



Safeguarding and Child Protection:

Last updated: 5th September 2020

1. Introduction

ED TREE is an online tutoring service for students aged between 7 to 16. Students are tutored online in a 1:1 setting with an allocated tutor. The number of sessions each student has varies based on their subscriptions. Every child and young person should be able to participate in an enjoyable and safe environment and be protected from abuse. These same principles apply in the online environment. Children have the right to be protected from harm, ED TREE has a duty of care to keep our students safe and to respond to any child protection concerns.

The Early Years Foundation Stage, Safeguarding and Welfare Requirements (2017) requires that providers like ED TREE are alert to any concerns at home, inside and outside sessions or elsewhere that implement a policy and procedures to safeguard children. The use of email, mobile phones and video hosting sites all enable improved communication, facilitate the sharing of data and resources and improve opportunities for socialising and communicating. Virtual Learning Environments (VLEs) provide children and/or young adults with a platform for personalised and independent learning.

It is important to know ED TREE uses a third-party application which is secure and doesn't allow students to communicate with each other or their tutors when learning independently in their own time. Tutors are able to leave feedback in audio or video form, but this is a feature we do not utilise for students. Management can access all classes and will be able to identify any misuse. Students have access to the platform with a unique login and have the opportunity to change their passwords at any time. Students and tutors communicate at set times per month by booking in online tutoring sessions with the email addresses of parents and carers. Communication is maintained with management and parents/carers outside of sessions during work hours, with the contact details parents sign up with. All parents agree to reading our Privacy Policy before submitting personal details.

This policy and procedure applies to all students in our care (16 and under). All staff members have a responsibility to comply with the policy and procedure. In the case of any disagreements/disclosures that cannot be resolved through communication involving staff members involved or other personnel, the Designated Safeguarding Officer must be told.

2. The purpose of this policy and procedure

This policy and procedure applies to all the students at ED TREE and anyone concerned with a child under 18 either as a staff member, manager, parent, guardian or carer. ED TREE believes everyone has a responsibility to promote the welfare of all children and young people to keep them safe and protected. ED TREE is committed to keep all students safe regardless of their age, disability, gender, race, religion or belief or sexual orientation. We also have a responsibility to recognise the additional individual needs of those from ethnic minority groups and disabled children and the communication barriers they may face as well as the impact of discrimination.

ED TREE is committed to keep all children safe by:

- Showing respect and listening to at all times.
- Appointing a Designated Safeguarding Officer and a Deputy Safeguarding Lead who takes responsibility for safeguarding at the highest level at ED TREE.
- Writing detailed and up to date Safeguarding and Child Protection procedures
- Ensuring all staff, parents and carers at ED TREE understand and follow the safeguarding and child protection procedures.
- Making the Safeguarding and Child Protection policies and procedures available to children, young people and families and what to do if they have a concern.
- Ensure staff receive training on safeguarding at a level commensurate with their role in the organisation.
- Follow up on reports of safeguarding concerns promptly and accordingly.

Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from ED TREE.

3. What is Safeguarding?

Safeguarding children means they are not exposed to unnecessary risks by protecting them from abuse, A child who is abused is at risk of physical, emotional, sexual abuse and/or neglect. It is important for staff members and management at ED TREE to be aware of the signs and what to do through training and extra development. ED TREE must listen to all students and to show respect at all times. A Designated Safeguarding Officer will always be appointed at ED TREE to lead and take responsibility at the highest level. All new staff members will be given this policy and Safeguarding and Child Protection procedure to make sure they understand and follow the correct procedures in the event of a safeguarding issue.

4. Abuse:

It can be difficult for children and young people to communicate about abuse, due to fear of getting into trouble and other negative consequences if they confide in someone. Children may delay telling anyone for months and years so it is important to address any comments or concerns raised (McElvaney, 2015). It is important each child is taken seriously and all comments and concerns are acted upon immediately. Sometimes children may not communicate their abuse verbally, therefore it is important all staff and management at ED TREE are trained and aware of signs and how to act appropriately.

Disclosure

Disclosure is the process children and young people start their journeys on sharing their experiences and abuse with people they can trust. This can take place over some time, directly or indirectly. Some children may share details of abuse before they put their thoughts and feelings in order. At this point, a formal report may not be taken however it is important to take all disclosures seriously. It is important ED TREE help them on this journey by providing the support they need.

Disclosure may happen in different ways:

- Directly: making specific verbal statements about what they have experienced
- Indirectly: the verbal statements made may be ambiguous at this stage, suggesting something may be wrong
- Behaviourally: some children may display behaviour that signals something is wrong
 - it is not always deliberate
- Non-verbally: in the form of writing, drawing pictures or communicating in different ways.

It is important to remember children and young people may not be aware they are disclosing abuse through their actions or behaviour. Some children may give some details about what they've experienced but may leave out other details. This may be because:

- They are afraid of any consequences (getting into trouble or their family being upset)
- They want to deflect the blame in case of family difficulties as a result of disclosing the abuse
- They feel ashamed or guilty
- They need to protect themselves from reliving traumatic experiences

Other barriers may include:

- They sought help in the past and had a negative experience
- They feel they won't be taken seriously
- They feel too embarrassed to talk to an adult about private and personal problems
- They worry about confidentiality
- They lack trust in people they know and services
- They worry about causing trouble and making the situation worse
- The formal procedures may be overwhelming for them

(Mental Health Foundation and Camelot Foundation, 2006)

5. Spotting the signs of abuse:

Children and young people may find it difficult opening up about abuse and are reluctant to explicitly tell someone. Additionally, a child could experience abuse/harm online without actually ever meeting the person causing the harm in 'real life'. The abuser could also remain anonymous or adopt a pseudo identity. They may provide clues through their words,

actions and behaviours; therefore, it is important for staff and management at ED TREE to notice the signs of distress and to ask questions appropriately about the cause.

- Being afraid of particular places or making excuses to avoid particular people
- Knowing about or being involved in 'adult topics' such as drugs, alcohol or sexual behaviour
- Having outbursts of anger or aggression
- Being withdrawn or being anxious, clingy or depressed
- Self-harming and having suicidal thoughts and expressions
- Lack of sleep due to nightmares or other factors (some may also wet the bed or soil themselves)
- Running away or regularly going missing
- Not receiving medical care after they sustain injuries

It is important to remember these signs do not always indicate abuse. A child may be experiencing significant life changes or problems with their current relationships with their family and/or peers. If there are any concerns follow the safeguarding and child protection procedure.

6. Different types of Abuse:

- Physical abuse:

Physical abuse is when a child is deliberately hurt by hitting, kicking, shaking, throwing, poisoning, burning or suffocating. If a parent or carer makes up or causes the symptoms of illness, this is known as fabricated or induced illness, which is also abuse.

Signs: Children are prone to falling, having bruises and cuts but it is important to know these are usually on bony areas of the body such as elbows, knees and shins and are not usually a cause for concern.

Bruises:

- On babies who are not crawling or walking
- On the cheeks, ears, palms, arms and feet, back, buttocks, tummy, hips and backs of legs
- Multiple bruises in clusters, usually on the upper arms or outer thighs
- Bruising in the shape of finger marks, a hand, or object such as a belt or shoe
- Large oval-shaped bite marks

Burns or scalds:

- Burns which have a clear shape of an object, for example, cigarette burns
- Burns to the back of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (bruising, fractures) at different times. Investigations should commence when injuries are unexplained or explanations don't match. It is also a cause for concern when injuries haven't been treated for a long while.

- Neglect:

When a child's basic physical and psychological needs are not met, which can damage their health and development. This can be in the form of:

- Not providing food, clothes or suitable shelter
- Not supervising a child or keeping them safe from harm (leaving them in the care of strangers and unsuitable carers)
- Not looking after their health or dental care
- Not making sure the child is receiving a suitable education
- Not meeting the child's emotional needs (emotional neglect)

Neglect is the most common type of child abuse and usually happens at the time of other types of abuse. Isolated signs may not indicate neglect, but a series of persistent signs over time could indicate a cause for concern.

Look out for:

- Children who appear hungry - they may have no lunch money and/or may resort to stealing food
- Children who appear dirty or smelly
- Children wearing clothes not appropriate for the weather conditions
- Children left alone or unsupervised for long periods
- Poor language, communication or social skills for their stage of development
- Home environments that are not suitable

- Sexual Abuse:

Sexual abuse is when a child is forced or enticed to take part in sexual activities. Children may not be aware this is happening as it doesn't necessarily involve violence. It can take the form of contact abuse (the abuser makes physical contact with the child) or non-contact abuse.

Contact abuse involves:

- Sexual touching of parts of the body, whether the child is fully clothed or not
- Rape or penetration by putting objects or body parts inside a child's mouth, vagina or anus
- Forcing or encouraging the child to take part in sexual activities
- Making a child remove their clothing or touch someone else's genitals.

Non-contact abuse involves:

- Encouraging or forcing a child to hear or watch sexual acts
- Making a child masturbate while others watch

- Not preventing the child from being exposed to sexual activities by others
- Showing the child pornography
- Making, viewing or distributing child abuse images (and allowing others to do this too)
- Meeting a child following online sexual grooming them

Online sexual abuse includes:

- Persuading or forcing a child to send inappropriate images (such as sexually explicit images of themselves - known as sexting)
- Forcing a child or persuading them to take part in sexual activities via a smartphone or webcam
- Having sexual conversations with a child either by text or online (or both)

Abusers may try to manipulate the child by threatening to show their families and friends their sexually explicit images, videos or conversations unless they take part in their sexual activities. This may also be the case even after the abuse has stopped. Abusers form emotional connections with the child to gain their trust - known as grooming.

Signs of sexual abuse may include:

- Anal or vaginal soreness or itching
- Bruising or bleeding near the genital area
- Discomfort when walking or sitting down
- Sexually transmitted infections (STI)
- Pregnancy

Mood and behavioural changes may also cause concern, as well as avoiding particular people. They may know about inappropriate topics such as sexual language or knowing things you wouldn't expect them to know at their age.

- Child sexual exploitation (CSE):

Child sexual exploitation is a type of sexual abuse that young people may be coerced or groomed into. Gifts, money, drugs and alcohol may be given in exchange to take part in sexual activities. Young people may be manipulated (or tricked) into a loving, consensual relationship, as the trust has already been formed. They may depend on their abuser or be too scared to tell anyone what has happened. This can also be done online. Sexual exploitation can happen to young people in gangs (Berelowitz et al, 2013). This can involve violence, humiliation and degrading sexual assaults and include multiple abusers.

Signs may include:

- Going missing from home, education or care
- Injuries that aren't explained
- Being involved in abusive relationships
- Hanging out with older people
- Being involved in gangs or groups
- Having older partners

- Spending time at places such as hotels and brothels
 - Being involved in petty crime such as shoplifting
 - Having access to drink and alcohol
 - Having new things that they can't explain (phones, clothes, games etc)
- Harmful sexual behaviour (HSB):

Harmful sexual behaviour is inappropriate sexual behaviour displayed by children and young people which may be harmful or abusive towards younger children, peers, older children and adults.

This can include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Sexual activity with other children or adults

This behaviour is harmful when one of the children is much older or one is pre-pubescent and the other isn't (Davies, 2012). Children who are younger than the other child can also abuse as they have power over them (such as the child in harm has a disability).

- Emotional abuse:

Involves:

- Humiliating, putting others down or criticising a child
- Shouting or threatening a child by calling them names
- Mocking a child or making them perform degrading acts
- Blaming or scapegoating a child for things that aren't their fault
- Controlling their child's life
- Not allowing children to socialise or develop
- Pushing a child to do things they aren't comfortable with
- Manipulation
- An exposure to distressing events or interactions
- Ignoring a child regularly
- Being unemotionally unavailable during interactions
- Being negative and downplaying/ not recognising achievements and success

Signs:

Look out for actions or emotions. Some children may be naturally quiet and self-contained, others are open and affectionate. Mood swings and challenging behaviour are naturally occurring when children are growing up and going through puberty.

Babies and children:

- Being overly affectionate to strangers or people they haven't known for long
- Not having close relationships with their parents
- Lack of confidence and get anxious
- Unable to play
- Show aggression or nastiness to others (including animals)

Older children and young people:

- Use inappropriate language for their age
 - Struggle with their emotions or having extreme outbursts
 - Seem isolated from parents
 - Lack of social skills and have little friends (or none at all)
 - Fear making mistakes
 - Fear their parents being approached regarding their behaviour
 - Self-harm
- Domestic abuse:

Domestic abuse involves any type of controlling, coercive, threatening behaviour, violence or abuse between those in a relationship, no matter their gender or sexuality. This can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. They may be directly involved in incidents and be harmed by what they see or hear. They are also at risk of other types of abuse or neglect. It is difficult to spot the signs as abusers may act differently when others are around.

Children who witness domestic abuse may:

- Become aggressive
 - Become anti-social or display anti-social behaviour
 - Suffer from mental illnesses such as depression or anxiety
 - Underperform at school due to disruptions at home affecting their place of stay, study times and staying on top of work
- Bullying and cyberbullying:

Bullying is when individuals harm, intimidate or manipulate others who are seen to be vulnerable. This includes:

- Verbal abuse (name-calling)
- Non-verbal abuse (hand signs or glaring)
- Emotional abuse (threats, intimidation, humiliation)
- Exclusion from groups
- Spreading rumours and constant criticism
- Manipulation or controlling someone
- Racial, sexual or homophobic bullying
- Physical assaults (hitting and pushing)

Bullying can happen at school, home or online, through social media and mobile devices. This is known as cyberbullying, which includes:

- Sending threatening messages or abusive texts
- Creating and sharing embarrassing images or videos
- "Trolling" someone- sending upsetting messages on social media, chat rooms or games)

- Excluding children from online games, activities or groups
- Setting up hate pages or groups about a child
- Encouraging young people to self-harm
- Voting for (or against) someone on an abusive poll
- Creating fake accounts in someone else's name by using their identity and pictures

Spot the signs:

- Belongings are always getting "lost" or damaged
- Unexplained bruises
- Being afraid of going to particular places (like school or club)
- Not performing well at school
- Asking (or stealing) money for others
- Being nervous, distressed or losing confidence
- Sleep and eating problems
- Bullying others

- Child Trafficking:

Child trafficking involves recruiting and moving children who are exploited. Children can be trafficked from one part of the UK to another. Reasons include benefit fraud, forced marriage and forced labour in factories. Other reasons also include domestic servitude and criminal exploitation (begging, transporting and drugs).

Children who are trafficked experience physical, sexual and emotional abuse to control them. They are also likely to suffer from neglect. Some people in the network of organised criminals, but play a part by falsifying documents and bribery (Europol, 2011). In some cases, child trafficking may be organised by the children's own families by tricking them to leave their homes and using grooming techniques to gain their trust. Children cannot legally consent to their exploitation. The Modern Slavery Act (2015) categorises offences of slavery, servitude, forced or compulsory labour and human trafficking. Signs may not be obvious but unusual behaviour or events.

Signs:

- Have to do excessive housework chores
- Rarely leave the house and have limited freedom of movement
- Have no documents
- Give stories similar to other children given by others
- Unable (or reluctant) to provide details of accommodation or personal details
- Not registered with a GP or school
- Have a history with missing links and unexplained moves
- Cared for by people who are not their carers or parents
- Haven't got a good quality relationship with adult carers
- Be one amongst many unrelated children found at an address

Signs an adult may be involved in child trafficking:

- Making multiple visa applications for different children
- Act as a guarantor for multiple visa applications

- Female Genital Mutilation:

Female Genital Mutilation (FGM) is the partial or full removal of external female genitalia for a non-medical reason, also known as female circumcision or cutting. The age this happens can vary, either when a child is new-born, during adolescence or just before marriage. There are no medical reasons to carry out FGM, making it child abuse. It is a criminal offence.

Signs:

- A long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion (or ceremony) to 'become a woman'
- A female relative being cut - sister, cousin or mother/aunt
- Missing school repeatedly or running away from home

A child who has had FGM may:

- Find it difficult to walk, stand or sit
- Spend longer in the bathroom/ toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after an absence from school
- Show reluctance to undergo normal medical examinations
- Ask for help but may not be explicit due to fear or embarrassment

Health and social care professionals and teachers in England and Wales must report known cases to the police.

- Radicalisation:

Radicalisation is the process where a child or young person comes to support (or be involved in) extremist ideologies. It can result in being drawn to terrorism. Extremism is the vocal (or active opposition) to British Values, such as democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. It can include calls for the death of members of the British armed forces (HM Government, 2011). It is a responsibility of ED TREE to identify vulnerable children and young people and protect them from being drawn into terrorism. The process may happen over a period of time meaning children and young people may not realise what they are being drawn into.

This process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of harm or death through extremist acts

Those more vulnerable to being radicalised may include having low self-esteem, feeling that rejection, discrimination or injustice is taking place in society, experiencing grief, being easily influenced and experiencing tension amongst different community groups. These factors will not always lead to radicalisation.

Signs of radicalisation include:

- Spending long amounts of time talking to people with extreme views (online and offline)
- Changing their style of dress or appearance
- Losing interest in friends and activities not associated with extremist ideologies, groups or causes
- Trying to recruit others to join the cause
- Having materials or symbols associated with an extreme cause

If you think a child or the people around them are involved in radicalisation and there is an immediate risk of harm, call 999 straight away.

If it isn't an emergency, follow ED TREE's procedures. This might include:

- Contacting your nominated child protection lead
- Calling the police anti-terrorism hotline on 0800 789 321
- Non-emergency concerns about extremism can also be reported to this helpline: 020 7340 7264

7. Promoting a Safe Environment for Students Online:

ED TREE creates a safe environment for working online. If there are concerns about the welfare of a child which has occurred online, continue to follow the procedures outlined below. The context of abuse online is no different to other situations where there is a concern for the safety of a child. If the child is in immediate danger call 999. Anyone who is made aware of online abuse or inappropriate activity should make a documentation/ record of the material and obtain any passwords to accounts or websites involved. If staff behave in ways online that cause concern speak to the Designated Safeguarding Officer immediately. All staff members are required to read and understand the Acceptable Use Policy during their inductions. If there are concerns follow the "Allegations against Staff" Procedure below, similarly if there is an allegation towards another child follow the "Allegations against Students" Procedure.

ED TREE promises to:

- Collect information such as email addresses and parent contact numbers for professional purposes only
- Communicate with parents and students for professional purposes only during work hours
- Remove any personal data from our systems after 6 months of the subscription ending
- Create encrypted links for video conferencing are accessible only to those invited to join
- Create all sessions and meeting links by management at ED TREE only
- Keep sessions 1:1 with the parents getting to know and familiarise themselves with their child's tutor every week (unless stated for meetings and/or workshops)
- Inform parents of any changes to their child's tutor as soon as possible (i.e. if a tutor cannot attend the session for personal reasons)
- Create reports and accounts personalised to each child

All tutors and staff sign a Code of Conduct within their probation period. If any misuse or breach of the Code of Conduct is found, investigations will start immediately and termination of contracts or subscriptions at ED TREE may take place with immediate effect. We are in our rights to do so if we feel someone's privacy, health or any other factor has been misused.

More information and detail will be provided in training and courses assigned by ED TREE.

8. Procedures:

1. ED TREE has a Designated Safeguarding Officer (DSO) and a Deputy Safeguarding Lead (DSL). These are Yasmin Ali and Nasim Khan. Details are found below.

Recruitment and Selection:

2. Each staff member will undertake safeguarding training within their probation period at ED TREE with the Designated Safeguarding Officer or Deputy Safeguarding Lead overlooking this. Various training will be held throughout the year online.
3. Each staff member will hold an enhanced DBS check. Staff members will not be recruited if this check is failed.
4. ED TREE will conduct checks on staff members regularly. The enhanced DBS check will need to be completed again after 4 years of the current check.
5. Each staff member is responsible for providing two references, which ED TREE has a responsibility to check. Failure to do so will result in the application being terminated.
6. All staff members start ED TREE on a probationary period of six months. Reviews take place in the third and sixth month.

Induction:

7. Staff will be made aware of our procedures by undertaking training equipping them with knowledge and reporting concerns with Safeguarding and Child Protection. Training sessions will include:
 - a. Discussing forms of abuse
 - b. Discussing key aspects of disclosing disclosures with appropriate actions and follow up
 - c. Disclosures of abuse - recording and actions to take
 - d. Reporting procedures for observed Safeguarding issues
 - e. Visual/ Media awareness
 - f. Behaviour Management

Online Tutoring:

8. As ED TREE is online, parents and students are allocated a consistent tutor. The settings are 1:1 unless otherwise stated (for example when holding workshops and recommended catch-up lessons which parents sign up for).
9. Each session has its own unique end-to-end encrypted link. This means all students are safe with their tutor online and only people with the invitation link (which is visible on each invitation) are allowed to join. As ED TREE is an authorised organisation, tutors have controls over who to admit and deny entry during the sessions. It is a responsibility to not share the links with others. Staff members and parents who fail to comply will be asked to leave the company and a formal investigation will commence, with new links being immediately created.
10. As tutors form online bonds with their students, any signs listed above that are a cause of concern for staff must be communicated to the Safeguarding Officer and Deputy Safeguarding Lead immediately. Information received will be looked into accordingly.

Workshops:

11. In the event ED TREE holds workshops in person, staff are responsible for applying the same knowledge and actions if there are causes for concern.

Complaints and Communication:

12. The complaints procedure outlines how adults and staff can make complaints, or talk about things, that concern them.
13. The procedure is available upon request. A copy is sent to new staff members and read over during the induction process.
14. The procedure involves all staff, students, parents, carers and local authorities
15. A professional relationship should be maintained between staff and student's families at all times.
16. Communication outside work hours should not take place unless in extenuating circumstances and the interests of the student.
17. All reports involving: non-self-inflicted bites, unexplained bruising, unusual behaviours (that are 'out of character') will be referred by the Designated Safeguarding Officer.

Procedure for making a referral:

- Fill in a Safeguarding Children Incident Form (if unavailable pass details to DSO using email)
- Make sure the child's name is on the front and name the email CP. Make sure the email is sent straight away and is not left unattended or accidentally shared
- The DSO must make a referral to the local authority
- The referral must be done within 24 hours
- The DSO will recover as much information as possible such as the student's date of birth, local GP address, home address, parent name and other social services numbers
- Advice will be taken from the local authority and followed by the DSO

If a disclosure is being made:

1. Listen carefully and note what is being said.
2. Tell the student what you will be doing next - i.e. sharing the information with the DSO or DSL.
3. Avoid using questions that are leading (for example, "what did so and so do").
4. Staff members should avoid guaranteeing the information stays a "secret" between the child, or even adults who want to know if the situation is something serious.
5. Any questions should only clarify what was being said during the disclosure
6. If a student has been abused more than once, they must disclose the first occasion the local authority or police will investigate further.
7. Ask the person what they would like to happen (if they need any immediate help, extreme situations would call for actions as soon as possible).
8. Share the information with the DSO immediately, unless the DSO has been named in the disclosure then seek the DSL or local authority.

The Data Protection Act 1998 requires that personal information is obtained and processed fairly and lawfully; only disclosed in appropriate circumstances; is accurate, relevant and not

held longer than necessary; and is kept securely. When working with young people and children, ED TREE cannot promise complete confidentiality when a disclosure is being made.

For suspicions:

1. Write the concerns on the Safeguarding incident form and pass to the DSO. Keep personal records of the conversations with the DSO.
2. Check the next day for updates from the DSO and three days after to see what actions have been taken.
3. It is the responsibility of the DSO to call the police of concern if there is fear the student is with an unauthorised person at the time of tutoring without a reasonable explanation.

Allegations against staff:

1. If a student or parent makes an allegation against a member of staff, the statement needs to be written down the same way. Email or write to the DSO as soon as possible. If the person in question is the DSO, pass the information to the DSL.
2. Written statements will be collected from witnesses and those involved.
3. Any allegations that cause for concern will be addressed with an immediate dismissal which may last until the investigation is completed. In serious situations the police will be contacted and the member of staff will be dismissed immediately.

Allegations against students:

1. If a student makes an allegation about abuse from another student (in workshops etc) the student's statement will be collected the same way to the DSO.
2. The DSO will ask for witnesses and written statements.
3. After collation, a discussion will be held with the local authority.
4. Further action will be taken depending on the decisions.

Summary of an escalation procedure:

- Members of staff/ parents have concerns about child's safety and are unsure if there is a safeguarding concern.
- Members of staff/parent makes notes of their concerns using the safeguarding report, and discusses the issue with the manager at the time the concern was written.
- (If the child's family does not know about the concern, management discusses it with them UNLESS:
 1. A family member is responsible for the abuse
 2. Someone may be put in danger if the family is informed
 3. Informing the family may interfere with a criminal investigation.

If any of these apply, discussions with families only take place after the local authority and social care agree it is safe to do so.

- If there is a concern, the safeguarding officers continue discussions with social care or NSPCC without disclosing the identity of the child

- When there is no longer a concern, the DSO and management may decide to raise awareness with the child's school to ensure their needs are met
- If there is still a concern, the local authority will confirm this in writing within 48 hours.

9. Designated Safeguarding Officer

The Designated Safeguarding Office at ED TREE has a duty to collect as much information as possible and to make referrals within a 24-hour period. Discussions will take place between the DSO and DSL to decide how best to handle the information, how it is to be recorded and which actions to take next.

All issues will be recorded and saved on the ED TREE internal storage, accessed only by the DSO and DSL. A meeting will take place online (or at an agreed venue if circumstances allow us to) within 24 hours. All relevant authorities will be invited if necessary.

The meeting will cover:

1. Safety and welfare of the student and others at risk
2. Who provides support for the child and is designated to be a responsible advocate if necessary.
3. The medical, police and social work elements of the investigation
4. Who is to notify those with parental responsibility, the local education authority and social services department.
5. Immediate actions to take place in regards to those involved.
6. Who keeps the member of staff (who disclosed the abuse) informed and how to best support them.

ED TREE reserves the right to make a final decision on action taken for minor breaches of our Safeguarding Policy.

Any Student or Tutor reported for illegal activity within ED TREE may be barred from the service, reported to the police and any other relevant organisations.

Designated Safeguarding Officer:

Name: **Yasmin Ali**

Email: yasmin@edtree.co.uk

Main Responsibilities:

- Raising Awareness
- Holding Training
- Ensuring new staff are trained on Safeguarding
- Provide support to those making an disclosure
- Dealing with any formal disclosures and referrals
- Reviewing the policy and procedure for Safeguarding and Child Protection
- Recognise how to identify signs of abuse and when to make a referral

- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct).
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are shared with the DSL and are stored securely
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Deputy Safeguarding Lead:

Name: **Nasim Khan**

Email: nasim@edtree.co.uk

Main Responsibilities:

- Liaising with the LA when the DSO is unavailable
- Support the DSO with referring the disclosure to LA
- Involved in the meetings and training when there is a concern
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
- Reviewing and actively supporting the DSO with training new staff in terms of Safeguarding Awareness.

9. Further Support

In the event of needing further support, Childline and the NSPCC Helplines are provided below.

Childline: childline.org.uk helpline: 0800 1111
 NSPCC: nspcc.org.uk helpline: 0808 800 5000 email: help@nspcc.org.uk

Confidentiality must be maintained at all stages of the process when dealing with safeguarding concerns. Information relating to the concern and subsequent case management should be shared on a need to know basis only and should be kept secure at all times.

10. Related Policies and Procedures

- Code of Conduct
- Privacy Policy
- Safer Recruitment Policy and Procedures
- Whistleblowing and Complaints Policy
- Data Management and Archiving Policy and Procedure
- Anti-Bullying + Harassment Policy

Date of next review: 31st August 2021

Information is taken from NSPCC Learning.

Safeguarding Disclosure Form:

Name and age of the child/ young person/adult:

Date and time of disclosure:

Today's date:

Who was involved? (include any witnesses)

Details of what happened: (do not interpret information)

Where did it happen?

When did it happen?

Are these your own concerns or reported by someone else?

Include names of anyone whom the information has been passed to:

What action was taken?

Your name:

Role:

Contact Details: (email, phone number)

Please email/ scan this to the Designated Safeguarding Officer or Deputy Safeguarding Lead.
Details are found on the Safeguarding and Child Protection Policy and Procedure.