autonomy, privacy and rights to lead an independent life. If the vulnerable adult is in immediate danger or has sustained a serious injury, the Safeguarding Lead will contact the Local Authority Safeguarding Adults Board informing them of any concerns.

### **If the concern relates to a Safeguarding Lead:**

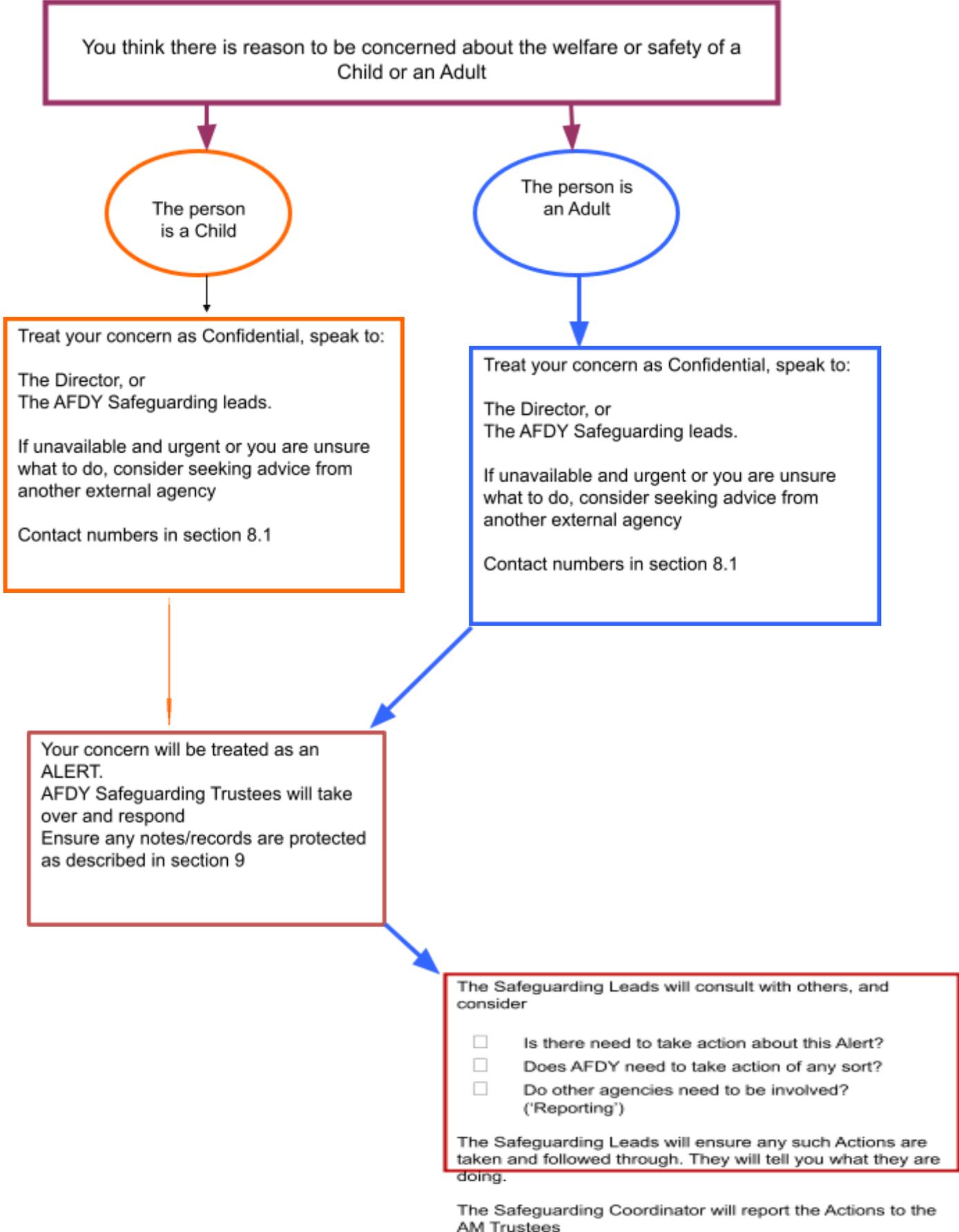
Urgent contact should be made to the other Safeguarding Lead, the Local Authority or contact York Social Services or the Police.

### **Direct referrals to statutory bodies**

It is, of course, the right of any individual within AFDY to make a direct referral to the Local Social Services or seek advice from any other relevant safeguarding body. Should the individual with the concern feel that the Safeguarding Lead has not responded appropriately they are free to contact an outside agency directly. Trustees hope by making this statement that AFDY demonstrates its commitment to effective safeguarding and the protection of all those who are vulnerable.

See Flow Chart in section 7.3 for further clarification

**7.3 Flow Chart setting out procedures to follow in the event of a concern or allegation of abuse**



## **8 Working with Offenders**

When someone attending AFDY is known to have abused children or is known to be a risk to vulnerable adults, or there are allegations outstanding of such abuse or risk, it is the responsibility of the Director to set boundaries for that person, be vigilant that they are being upheld while being clear on AFDY's commitment to the protection of children and vulnerable adults. This will be done in collaboration with any statutory agency which is involved with the individual.

Further advice may be sought from AFDY Trustees.

## **9 Data Security and Persons Responsible for Safeguarding**

When an alert is raised or an incident takes place which may involve a Safeguarding matter, it is important to maintain good data security for any documents pertaining to this such as emails or written notes. Records of activities, children's classes, adult classes with vulnerable persons, social activities falling under the scope of this policy, risk assessments and any care arrangements for vulnerable adults, which identify persons, must also be kept secure. Under the Data Protection Act (DPA) 2018, it is our duty to ensure that any record made must:

- Be processed fairly, lawfully and transparently
- Only be processed for the specified and legitimate purpose(s) for which it was obtained
- Be adequate, relevant and limited to the purpose for which it was obtained
- Be accurate and where necessary kept up to date (e.g. class registers)
- Not be kept for longer than is needed (see points 2&3 below)
- Only be shared and used for the purpose for which it was intended
- Only the minimum information necessary should be retained and recorded
- Be accessed only on a need to know basis

It is extremely important that data security is maintained when an alert or incident takes place. Always remember:

- Take time to ensure that all relevant persons understand our Safeguarding policy and the requirements to keep data secure.
- Only inform those who have a genuine need to know.
- Ensure files notes and handwritten records are securely held. Never leave them lying in a public place.
- Avoid as far as is possible naming or identifying person(s) in the presence of others whilst using telephones.

In keeping with requirements to retain data for use in potential cases of historic abuse, AFDY will:

1. Ensure that current registers, details of any matters involving safeguarding concerns and copies of risk assessments made for safeguarding purposes are securely stored.
2. As soon as possible after an incident is closed or a RA is no longer in use, all data must be transferred in both electronic form on a CD ROM or memory stick and as a printed document and be clearly labelled with brief details of the incident, the name of the teacher, the safeguarding lead responsible and the name of the person about whom the Alert was raised.

3. All Safeguarding Leads must ensure that their own records of all the safeguarding matters given above are only retained for short periods on password protected personal computers, are deleted after there is no longer a need for that information and that personal copies are destroyed in a safe and secure manner ( e.g. by shredding or burning or by transfer to a secure data destruction facility such as <https://www.eolitservices.co.uk/>) after a copy of the data has been retained by AFDY in a secure manner
4. For further advice and guidance on data protection matters, consult the AFDY Data Protection Officer, normally the Trustee with responsibility for Data Protection.

**This Policy was considered and approved by AFDY Trustees on 22<sup>nd</sup> of Feb 2021**

## Appendices

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1. Recruitment Form including Self Declaration statement and Referees for All Staff Applicants
2. Reference Request letter and form
3. Statutory definitions of abuse (children)
4. Signs of possible abuse (children)
5. How to respond to a child wishing to disclose abuse
6. Definitions of abuse (adults)
7. Signs of possible abuse (adults)
8. How to respond to an adult wishing to disclose abuse.
9. Safeguarding Posters – to be displayed in all AFDY classes
10. Recruitment Policy for AFDY staff.

# Appendix 1

## Suggested Recruitment, Self-Declaration and Referee Form for Applicants

Name  
Address  
Phone numbers  
Email

What experience have you had in teaching/administration? Outline your career prior to this application and any post of responsibility you have held. Provide details, either here on your CV ( which must be attached) of the address and contact details of your previous employers.

.....

Do you have any particular skills or experience (such as unpaid volunteer work) that you wish to make known to AFDY?

.....

### SELF- DECLARATION

You are legally required to declare any conviction for sexual offences or for offences against children or young people. If you have been convicted of any such offences you cannot work with children or young people.

You are not legally required to declare other convictions deemed to be spent under the Rehabilitation of Offenders Act 1974, but declaration would assist us in our assessment of your suitability to work with children and young people.

Please give details of all unspent convictions

.....

- I have never been convicted of a sexual offence or of any offence against children and young people.
- I give permission for enquiries to be made about me as necessary.
- I agree to obtain a Vetting and Barring Disclosure Form if required by the work I am required to undertake.

Signature.....Date:.....

### REFEREES:

Please give details of two people, (not related to you) to whom reference can be made. Both should know you well.

1. The first referee should have knowledge of your teaching experience and be able to comment on your behaviour as a teacher.
2. The second referee should be a person you have known for at least three years.

#### NAME and Address of REFEREE (1):

Telephone: day.....evening.....

Email: .....

Connection with you: .....

#### NAME and Address of REFEREE (2):

Telephone: day.....evening.....

Email: .....

Connection with you : .....

## Appendix 2

### Suggested Reference Request Letter and Form

Address with phone number

Dear

... has given your name as a referee with regards to her / his application to work as a teacher/administrator/volunteer with AFDY.

.....has volunteered to work at AFDY. This role will include either running or helping to run activities with a small group of children or young people (usually x in number) and we would be grateful if you could give your opinion as to the suitability for the applicant for such work.

To comply with our Health and Safety and our Safeguarding policies, all our applicants for posts with us are checked for their suitability to work with children and we are very grateful for your assistance with this.

We are particularly concerned that all our staff relate well to children and adults, including showing in their behaviour values of non-discriminatory behaviour, fairness, self-control, honesty and respect for self and others. All our staff need to be sensitive to the varying needs and circumstances of other people, reliable and conscientious, kindly, and have a sense of humour. We would be grateful for your opinion of the applicant regarding these desirable traits.

We would be grateful if you could complete the enclosed form and return it in the enclosed stamped addressed envelope/ using this email address.

Yours sincerely

## **Appendix 3.**

### **Statutory Definitions of Abuse in children.**

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.

Child protection legislation throughout the UK is based on the United Nations Convention on the Rights of the Child. Each nation within the UK has incorporated the convention within its legislation and guidance.

The Four definitions of Abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (2006)'

#### **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 or Psychological Abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects to their welfare or on the child's emotional development. It may involve conveying 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 rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, or being involved in sexual acts

A child or young person may be forced or enticed to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. A child may be exposed to all the above behaviours, or be encouraged to behave in sexually inappropriate ways themselves.

#### **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 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.

## **Further Definitions relating to Child Abuse:**

### **Spiritual Abuse**

Linked with emotional abuse, spiritual abuse could be defined as an abuse of power, often done in the name of God or religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves. Some indicators of spiritual abuse might be a leader who is intimidating and imposes his/her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. He or she may say that God has revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously God's) acceptance and approval

### **Significant Harm**

This relates to the degree of harm that triggers statutory action to protect a child. It is based on the individual child's health or development compared to that which could reasonably be expected of a similar child. e.g. severity of ill treatment, degree and extent of physical harm, duration and frequency of abuse and neglect, premeditation. Department of Health guidance suggests that 'significant' means 'considerable, noteworthy or important.'

### **Children in Whom Illness is Fabricated or Induced**

This is a form of child abuse in which the parents or carers give false accounts of symptoms in their children or may cause signs of illness. They seek repeated medical investigations and needless treatment for their children. The government guidance on this is found in 'Safeguarding Children in whom Illness is Fabricated or Induced' (2002).

### **Organised Abuse**

Complex (organised or multiple perpetrator) abuse may be defined as abuse involving one or more abusers and a number of children. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Complex abuse occurs both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools. (Working Together to Safeguard Children (2006) Section 6.7).

### **Child Prostitution**

Children involved in prostitution and other forms of commercial sexual exploitation should be treated primarily as the victims of abuse, and their needs require careful assessment. (Working Together to Safeguard Children' (2006) Section 6.2, see also 'Safeguarding Children Involved in Prostitution (2000)).

**Female Genital Mutilation (FGM)** The World Health Organization defined FGM as all procedures involving partial or total removal or stitching up of the female genitalia or other injury to the female genital organs whether for cultural or other non-therapeutic reasons.

### **Modern Slavery**

This encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and Slavemasters use whatever means they have to coerce, intimidate, control and deceive people into servitude, abuse and inhumane treatment

## **Appendix 4.**

### **Signs of possible Abuse in Children**

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life. This list cannot be comprehensive, so think carefully about any worries you have

#### **Physical**

Injuries not consistent with the explanation given for them  
Injuries that occur in places not normally exposed to falls, rough games, etc  
Injuries that have not received medical attention  
Reluctance to change for, or participate in, games or swimming  
Repeated urinary infections or unexplained tummy pains  
Bruises on babies, bites, burns, fractures etc which do not have a credible accidental explanation\*  
Cuts/scratches/substance abuse\*

#### **Sexual**

Any allegations made concerning sexual abuse  
Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour  
Age-inappropriate sexual activity through words, play or drawing  
Child who is sexually provocative or seductive with adults  
Inappropriate bed-sharing arrangements at home  
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations  
Eating disorders - anorexia, bulimia\*

#### **Emotional**

Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging  
Depression, aggression, extreme anxiety  
Nervousness, frozen watchfulness  
Obsessions or phobias  
Sudden under-achievement or lack of concentration  
Inappropriate relationships with peers and/or adults  
Attention-seeking behaviour  
Persistent tiredness  
Running away/stealing/lying

#### **Neglect**

Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc

\*These indicate the possibility that a child or young person is self-harming. Approximately 20,000 are treated in accident and emergency departments in the UK each year.

## **Appendix 5.**

### **How to respond to a child wishing to disclose abuse**

#### **Effective Listening**

Ensure the physical environment is welcoming, giving opportunity for the child or vulnerable adult to talk in private but making sure others are aware the conversation is taking place.

- It is especially important to allow time and space for the person to talk
- Above everything else listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If the child decides not to tell you after all, accept his or her decision but let him/her know that you are always ready to listen
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

#### **Helpful Responses**

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

#### **Don't Say**

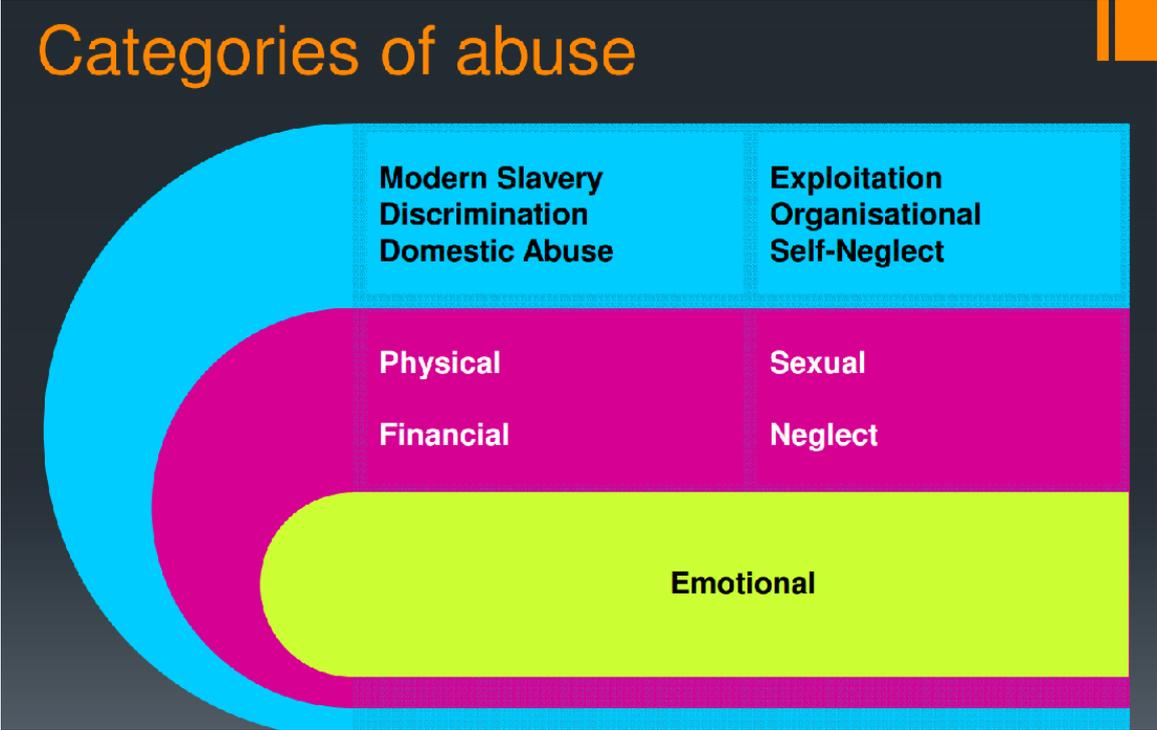
- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

#### **Do Say**

- I will speak to another grown-up about this and then tell you what we are going to do

# Appendix 6.

## Abuse in Adults



The types of Abuse in the blue area are those listed in the Care Act. Those in the pink area also listed in the Care Act, but will usually occur as part of the blue group. Emotional abuse is also listed, but will commonly be part of all the other categories.

### Definitions of Abuse in Adults

#### Physical Abuse

Non accidental harm to the body caused by the use of force, which results in pain, injury or a change in the person’s natural physical state.

#### Sexual Abuse or Exploitation

Sexual abuse is the involvement of a vulnerable adult in sexual activities or relationships, which are for the gratification of the other person and which: they have not consented to, or they cannot understand and are not able to consent to, or which violates the individuals expressed cultural or religious preferences, sexual taboos, or family custom and practice.

#### Psychological/Emotional abuse

Psychological or Emotional abuse is behaviour that has a harmful effect on a vulnerable adult’s emotional health and development.

#### Financial Abuse Or Exploitation Or Material Abuse

Financial or material abuse involves the use of a vulnerable adult’s property, assets or income without their informed consent or making financial transactions that they do not understand to the advantage of another person.

Some examples are: theft, fraud, exploitation, and pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

## **Neglect And Acts Of Omission**

Neglect is the failure to take ordinary actions that results in someone's basic needs not being met. This includes the withholding of food and drink or other basic needs, failing to help them access health or social care, or education, or allowing them to be exposed to unacceptable risk.

### **Self-neglect**

This refers to a situation of neglect where there is no other person who is failing to act, and it is the individual who fails to seek, or declines, necessary care or support.

### **Discriminatory Abuse**

Discriminatory abuse is behaviour that makes or sees a distinction between people as a basis for prejudice or unfair treatment.

## **Domestic Abuse And Violence**

Domestic abuse and violence is best described as, the use of physical and/or emotional abuse or violence, including undermining of self-confidence, sexual violence or the threat of violence, by a person who is or has been in a close relationship.

Domestic violence can go beyond actual physical violence. It can also involve emotional abuse, the destruction of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation, telephone, and stalking.

It can also include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim. It can also include violence inflicted on, or witnessed by children. The wide adverse effects of living with domestic violence for children must be recognised as a child protection issue. They link to poor educational achievement, social exclusion and to juvenile crime, substance abuse, mental health problems and homelessness from running away.

Domestic violence is not a 'one-off' occurrence, but is frequent and persistent and aimed at instilling fear into and compliance from the victim.

*Reference: Department of Constitutional Affairs Domestic Violence Guide to Civil Remedies & Criminal Sanctions.*

## **Modern Slavery**

This includes Human Trafficking, Forced Labour (however this is imposed), Domestic Servitude, Sexual Exploitation and Debt Bondage (being forced to work to pay off debts). It is important to remember that such control can be enforced by a range of means, not limited to physical violence or locking people in.

## **Professional Abuse**

Professional Abuse is the misuse of power and abuse of trust by professionals, the failure of professionals to act on suspected abuse/crimes, poor care practice or neglect in services, resource shortfalls or service pressures that lead to service failure and culpability as a result of poor management systems.

## **Institutional Abuse**

Institutional Abuse involves the collective failure of an organisation to provide an appropriate and professional service to vulnerable people. It can be seen or detected in processes, attitudes and behaviour that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping. It includes a failure to ensure the necessary safeguards are in place to protect vulnerable adults and maintain good standards of care in accordance with individual needs, including training of staff, supervision and management, record keeping, unable or unwilling to implement professional or clinical guidelines and liaising with other providers of care.

Abusive behaviour may be part of the accepted custom and culture within an organisation or an individual member of staff, or particular group of staff may carry it out. The key risk factors for institutional abuse are:

- It is widespread within the setting
- It is repeated
- It is generally accepted, it is not seen as being poor practice
- It is sanctioned, it is encouraged or condoned by line managers
- It takes place in a setting where there is poor monitoring by senior management
- There are environmental factors (e.g. unsuitable buildings, lack of equipment, many temporary staff) that adversely affect the quality of care
- It is systematic e.g. factors such as a lack of training, poor operational procedures, poor supervision and management all encourage the development of institutionally abusive practice.

### **Significant Harm**

Significant harm can be taken to include not only ill treatment (including sexual abuse and forms of ill treatment which are not physical), but also the impairment of, or an avoidable deterioration in, physical or mental health; and the impairment of physical, intellectual, emotional, social or behavioural development. (Source: 'Who Decides', Lord Chancellor's Department 1997).

The process of assessing significant harm will include consideration of the following factors:

- The vulnerability of the adult according to the eligibility criteria of the National Health and Community Care Act 1990.
- The apparent impact of the abuse on the adult
- The risk of repetition or escalation of abuse involving increasingly serious acts or the extension of the abuse to other adults or children under the age of 18
- The degree of corroboration between the outcome of the assessment and the depth and conviction of the feelings expressed by the person reporting the alleged abuse.

If the assessment indicates that there are sufficient indicators of significant harm to the vulnerable adult, it is then necessary to evaluate if intervention is in the best interests of the vulnerable adult and/or in the public interest.

Any or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

## **Appendix 7.**

### **Signs of possible abuse in Adults**

The following signs could be indicators that abuse has taken place but should be considered in the context of the adult's whole life.

#### **Physical**

Injuries not consistent with the explanation given for them  
Injuries that occur in places not normally exposed to falls, recreational activities etc  
Injuries that have not received medical attention  
Reluctance to change for, or participate in, games or swimming  
Repeated urinary infections or unexplained pains  
Bruises or bites, burns, fractures etc which do not have an accidental explanation  
Cuts/scratches/medication and substance abuse\*

#### **Sexual**

Any allegations made concerning sexual abuse  
Excessive preoccupation with sexual matters and detailed knowledge of sexual behaviour  
Adult who is sexually provocative or inappropriately seductive with others  
Inappropriate bed-sharing arrangements at home  
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations  
Eating disorders - anorexia, bulimia\*

#### **Emotional**

Changes or regression in mood or behaviour, particularly where an adult withdraws or becomes clinging  
Depression, aggression, extreme anxiety  
Nervousness, frozen watchfulness  
Obsessions or phobias  
Sudden under-achievement or lack of concentration  
Inappropriate relationships with peers and/or adults  
Attention-seeking behaviour  
Persistent tiredness  
Running away/stealing/lying

#### **Financial**

Signatures on cheques not resembling the person's signature, or signed when the person cannot write.  
Sudden changes in bank accounts including unexplained withdrawals of large sums of money  
Sudden additional names on a person's bank account  
Abrupt changes in a Will or sudden creation of a new Will  
Sudden appearance of previously uninvolved relative claiming their rights to the person's affairs and/or possessions  
Unexplained sudden transfers of assets to a family member or someone outside the family  
Unpaid bills piling up overdue rent or mortgage payments when someone is meant to be ensuring these are paid  
Lack of amenities such as clothes, washing items, TV – things which the person ought to be able to afford  
Unexplained disappearance of money or possessions such as antiques, silver ware, jewellery, pictures.  
Unusual concern from someone that too much money is being spent on the person in need  
Deliberate isolation of a vulnerable adult from friends, or family resulting in the formal or informal carer having complete control.

**Discriminatory abuse**

Racism, sexism, religious and ageism, based on a person's disability, and other forms of harassment, slurs or similar treatment.

**Neglect**

Ignoring medical or physical care needs, persons physical condition/appearance is poor e.g. ulcers, pressure ulcers, soiled or wet clothing, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition (this may present as constant hunger, stealing or gorging food), and heating and undermining personal beliefs.

*\*The above indicate the possibility that an adult is self-harming.*

## **Appendix 8.**

### **How to Respond to an Adult Wishing To Disclose Abuse**

#### **Effective Listening**

Ensure the physical environment feels safe for the adult so that they feel encouraged to talk. It is especially important to allow time and space for the person to talk.

- Listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen
- Use language that is appropriate and respectful. For those with sensory disabilities, ensure there is someone available who understands sign language, Braille etc.

#### **Helpful Responses**

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

#### **Don't Say**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

#### **Do Say**

- I will consult with someone and let you know what we are going to do

#### **Useful Contacts:**

Action on Elder Abuse - Works to protect, and prevent abuse of, vulnerable older adults  
0808 175 8000 ( from a mobile 0330 036 1556 )

**Appendix 9 Posters to be displayed in all Meetings**

## **Recruitment and Selection**

### **1. Introduction**

1.1 Effective recruitment and selection are crucial for the successful functioning of any organisation. AFDY seeks to recruit employees with the necessary skills, expertise and qualifications to deliver its strategic objectives and with the ability to make a positive contribution to the values and aims of the organisation.

1.2 All appointments will be made strictly on merit and will be related to the requirements of the post.

### **2. Advertisements**

2.1 For teaching posts, a teacher application form and a teacher job description will be posted on the AFDY website and other appropriate websites. The *Directeur/trice* may contact applicants to arrange interviews (which may take place by Skype or Zoom). Following interview, the successful candidate will be appointed. Alternatively, the names of successful applicants will be added to a reserve of potential teachers, and when a vacancy appears, the most appropriate applicant on the list will be approached.

2.2 Advertisements for non-teaching posts will generally be advertised on the AFDY website and internal noticeboards as well as on other appropriate websites or social network.

### **3. Application Form and Job Descriptions**

3.1 Candidates for all posts will be asked to complete a standard application form, in order that they can be judged on the basis of comparable information.

3.2 In applying for posts, all candidates will be provided with a job description, details of the appropriate conditions of service, and details about the AFDY. A brief statement about the appointment procedure will also be provided and, if possible, an indication of when interviews will be held. The job description will include a list of the main duties and responsibilities of the post, together with an outline of the expected qualifications and experience.

3.3 In drawing up the job description and conditions of service, the AFDY will ensure that no job applicant receives less favourable treatment than another on the grounds of disability, gender or transgender status, race, religion or belief, age, sexual orientation, civil partnership or marital status, parental status, caring responsibilities, or hours of work, and that no applicant is placed at a disadvantage unjustifiably by requirements or conditions which have a disproportionately adverse effect on a particular group.

3.4 Applicants will be asked to specify whether they have any disabilities, as defined in the Equality Act 2010 and whether there are any reasonable adjustments needed for them to attend an interview. All applicants with a disability who meet the essential criteria for a job will be interviewed, and considered on their merits. In accordance with the current equality laws the AFDY will make reasonable adjustments to ensure that a disabled worker is able to attend an interview and has the same access as a non-disabled person to all aspects of the job. What is considered reasonable will depend on factors such as the cost of changes and the granting of planning permission.

3.5 Applicants will be required to supply the names and addresses of two people, one of whom should normally be their current or most recent employer, from whom references can be obtained.

3.6 References will only be requested for candidates shortlisted for interview. They will normally be sought prior to interview, unless the candidate indicates otherwise.

3.7 References should normally be sent by letter or email, but in exceptional circumstances telephone references will be accepted, with the proviso that a note of the conversation will be recorded and placed on file.

3.8 All candidates will be asked to declare on the application form whether they have ever been convicted of any criminal offence which cannot be regarded as 'spent' in terms of the Rehabilitation of Offenders Act 1974.

3.9 Posts that involve working with children and vulnerable adults are considered to be regulated, and successful applicants will be required to be in possession of a full DBS check. Successful candidates for such posts will be required to provide the necessary documentation in order to complete such a process. Posts which require This disclosure will be clearly indicated as such in the conditions of service and appointment procedure.

3.10 Applicants will also be required to declare if they are related to any member of staff employed by the AFDY. Canvassing of Board Members of the AFDY is not permitted.

3.11 It is the AFDY's policy not to communicate further with applicants other than those who are shortlisted. A note to this effect is included in the details sent out to applicants.

3.12 Applicants' details will be recorded at the point of receipt. No information relating to the data collected in the equality and diversity recruitment monitoring form will be disclosed to those involved in the recruitment and selection process. The information collected will be used solely for the purposes of equality monitoring.

3.13 All completed application forms are private and confidential, and will only be made available to those directly involved in the recruitment and selection process.

3.14 All application forms will be collated by the AFDY's Administrator or *Directeur/trice* (the Chair or Vice-Chair when appointing the *Directeur/trice*) and sent to the interview panel for shortlisting purposes.

3.15 A shortlist of candidates will be drawn up for interview, based entirely on merit and suitability for the post, but taking account of the AFDY's responsibilities in relation to the Equality Act 2010. Other than in exceptional circumstances, reasonable notice will be given to ensure that candidates have sufficient time to prepare for the interview and make the necessary arrangements to attend.

#### **4. Selection Methods**

4.1 Interviews will be conducted by a panel comprising a minimum of two persons, gender-balanced wherever possible. The interviewers will encourage candidates to be at ease during the interview, in order that they can give a fair and accurate account of themselves.

4.2 A set of questions will be agreed by the interview panel in advance and will be developed from the current job description for the post. The panel will seek to pose questions which require candidates to give examples of their previous relevant experience.

4.3 All candidates will be asked the same questions in the same order, and their responses will be rated 1-10. Members of the panel will each have a copy of the questions and will score independently of each other during the interview. Time will be allocated between interviews for the panel to discuss each candidate and award a total points score. Additional notes may be made by the panel during the interview. Candidates will have access to all information should they request it.

4.4 An interview is a two-way process, and candidates will be given every opportunity to view the rooms where they will work and ask questions about the AFDY, to ensure that they have a full understanding of the post for which they are applying and the way the AFDY operates.

4.5 A range of other selection techniques may be used in addition to interviews, for example presentations and observation of teaching. In such circumstances, reasonable notice and relevant information will be given to ensure that candidates have sufficient time and information to prepare.

4.6 Candidates attending an interview will be reimbursed for any reasonable expenses incurred. For travelling expenses, this would normally be at the appropriate second-class rail fare.

4.7 Expenses will not be reimbursed where successful candidates withdraw for reasons considered by the AFDY not to be reasonable.

4.8 All interviewed candidates will be notified of the outcome of the selection process as soon as possible, either by telephone, letter or email.

4.9 All unsuccessful candidates' application forms and interview notes will be retained for one year from the date of interviews, after which they will be destroyed.

## 5. Relevant Checks

All offers of employment will be made conditional upon the following:

- two satisfactory references;
- confirmation of the right to work in the UK;
- A full DBS check (if relevant to the post applied for).

## 6. Probationary Period

All appointments to posts in the AFDY will be made subject to a probationary period of six calendar months. After three months a review meeting will take place between the appointee and the *Directeur/trice* (the Chair or Vice-Chair for the *Directeur/trice*'s probationary period) to discuss progress. At the end of the probationary period, and subject to a satisfactory report by the *Directeur/trice* (or the Chair or Vice-Chair), the employee will be notified in writing that they have successfully completed their probationary period. The probationary period can be extended by a further 3 months should the *Directeur/trice* (or the Chair or Vice-Chair) consider this appropriate.

## 7. Exit Interviews

7.1 It would be helpful if all employees who choose to leave the employment of the AFDY have an exit interview with the *Directeur/trice* (or the Chair or Vice-Chair) before their last day of employment. Such an interview is however not a legal requirement, and may be refused.

7.2 Exit interviews provide the opportunity for departing employees to discuss their reasons for leaving. The information provided is useful for learning and development and in evaluating the effectiveness of policies and practices.

7.3 The *Directeur/trice* should receive all appropriate information, such as recommendations made for change, or significant issues raised in the exit interview questionnaire, whilst bearing in mind confidentiality issues. Statistics gathered from exit interview questionnaires may be retained on an anonymous basis and will not be kept on the employee's personal file. They will be destroyed after all relevant information has been extracted.