



CHILD PROTECTION AND SAFEGUARDING POLICY

KEY PERSONEL

KEY PERSONEL	NAME(S)
Designated Safeguarding Lead (DLS)	Samantha Hession

ProEd is dedicated to protecting children from harm. Our staff and tutors accept and recognise our responsibilities to develop awareness of issues which can cause children and young people harm.

We will endeavour to safeguard children and young people by:

- Adopting child protection guidelines through a code of behaviour
- Sharing information about child protection and good practice
- Sharing information about concerns with the people and agencies who need to know and involving parents and children appropriately. Information about children and families should only be shared in a professional context.
- Carefully following the procedures for recruitment and selection of staff and tutors.
- Providing effective management for staff through supervision, support and training.

DEFINITION OF SAFEGUARDING

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

We are committed to protecting children from all types of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

- Bullying

CODE OF BEHAVIOUR

Statement of Intent

It is the policy of ProEd to safeguard the welfare of all children and young people by protecting them from all forms of abuse including physical, emotional and sexual harm.

The organisation is committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of ProEd's courses, masterclasses, activities, trips and at any other point during their time with us.

Our team should at all times show respect and understanding for the children's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of ProEd.

Guidelines for all ProEd Staff and tutors

Attitudes

We are committed to:

- Treating children and young people with respect and dignity.
- Always listening to what a child or young person is saying.
- Valuing each child and young person.
- Recognising the unique contribution each individual can make.
- Encouraging and praising each child or young person where appropriate

One-to-one contact

Staff and tutors should:

- Not spend excessive amounts of time alone with children, away from others.
- In the unlikely event of having to meet with an individual child or young person make every effort to keep this meeting as open as possible.
- If privacy is needed, ensure that other staff are informed of the meeting and its whereabouts.

Physical contact

Staff and tutors should never:

- Engage in sexually provocative or rough physical games, including horseplay.
- Do things of a personal nature for a child or a young person that they can do for themselves.
- Allow, or engage in, inappropriate touching of any kind.

General

Staff and tutors should:

- Be aware that someone might misinterpret our actions no matter how well intentioned.
- Never draw any conclusions about others without checking the facts
- Never allow ourselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun.

Staff and tutors who are involved in relationships with other members of staff or tutors should ensure that their personal relationships do not affect their role within ProEd.

ProEd has an open-door policy for staff and tutors, in order that they may raise any concern they might have to a staff member. Staff and tutors should know that they have the full support and backing of ProEd to voice any concerns over a young person's well-being.

SHARING INFORMATION ABOUT SAFEGUARDING AND GOOD PRACTICE WITH CHILDREN, STAFF AND TUTORS

Good communication is essential in any organisation. In ProEd every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously. It is the responsibility of the management to ensure that information is available to and exchanged between all those involved in this organisation and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

Children and young people

Children and young people have a right to information, especially any information that could make life better and safer for them. ProEd will act to ensure they have information about how, and with whom, they can share their concerns, complaints, and anxieties.

When sharing information, ProEd personnel will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

Parents

Parents/guardians are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a credible organisation.

We achieve this by:

- Publicising information on all our work
- Publishing the named Designated Child Protection Person(s) and how to make a complaint
- Publishing a full copy of the Safeguarding Policy

Staff & Tutors

As an organisation which works with children and young people it is imperative that each member of the ProEd staff is aware of their responsibilities under the Safeguarding legislation and has a working knowledge of ProEd's procedures. Each member of staff will receive updated training in Safeguarding.

SHARING INFORMATION ABOUT CONCERNS WITH AGENCIES WHO NEED TO KNOW AND INVOLVING PARENTS AND CHILDREN APPROPRIATELY

Procedure for reporting allegations or suspicions of abuse

In any case where an allegation is made, or someone in ProEd has concerns, a record should be made in writing as soon as possible following the incident or report. Details must include, as far as practical:

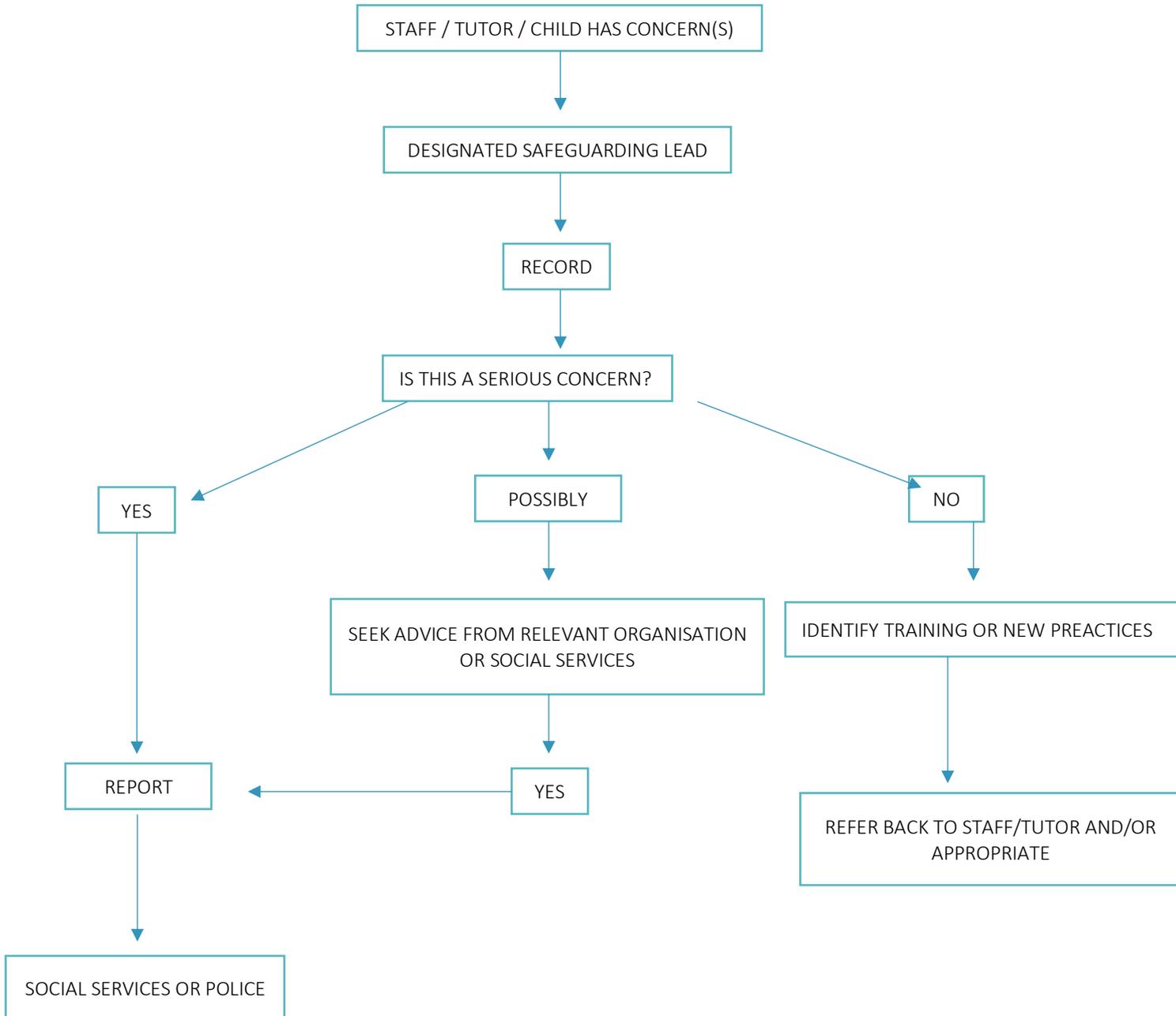
- Name of child or young person
- Age
- Home Address (if known)
- Date of Birth (if known)
- Name/s and Address of parent/s or person/s with parental responsibility
- Telephone numbers
- Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details
- What has prompted the concerns? Include dates and times of any specific incidents
- Has the child or young person been spoken to? If so, what was said?
- Has anybody been alleged to be the abuser? If so, record details
- Who has this been passed on to, in order that appropriate action is taken? e.g. school, designated officer, social services etc.
- Has anyone else been consulted? If so, record details
- Action taken

For a copy of our Incident Report Form, please speak to our Designated Safeguarding Lead.

In the case of an allegation against a member of staff, we will:

- Refer any allegation against a member of staff who no longer works for the organisation to the Police
- The Designated Officer for the Local Authority will discuss the allegation with our Designated Safeguarding Lead.
- Where there are concerns about the DSL, these should be referred to Rafael Peters.
- The Case Manager and the Designated Officer for the Local Authority will consider the nature, content and context of the allegation and agree a course of action.
- It is essential to deal quickly, fairly and consistently with any allegation of abuse made against a teacher, other member of staff or volunteer in the organisation. This protects the child and at the same time supports the person who is the subject of the allegation (see Part 1, Para 31 of Keeping Children Safe in Education (DfE, 2016).

REPORTING PROCEDURES



Designated Persona for Child Protection

For reasons of confidentiality, the only person(s) who need to know this information are following:

- Samantha Hession – Designated Safeguarding Lead
- Rafael Peters – Managing Director

The Designated Safeguarding Lead will inform the relevant outside organisation of any incident.

Record Keeping

- All records, information and confidential notes should be kept in separate files in a locked drawer or filing cabinet, or securely online.
- Only the Designated Persons will have access to these files.

Disclosure

- Never guarantee absolute confidentiality, as Child Protection will always have precedence over any other issues.
- Listen to the child, rather than question him or her directly. Offer him/her reassurance without making promises and take what the child says seriously.
- Allow the child to speak without interruption, accept what is said – it is not your role to investigate or question. Do not overreact.
- Alleviate feelings of guilt and isolation, while passing no judgement.
- Advise that you will try to offer support, but that you must pass the information on
- Explain what you have to do and whom you have to tell.
- Record the discussion accurately, as soon as possible after the event. Use the child's words or explanations – do not translate into your own words, in case you have misconstrued what the child was trying to say.
- Contact one of the ProEd Persons for advice/guidance. The Designated Person may then discuss the concern/suspicion with the relevant organisation, and, if appropriate, make a direct referral.
- If either Designated Person is not available, or it is inappropriate to approach them, the tutor/member of staff with the concern should make direct contact with the relevant organisation themselves.
- Record any discussions or actions taken within 24 hours.

PROCEDURES FOR RECRUITMENT AND SELECTION OF STAFF

ProEd operates employment and supervision procedures that ensure highest priority is given to issues relating to child protection. Each new member of staff will be required to undergo a DBS check and references as part of our recruitment policy.

Providing effective management for staff & tutoring through supervision, support & training
ProEd encourages the development of staff and tutors through ongoing support/supervision/training.

Induction

Each new member of staff or tutor is made familiar with ProEd's policies and procedures including the Safeguarding Policy.

Appraisals

Each member of staff undergoes annual appraisals.

Training

In ProEd, the management take responsibility for the training needs of staff and tutors. The individual, however, also plays a part in identifying areas they feel they require training in.

Statutory framework

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (Department for Education, 2016)

- Kensington and Chelsea Safeguarding Board:
<https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=CXKJXm-6E8M>

Appendix 1

Signs and indicators of the four categories of abuse and neglect:

Emotional abuse:

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- Be overly affectionate towards strangers or people they haven't known for very long
- Lack confidence or become wary or anxious.
- Not appear to have a close relationship with their parent, e.g., when being taken to or collected from nursery etc.
- Be aggressive or nasty towards other children and animals.

Older children may:

- Use language, act in a way or know about things that you wouldn't expect them to know for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents
- Lack social skills or have few, if any, friends.

Physical abuse:

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Sexual abuse:

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends.
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age.
- they might be promiscuous.
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- Anal or vaginal soreness.
- An unusual discharge.
- Sexually transmitted infection (STI).
- Pregnancy.

Neglect

Children who are neglected may have:

Poor appearance and hygiene

They may:

- Be smelly or dirt.
- Have unwashed clothes.
- Have inadequate clothing, e.g., not having a winter coat.
- Seem hungry or turn up to school without having breakfast or any lunch money.
- Have frequent and untreated nappy rash in infants.

Health and development problems

They may have:

- Untreated injuries, medical and dental issues.
- Repeated accidental injuries caused by lack of supervision.
- Recurring illnesses or infections.
- Not been given appropriate medicines.
- Missed medical appointments such as vaccinations.
- Poor muscle tone or prominent joints.
- Skin sores, rashes, flea bites, scabies or ringworm.
- Thin or swollen tummy.
- Anaemia.
- Tiredness.
- Faltering weight or growth and not reaching developmental milestones (known as failure to thrive).
- Poor language, communication, or social skills.

Housing and family issues

They may be:

- Living in an unsuitable home environment for example dog mess being left or not having any heating.
- Left alone for a long time.
- Taking on the role of carer for other family members.

Appendix 2:

ProEd's Safeguarding Incident Report Form:



Safeguarding Incident Report Form

Your name:

Your position:

Your address:

Your phone number(s):

Student's name:

Student's address:

Date of birth:

Gender:

Ethnic identity:

Any disability/special needs the child has:

Parents/carers names and address:

Nature of concern:

Date, time, and location of any incident:

Your observations (please use extra paper if necessary):

Exactly what the student said, and what you said, including what you said to the child about confidentiality (use extra paper if necessary):

Was anyone else present?

Any relevant observations about the child in the past? E.g., has their behaviour changed?

Have you heard anything from a third party relating to this concern?

Your opinion (if relevant and useful) of the incident:

Action taken so far (if parents/carers have not been contacted, explain why):

If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?

Alleged/suspected abuser(s):

Name:

Address:

External agencies contacted (date & time)

Police

If yes, which:

Name and contact number:

Yes/No

Details of advice received:

Local authority

If yes, which:

Name and contact number:

Yes/No

Details of advice received:

Other (e.g., NSPCC)

If yes, which:

Name and contact number:

Yes/No

Details of advice received:

Signature:

Print name:

Date and time of record:

Date and time received by the DSL:

NB: This form should be received by Samantha as the Designated Safeguarding Lead who will forward it to the relevant authorities within 24 hrs – immediately after completing the form, telephone one of them to report the incident.

Please treat all information in this form as strictly confidential and do not discuss the incident with anyone except the relevant authorities (your Designated Safeguarding Lead and the external agencies involved).