



EdStart- Specialist Education Ltd.

CHILD PROTECTION POLICY AND PROCEDURES

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1. INTRODUCTION

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of EdStart. All policies have been developed in accordance with the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2020' guidance which also informs our practice and procedures. EdStart will work in partnership with other professionals and verified organisations where appropriate to identify any concerns about child welfare and take action to address them.

Purpose of a Child Protection Policy

To inform staff, parents and volunteers about EdStart's responsibilities for safeguarding the most vulnerable of our children/young people e.g. CIN, CP and LAC

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Local Authority Safeguarding Children Board Child Protection Procedures

EdStart follows the procedures established by the Local Authority Safeguarding Children Board; See contact details under section 10 in this policy. Some Local Authorities include an online referral form, complete, if this option is available.

EdStart Staff & Volunteers

EdStart staff and volunteers are particularly well placed to observe signs of abuse, changes in behaviour and failure to develop because they have daily contact with children/young people. All staff and volunteers will receive appropriate levels of safeguarding child protection training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.

Mission Statement

- Establish and maintain an environment where children/young people feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where EDSTART staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure children/young people know that there are adults in EDSTART whom they can approach if they are worried.

2. STATUTORY FRAMEWORK

In order to protect children/young people from harm EdStart will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act (2002), section 175

Keeping Children Safe in Education (2020) - Appendix 2

Working Together to Safeguard Children (2018)

3. THE DESIGNATED SAFEGUARDING LEAD

EdStart has a Designated Safeguarding Lead for Child Protection at each site as follows:

Name	Designated Area	Contact No.
Samantha Jordison	EdStart All Centres Senior DSL	0300 303 4414
Luke Willis	EdStart – Salford Centre DSL	0300 303 4414
Simon Spencer	EdStart – Manchester Centre DSL	0300 303 4414
Sarah Smith	EdStart – Bolton Centre DSL	0300 303 4414
Marc Thomas	EdStart – Bolton Centre DSL	0300 303 4414
Adam Wilson	EdStart – Bury DSL & Whole School Safeguarding Team	0300 303 4414
Jes Martin	EdStart – Oldham DSL	0300 303 4414
Kevin Buchanan	EdStart – Oldham SEN DSL & Whole School Safeguarding Team	0300 303 4414
Carla Wadsworth	EdStart – Hub DSL	0161 511 6233
Zoe McCall	EdStart – Hub DSL	0161 511 6233

It is the role of the Designated Safeguarding Lead for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children/young people undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that newly appointed staff receive a safeguarding and child protection induction and hold an appropriate enhanced DBS disclosure.
- Ensure that temporary staff and volunteers are made aware of EDSTART's arrangements for child protection
- Ensure that EDSTART operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures

- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns
- Immediately inform the referring school's Designated Safeguarding Lead, who is ultimately responsible for the young person and the concern.
- Follow up any concerns with referring school's DSL to ensure appropriate level of action has been taken. If not satisfied, refer to EdStart reporting procedure.
- Ensure that accurate records relating to individual children/young people are kept separately in a secure place and marked 'Strictly Confidential'.
- Provide guidance to parents, children/young people and staff about obtaining suitable support

4. THE PROPRIETORS

The Proprietors have overall responsibility for ensuring that there are sufficient measures in place to safeguard the children/young people in their establishment.

In particular the Proprietors must ensure:

- Child protection policy and procedures are in place.
- Safe recruitment procedures
- Appointment of a DSL who is a senior member of EdStart's leadership team
- Relevant child protection training for EdStart's staff/volunteers is provided.
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- One of the Proprietors is nominated to be responsible in the event of an allegation of abuse being made against the DSL (James Lowe)
- Safeguarding policies and procedures are reviewed annually.

5. EDSTART PROCEDURES

If any member of staff is immediately concerned about a child, he or she must inform the Safeguarding Lead for their centre or the senior designated safeguarding lead if immediate action is required.

The member of staff must record on CPOMS all pastoral concerns for review and monitoring by the safeguarding team on the same day of the concern. The recording must be a clear, precise, factual account of the observations using the CPOMS platform that all staff have been trained on and have access to.

The Designated Safeguarding Lead will decide whether the concerns should be referred to a) the referring school's Designated Person or directly to Children's Services. If it is decided to make a referral to Children's Services this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to any child about whom EdStart has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child/young person if he/she presents with indicators of possible significant harm / self-harm – (see **Appendix 1 for details**).

APPENDIX 1 - INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from EdStart

7. DEALING WITH A DISCLOSURE

If a child/young person discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child/young person to talk freely
- Reassure the child/young person, but never promise confidentiality
- Reassure him/her that what has happened is not his/her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator

- Explain what has to be done next and who has to be told
- Make a record on CPOMS
- Pass information to the Designated Safeguarding Lead without delay (phone call, CPOMS alert)

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers

- All staff within EdStart have a responsibility to share relevant information about the protection of children/young people with other professionals, particularly the investigative agencies (Children's Services and the Police)
- If a child/young person confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child/young person or other children/young people safe
- Staff/volunteers who receive information about children/young people and their families in the course of their work should share that information only within appropriate professional contexts

9. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation on paper or directly on to CPOMS
- Not destroy the original notes in case they are needed by a court (these can be attached to CPOMS)
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child/young person
- Draw a diagram / use body map function on CPOMS to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions

- All records need to be given to the Designated Safeguarding Lead promptly who will upload to CPOMS. No copies should be retained by the member of staff or volunteer
- The school uses CPOMS as a secure method for storing safeguarding and child protection files

10. ALLEGATIONS INVOLVING EDSTART STAFF AND VOLUNTEERS

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children/young people

The person receiving the allegation must take it seriously and immediately inform the Senior Designated Safeguarding Lead.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Senior DSL who will consult with the LADO within one working day.

If the concerns are about the Senior DSL the Directors need to be informed immediately or, where appropriate, the Proprietors.

If an allegation made to a member of staff concerns the Directors or Head teacher, the person receiving the allegation will immediately inform the **Chair of Governors** who will consult the LADO and HR services, without notifying the Director or Head teacher first

Local Area Designated Officer (LADO) contact details:

Salford 0161 603 4350 / LADO@salford.salford.gov.uk

Bolton 01204 337474 / boltonsafeguardingchildren@bolton.gov.uk

Bury 0161 253 6168 / childwellbeing@bury.gov.uk

Oldham 0161 770 8870 / child.mash@oldham.gov.uk

Manchester 0161 234 1214 / qualityassurance@manchester.gov.uk

Lancashire 01772 536694 / tim.booth@lancashire.gov.uk

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia

- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

11. COVID19 CONTINGENCY PLAN

At EdStart our primary aim is the safety and wellbeing of our pupils and staff. In addition to this we recognise the need for continuity, routine and predictability for parents / carers and young people. With this in mind we take all steps possible to keep school open but have robust contingency plans should our school ever need to close or pupils need to learn remotely.

Refer to corresponding Covid -19 Policy

Appendix 2

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>