



The MAIN Project

Child Protection Policy

The purpose of this policy is to make all staff aware of child protection issues and the ways in which they are to be dealt with. To be used in conjunction with Vulnerable Adults Policy.

Issues considered include:

It is important that all members of staff and volunteers work together to give children a feeling of self worth, by taking appropriate opportunities to enhance self esteem and to develop secure and trusting relationships with pupils where confidences can be shared if necessary.

The nominated Director for child protection is Nigel Carden, Director of MAIN Project and Head teacher of Beverley School.

Anna Wood Project Officer is also trained child protection contact.

The MAIN Project has adopted Beverley School's child protection policy and procedures, which follows the principles and procedures laid down by the South Tees Area Child Protection Committee of which the Middlesbrough Education Authority is a constituent member.

The role of the nominated director

The nominated Director

- Monitors children who have been identified as a risk, those who have been subject to Child Protection investigations and those whose names appear on the Child Protection register.
- Is responsible for making Child Protection referrals
- Assembles the necessary documentation for case conferences, attends or appoints another member of staff to attend case conferences and disseminates information to staff.

In the absence of the nominated Director the Project Officer will assume this role.

The Child Protection Practice guidance is kept in the Directors office, and any pupil records are filed securely in this office.

Middlesbrough Education Child Protection Officer (Mary Griksaitis) can give direct advice and support on issues relating to safeguarding children. Her contact number is 201829

The contact numbers for Middlesbrough children's services social care are (daytime) 01642 726004 or

(Out of hours emergency duty team) 08702 402994

Child Protection and Pupils with Severe Communication Difficulties

Children who have severe communications difficulties could result in their failure to report abuse. Staff and Volunteers therefore need to be vigilant, without becoming over zealous, in observing the physical condition and emotional state of children. Any concerns should be discussed with the nominated person.

Recognising Abuse

Child abuse may be identified through a complex mixture of:

- Physical symptoms
- Behavioural characteristics
- Background factors

The following descriptions of types of abuse may assist staff in recognising them.

Neglect

This is persistent or severe neglect of a child, or the failure to protect a child from exposure (cold, starvation, etc.), or extreme failure to carry out important aspects of care (children left unsupervised, given an inadequate diet etc.). There may also be concerns over children who fail to 'thrive'.

Physical abuse

Signs of physical abuse may include:

- Bruising (especially on less mobile or unprotected areas)
- Finger marks or outline marks (as from a belt)
- Black eyes (accidental black eyes are usually accompanied by other bruising)
- Burns and scalds (usually of regular shape or with clear outline especially circular cigarette burns)
- Lesions and cuts (especially skin between upper gum and lip)

Sexual abuse

If a child shows signs of emotional or behavioural stress, which have not been present previously they could be signs that the child is being sexually abused. Physical signs may include bruising, lacerations, bites or scratches on the inner thighs, breasts, genital or anal areas.

- **All genital injuries should be considered as a cause for concern until explanations are verified for them.**

Emotional abuse

Children who are depressed or withdrawn or who have difficulty making friendships, or who are passive and apathetic may have to deal with hostility or rejection. This is a



complicated area for us as children who attend the MAIN Project could show some of these signs as a consequence of their autism. We need to proceed with caution and not jump to hasty conclusions.

Procedures

Communication

Good lines of communication are essential for Child Protection procedures to work. Members of staff must share any concerns arising from observation of a Child's physical or behavioural/emotional condition or from a third party report with one of the nominated staff as soon as possible. Follow this up with a brief written report detailing the concerns and including any relevant information.

Disclosure

If a disclosure is made to you by a child allow them to communicate it in their own way, do not rephrase or reinterpret their answers.

Do not ask direct questions about the information given but use open ended ones such as 'Is there anything else you want to tell me?'

A written Record of Initial Contact with a child must be made as soon as possible after the disclosure and given to the nominated person. A 'body map' should be filled in if applicable. The member of staff who received the disclosure may remain with the child during subsequent meetings.

Staff and Volunteers must **NOT** notify parents of any concerns or referrals without permission from the Designated Officer in the appropriate Social Services Department.

Procedures following disclosure

When a Child Protection referral is made by the school the procedure to be followed is shown on the flow chart 'Children in Need including need of Protection.'

Note

If pupils are to be referred contact must be made with Social Services Department of the area in which they live. Names and telephone numbers of the relevant officers are included in 'Child Protection Practice Guidance', which is kept in the Directors office.

