Home School Tutoring
Safeguarding & Child Protection Policy September 2024 – August 2025

==(We recommend tutors take a photograph on this front cover and page 12 (Dealing with a Disclosure of Abuse) on their phones, for reference==

Safeguarding and Child Protection is a priority for Home-School Tutoring UK.

Everyone at Home-School Tutoring fully recognises their responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who may be suffering harm. Home-School Tutoring also recognise the importance of being child-centred and ensuring that the best interests of the child are paramount.

Home School Tutoring UK Ltd is an Educational Tutoring Agency which has local Area offices (Licensed Associate Businesses) in various parts of the UK. Each of these Licensed Associate Businesses is run in the local area by the Home-School Tutoring Area Advisor (or Area Associate) who takes full responsibility for all actions which are taken in conducting that Area Business. Policies are jointly agreed and overseen centrally. **Changes to this year's policy are in blue.**

Key Contacts:

- **In an emergency and if there is a risk of IMMEDIATE HARM always call 999 or 111. Anyone can make a referral**. Do not wait to speak to others, you can make the call.

- **Every Local Authority has a telephone number for you to call if there if there is a risk of serious harm to a child (Children's Services). In these circumstances do not wait to speak to your Area Advisor. You can make a referral. For your Local Authority, the contact is:**
  - **Children's Multi-Agency Safeguarding Hub (MASH): 0300 456 0108**
  - **Adult Care Advice and Contact (0300 456 0111)**
  - **Emergency Duty Service: 0300 456 0100 (out of office house)**

- **In an emergency and if there is a risk of IMMEDIATE HARM always call 999 or 111. Anyone can make a referral**. Do not wait to speak to others, you can make the call.

- **Your Own Area Advisor is your first point of contact for any safeguarding concerns and your named Designated Safeguarding Lead.** Always let them know if you have called in a concern.
  Vicky Bharj: 01225 375696/ 07366 996707
  Email: vicky@homeschooltutoringwiltshire.co.uk

- Each school has their own Designated Safeguarding Lead (DSL). Every school you work with should provide you with their own safeguarding policy and the name and contact details of their DSL. It is important that you follow the school's own guidance and procedures when working in a school. **Annalise Price-Thomas (Home-School Tutoring UK Head Office) MA (Oxon), PGCE, NPQH, DSL & NCSL accredited recruiter is a National Designated Safeguarding Lead for Home-School Tutoring UK and the Home-School Tutoring Group** Email: annalise@homeschooltutoring.co.uk

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SECTION 1: INTRODUCTION, OVERVIEW and DEFINITIONS

1.1 Introduction

The purpose of this policy is:

- ensure all **Home-School Tutoring stakeholders** know the importance of child protection and safeguarding pupil and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- Ensure tutees, tutors, parents, schools and Local Authorities are aware that Home-School Tutoring takes the safeguarding agenda seriously and will follow appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff.
- to promote effective liaison between Home-School Tutoring, other agencies, and schools to work together for the protection of pupils.
- to ensure that all tutors and all Home-School Tutoring office-based workers fully recognise their responsibility to safeguard children, promote the welfare of children and work together with other agencies to identify, assess and support those children who may be suffering harm.
- Ensure that all workers and tutors who work with or for Home-School Tutoring who by their very virtue of Home-School Tutoring being a tutoring agency have substantial access to children, have been checked as to their suitability including verification of their identity, qualifications, and a satisfactory DBS check, a prohibition check (where relevant) and an overseas check where appropriate.
- to ensure consistent good practice across our tutoring services.

1.2 Overview

There are three main elements to Home-School Tutoring's safeguarding policy:

- **PREVENTION:** (a positive and safe tutoring environment for tutors and tutees, careful and vigilant teacher, good adult role models, accessible support for tutees).
- **PROTECTION:** (Agreed procedures are followed, tutors are supported to respond appropriately and sensitively to safeguarding concerns).
- **SUPPORT:** (Appropriate vigilance and support of pupils who may have been at risk of significant harm and the way that tutors respond to concerns and any work that may be required.)

Everyone at Home-School Tutoring recognises the fact that they do not operate in isolation. We are a team and support each other in safeguarding and child protection issues. We reflect and re-evaluate our actions to consider if there is anything more that we can do. Our mantra is 'compassion and challenge', and we are all empowered to challenge each other in a compassionate manner. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Home-School Tutoring aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk

and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures set out in this policy.

1.2 Definitions
Safeguarding and promoting the welfare of children means (as stated in KCSIE 2024):
- Providing help and support to meet the needs of children *as soon as problems emerge*
- Protecting children from maltreatment, *whether that is within or outside of the home, including online*
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18. Child Protection is part of the definition above and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm. Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

Section 2: Legal Framework

Everyone who comes into contact with children and their families has a role to play in safeguarding. To safeguard and promote the welfare of children, Home-School Tutoring understands the importance of the following legislation and guidance:

-The Children Act 1989
-The Children Act 2004
-Education Act 2002 (section 175)
-The Education (Pupil Information) (England) Regulations 2005
-Keeping Children Safe in Education (KCSIE): Statutory Guidance for Schools and Colleges (DfE guidance commencing 1st September 2024)
-Working Together to Safeguard Children (DfE 2023)
-Child Sexual Exploitation (Definition and a guide for practitioners, local leaders and decision makers working to protect children from Child Sexual Exploitation (February 2017).
- *'Guidance for Safer Working Practice for those working with children and young people in education settings'* (February 2022 version).

Working Together to Safeguard Children (DfE 2023) requires all schools and Alternative Provision to follow the procedures for protecting children from abuse. Schools and Alternative Provision are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

We fully recognise that safeguarding is everyone's responsibility. The time tutors have with

pupils is generally comparatively short compared to time at school. However, the 1:1 relationship is one where trust quickly builds, and a tutor may easily be the person a pupil chooses to confide in.

All pupils receiving tuition should feel able to talk to their tutor to share concerns or talk about situations which are giving them worries. The tutor will listen to the pupil, take their worries seriously and share the information in the appropriate way and to the appropriate person. In addition, we can provide pupils with information about who they can talk to outside of school/home, both within the community and with local or national organisations who can provide support or help.

Section 3: Multi-Agency Working: Working Together

3.1 Multi-Agency Working: The importance of working together

Whilst tutoring can sometimes seem as if you are operating individually, it is imperative that tutors see themselves as part of a 'team around a child'. Home-School Tutoring works in partnership with schools, families, and other agencies to support safeguarding and child protection issues. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Home-School Tutoring aims to help protect children by working consistently and appropriately with all agencies, including schools, to reduce and promote the welfare of children.

We are committed to promoting effective working relationships with other agencies, including agencies providing early help services to children, the policy, and Children's Social Care. Home-School Tutoring has a child centred and co-ordinated approach to safeguarding.

Home-School Tutoring works with other agencies (including schools) as required on all safeguarding issues (both current and possible in the future). KCSIE 2024 Annex B contains important additional information about specific forms of abuse and safeguarding issues which are a current focus and concern for the DfE. All staff who work directly with children must read this annex on an annual basis.

Home-School Tutoring partner with schools and Local Authorities as well as private clients.

Home-School Tutoring Head Office along with the Area advisors have the ethos that tutoring should have the same focus and standard of safeguarding as schools. We see ourselves as part of the team of professionals that work with children and young people. Area Advisors across the UK are almost all qualified teachers, and many have had school leadership and Headship experience. Safeguarding is at the heart of what we do.

We work with hundreds of schools across the UK and have centralised policies and procedures to ensure that our tutors can effectively work in partnership with schools and be part of a team of professionals who work effectively with children and young people.

Safeguarding is everyone's responsibility at Home-School Tutoring. Everyone who has contact with families and children has a role to play. To fulfil this responsibility effectively, all Home-School Tutoring representatives need to make sure that their approach is child centred. This means they should always consider what is in the child's best interest. *No one person can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who encounters them has a role to play in identifying concerns, sharing information, and taking prompt action.*

Section 4: Home-School Tutoring's Safeguarding Ethos

4.1 Home-School Tutoring Tutors and office staff will work together in partnership with pupils and parents to:

•   Maintain and continue to create an environment in which all children and young people feel safe, secure, valued, and respected and where they can learn and fully develop.

•   Establish and maintain an environment where children are encouraged to talk and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult if they are worried.

•   Ensure all Home-School Tutoring tutors and office staff maintain a culture of vigilance and have an attitude of **'it could happen here'** where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.

•   Establish and maintain an environment where tutors and office staff are encouraged to share and are listened to when they have concerns about the safety and wellbeing of a child.

•   Ensure that all tutors know the procedures for reporting a concern or making a child protection referral and that tutors are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.

•   Ensure that we have suitable tutors by adhering to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the allegations manage.

•   Liaise and work together with other support services and agencies involved in safeguarding children, including Early Help and preventative services.

4.2. Working in Schools and the Statutory Framework

It is vital that any tutors or office staff working in partnership with schools and Local Authorities understand that statutory duty placed on schools for safeguarding and child protection. Schools are particularly important in relation to safeguarding.

Keeping Children Safe in Education (KCSIE) Sept 2024 **places the following responsibilities on all schools:**

• school and college staff are particularly important, as they are able to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

• **all staff have a responsibility to provide a safe environment in which children can learn**

• all staff should be prepared to identify children who may benefit from Early Help. Early Help

means providing support as soon as the problem emerges at any point in a child's life, from the foundation years through to teenage years.

• any staff member who has a concern about a child's welfare should follow the referral processes set out in this policy and in KCSIE 2024 para 49-55. Staff should expect to support social workers and other agencies following any referral.

• every school and college should have a Designated Safeguarding Lead (DSL), who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

• The DSL (and any deputy DDSLs) are most likely to have a complete safeguarding picture and be the most appropriate person to advises on the response to safeguarding concerns.

KCSIE Sept 2024 also states: ALL staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. Copies of Part One of KCSIE September 2024 and Annex B will be provided to staff on induction (this includes volunteers and tutors working with a specific school).

Home-School Tutoring provide Annual Safeguarding updates to tutors, like those provided to teachers in schools, which include key updates for Keeping Children Safe in Education 2024. Tutor working with schools will uphold that schools own safeguarding and child protection policy and all other policies and work in partnership with them. It is imperative and required that if a tutor is working with a school that they have read the schools own Safeguarding and Child Protection Policy and understand the safeguarding procedures for that school and FOLLOW those procedures. In addition, in relation to any pupils they may work with the tutor should ask the school if there is any information that they should know about the pupil in relation to any safeguarding concerns. The school will share this on a 'needs to know' basis as required. The school should have their own procedures for this happening automatically with external education providers. However, it is always important for tutors to ask and check.

Section 5: Home-School Tutoring's Commitment to Equality

Everyone at Home-School Tutoring will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity. This policy supports our commitment to anti-discriminatory practice, recognising the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

5.1 Safeguarding specific vulnerable groups

Any child learning through Home-School Tutoring may benefit from Early Help (help from charities, schools, agencies or professionals with a particular issue or problem). All schools are required to have an offer of Early Help which can be referred to in each local area (for key sources of help for key safeguarding issues). However, every member of tutor is expected to be particularly alert to the potential need for early help for any child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health Care

plan)

• has a mental health need

 • Is a young carer

 • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• Is frequently missing/goes missing from education, home, or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or Pupil Referral Unit.

• Is at risk of modern slavery, trafficking, sexual or criminal exploitation

• Is at risk of being radicalised or exploited

• Has a parent or carer in custody or is affected by parental offending

 • Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• Is misusing drugs or alcohol themselves

• Has returned home to their family from care

• Is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage

• Is a privately fostered child or a Child in Care (CiC) or Post Looked After Child (PLAC)

Home-School Tutoring recognises that some pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils.

Section 6: Safer Recruitment

6.1 Home-School Tutoring is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with children and young people.

6.2 Home-School Tutoring operates a safer recruitment process in-line with Keeping Children Safe in Education 2024. Please refer to our Safer Recruitment Policy.

6.3 For schools' work and work with Local Authorities local offices maintain a Single Central Register inline with schools and we verify to schools and Local Authorities that the appropriate checks have been made.

Section 7: Training

Home-School Tutoring understands that providing annual and ongoing Safeguarding Training and Updates for Tutors is a central priority:

Annual and ongoing safeguarding updates are made available to tutors via Area Advisor training and on our Tutor Resources Hub. Policies and guidance are also regularly updated. For all tutors working with schools or Local Authorities our aim is that the training and information provided is commensurate to what schools provide their staff.

Home School Tutoring:

- **Has a child protection/safeguarding policy and procedures in place which is reviewed annually.**
- **Ensures any weaknesses in Child Protection are addressed and remedied immediately.**
- **Keeps up to date with local and national safeguarding priorities.**

For 2024 all tutors working with schools and Local Authorities:
- Have been given a briefing on the key changes in KCSIE 2024
- Have read and signed to say they understand KCSIE September 2024 Part 1 and Annex B
- Have read and signed to say they understand Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Feb 2022)
- Have signed an updated copy of HST ICT, Technology and social media Acceptable Use Policy for Tutors.
- Have read and signed an annual DBS declaration
- Have read and signed to say they understand the Tutor Code of Conduct/Behaviour Policy.

Additional training and information is area specific and will be varied according to the specific requirements of schools and Local Authorities. Additional training and information is provided on induction of new tutors.

Section 8: Home-School Tutoring: Designated Safeguarding Leads

At Home-School Tutoring UK the named Designated Safeguarding Lead (DSL) for each area is the Area Advisor (please see front cover for contact details).

The overall National DSL (Designated Safeguarding Lead) for Home-School Tutoring UK is Annalise Price-Thomas (MA (Oxon), PGCE, NPQH). Annalise is an experienced DSL and has completed the DSL training. Annalise Price-Thomas is also an experienced Head Teacher. Jane Bee is our national safeguarding consultant. We liaise with Jane Bee when we need additional support. Jane worked as a LADO (Local Authority Designated Officer) for 12 years and chaired the SW LADO group for 8 years. She was elected as the first National LADO Network Chair in 2016, negotiating with DfE and Ofsted: https:// janebeesafeguarding.com

The DSL role for Home-School Tutoring is not the same as a school DSL as we are a different context. However, we are responsible for supporting and enabling good safeguarding practice with each other, as required, as well as keeping our own knowledge up-to-date and keeping track of DfE updates and requirement for schools, as schools are key partners.

- **For private tutoring any safeguarding concerns should be discussed with the Area Advisor in the first instance. If a child is <u>at Risk of Serious Harm</u>, then the Local Authority's Children's Services should be contacted immediately. In an emergency call 999 or 111.**

- **All Schools have their own Designated Safeguarding Leads and this is a statutory requirement. If a tutor is providing tutoring for a school, then the school's own policy and safeguarding procedures will be followed. Tutors will familiarise themselves with these policies. They should also note the name of the school DSL (Designated Safeguarding Lead). Below is an overview of what DSLs and DDSLs do in schools:**

Broad overview of DSLs (Designated Safeguarding Leads) and DDSLs (Deputy Designated Safeguarding Leads) responsibilities in Schools:
- The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.
- Supporting staff with their safeguarding duties.
- Every school should have a DSL who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- Ensure all cases of suspected abuse to the Local Authority Children's Social Care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective written records are kept regarding safeguarding matters including keeping written records of concerns about children, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the pupil main files.

Section 9: Reporting and Record Keeping

Home-School Tutoring Procedures for Reporting Safeguarding Child Protection Concerns, Incidents or Disclosures:
- Any concerns or incidents raised when working with in school situation (where a tutor is tutoring in school) should be reported to the schools Designated Safeguarding Lead (DSL). This should be done as quickly as possible after the concern is raised. If they are unavailable, ask to speak to the Headteacher.
- If the concern is in relation to a private tutoring client, then this should be raised with the Area Advisor first (unless the child is at risk of immediate harm in which case immediate action should be taken and the police called and children's social services).
- When tutoring for a Local Authority the process for reporting concerns should be clarified at the start of any new tutoring assignment.
- For all concerns or referrals to Children's Social Care all information should be shared as accurately and factually as possible in writing. If the initial referral is verbal, it should still be written up afterwards. A written record of a concern should include:
  - Date and times of observations

- Dates and times of any discussions in which they were involved
- Any injuries
- What action was taken
- Any actual words or phrases used by the child/adult
- Any questions the staff member asked (remembering not to ask leading questions) The record must be signed and dated (or equivalent on electronic based records).

- All Registered Tutors should report any incidents of disclosure or concerns that they have to their Home-School Tutoring Area Advisor who is the local Designated Safeguarding Lead for Home-School Tutoring.
  - The HST Area Advisor will take the responsibility to report incidents of any potential abuse to the relevant Department in the Local Education Authority. However, tutors are also empowered to make referrals and should not delay if they are unable to get hold of their Area Advisor or anyone else.
  - Home-School Tutoring UK will give support to the HST Area Advisors as required. Annalise Price-Thomas is the national DSL. We also use Jane Bee as our Home-School Tutoring safeguarding consultant as required: https:// janebeesafeguarding.com
  - If at any time a Registered Tutor or the HST Area Advisor genuinely believes that a particular situation is urgent and a child or young person is at immediate risk of significant harm, then the decision should be taken to act immediately by calling 999 and follow up with the additional procedures of reporting afterwards.
  - The Area Advisor/DSL will ensure that records are kept recording any decisions taken and justifications for decisions are recorded, and outcomes documented.
  - Safeguarding records are kept in accordance with Data Protection Act 2015 and UK General Data Protection Regulation (UK GDPR).

Section 10: Confidentiality:

All tutors recognise that all matters relating to child protection are confidential.
- Information will be shared only between professionals on a 'need to know' basis.
- Child Protection concerns and records are kept in a confidential and secure away from the main pupil files. Safeguarding records are kept in accordance with Data Protection Act 2015 and UK General Data Protection Regulation (UK GDPR).
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need-to-know basis only.
- All tutors must be aware that they have a professional responsibility to share information with other agencies to safeguard children.
- All tutors must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Section 11: Dealing With a Disclosure

As a tutor working with children, a child may choose you as a trusted adult to disclose abuse. You must appropriately respond by listening and offering reassurance. Tutors/ Area Advisors should:

➢ Stay calm. Do not communicate shock, anger, or embarrassment.

➢ Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

➢ Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this. State who this will be and why.

➢ Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

➢ Tell the child that it is not her/his fault.

➢ Encourage the child to talk but do not ask "leading questions" or press for information.

➢ Listen and remember. Check that you have understood correctly what the child is trying to tell you.

➢ Praise the child for telling you. Communicate that s/he has a right to be safe and

➢ protected.

➢ Do not tell the child that what s/he experienced is dirty, naughty or bad.

➢ It is inappropriate to make any comments about the alleged offender.

➢ Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

➢ At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know. Reassure them.

➢ **As soon as you can afterwards, make a detailed record of the conversation using the child's own language. The record must be signed and dated by the author (or equivalent on electronic based records).** Include any questions you may have asked. Do not add any opinions or interpretations.

N.B it is not a tutor or teacher role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk within appropriate boundaries.

Immediately afterwards

You MUST NOT deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Care without delay. In a school seek out the Designated Safeguarding Lead. In a private client situation immediately contact your Area Advisor but refer immediately to Children's Social Care if you cannot get hold of them (see contact details on front sheet of policy). If the child is at immediate risk, you must call the police and do not wait. If there is a risk of serious harm Contact your local Children's Helpdesk for Safeguarding referrals (see page 1 of this policy for contact details) or call the police (999/111). Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Area Advisor or if you are working with a school from the schools Designated Safeguarding Lead too.

Section 12: Allegations Management

All tutors should take care not to place themselves in a vulnerable position with a child.
It is always advisable for sessions with individual children to be conducted in view or near to adults. As per our policies, tuition is never in a child's bedroom or upstairs in a private home. There should also be a parent/guardian or other responsible adult in the home (nominated by the parents or guardians) when tuition is taking place.

We understand that a pupil, parent or other professional may make an allegation against a tutor. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform Annalise Price-Thomas (Home-School Tutoring Head Office Designated Safeguarding Lead). On all such occasions Annalise Price-Thomas will discuss the content of the allegation with the relevant Local Authority Designated Officer (LADO). If the allegation made is regarding Annalise Price-Thomas, the person receiving the allegation will immediately inform Jane Bee (janebeesafeguarding@gmail.com) who will consult with the LADO as above, without notifying Annalise Price-Thomas first. Home-School Tutoring will always follow the Local Safeguarding Children's Partnership (a statutory multi-agency partnership board) procedures for managing allegations. We will contact the LSCP (Local Safeguarding Children's Partnership) nearest the home address of the person who has had an allegation made about them.

If you believe that a member of staff in a school or local authority is harming a child (an allegation) then you should report this to the headteacher of the school or to the LADO (Local Authority Designated Officer) of the Local Authority if a Local Authority member of staff. If you have made the report and no/insufficient action has been taken, or the member of staff you have concerns about is a Headteacher then you are able to contact the Local Authority Designated Officers team (LADO). This can be found online, or you can ask your Area Advisor.

If you believe that a child is being abused by individuals outside of a school setting, then please make a referral to Children's Social Care. The contact is on the front sheet of this policy. Further guidance can be accessed through the NSPCC website: https://www.nspcc.org.uk/what-is-child-abuse/ and https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Low Level Concerns

'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working with young people may have acted in a way that is inconsistent with the tutor or school code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the

LADO. Examples of such behaviour could include, but are not limited to:

• being over friendly with children.

• having favourites.

• taking photographs of children (without permissions in place)

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door

• 'humiliating pupils.'

Such concerns such always be shared, recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited numbers of areas that can be called Whistleblowing and it is our policy that no-one is punished for raising concerns.

Everyone at Home-School Tutoring should be aware that they can raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of others working in or for the organisation. In the first instance please speak to your Area Advisor if it is about another tutor in your area. Or you can contact Annalise Price-Thomas (DSL Home-School Tutoring Head Office) email: annalise@homeschooltutoring.co.uk

The NSPCC whistleblowing helpline is available for people who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Section 13: Health and Safety

• Tutors are empowered to put their own health and safety first. If they are even in doubt, they should leave a home or in an emergency call 999. Generally, tuition is a low-risk occupation due to the nature of the work where parents/carers have requested the tuition, or a school have organised it and families are pleased to receive it. This contrasts with social work where the work and response of a family can be more contentious. However, health and safety requires vigilance at all times.

• All tutors should read the document **'Risk Assessment for Tutoring in Homes'**

• Tutors **must** always carry with them the **'Parental Consent and Medical Form (for Offsite Visits or Parents not Present)'** IF taking a pupil on a trip or tutoring them out of the home or school (schools generally have their own versions). This is so that the tutor has emergency contact for the pupil, allergy/medical information and emergency medical contacts and consent for treatment of minor and major injuries in the event of an emergency where parents/carers were not contactable.

- When working in schools, tutors must follow each schools Health and Safety policies and procedures.

First Aid

The responsible adult (parent/guardian) on site should be called to attend any first aid requirements during tuition sessions. In a school setting the First Aid responsibility sits with the school. If a tutor is taking a pupil off-site in exceptional circumstances (out of home or school) they must have the relevant medical and consents with them at all times. For Home-School Tutoring this is the **'Parental Consent and Medical Form (for Offsite Visits or Parents not Present).'** Schools will have their own forms and policies. However, our preference is for parents/carers or school staff to be present in all circumstances.

Physical Intervention (use of reasonable force)
Physical contact should not be necessary. Tutors should not use physical restraint.
If a pupil's behaviour is unreasonable in a tutoring situation in the home the parents/carers should be asked to intervene as no tutoring will occur without a responsible adult present. If things do not improve the session will end. If the tutoring in the home has been on behalf of a school or LA, then the school or LA will be consulted and informed. The Area Advisor should also be informed. Poor behaviour is rare in a 1:1 tutoring situation.

Taking and the Use and Storage of Images
Tutors should NOT take photographs or videos of their pupils for professional reasons unless they have made a specific request to do so, and they have written consent in advance from the parent/carer. If collaborating with a school the school will have their own policy and consent forms for tutors to follow.

Social Media
It is not appropriate for tutors to be "friends" with pupils on any social media platform. This includes all children under the age of 18 even if you no longer teach them or tutor them until they have left school and college. Please refer to the Home-School Tutoring 'ICT and social media Acceptable Use Policy for Tutors.'

Transporting Pupils

Tutors will not transport pupils in their vehicles unless express written permission is given by the parent or guardian and the driver is fully, comprehensively insured for **business use**. The tutor must also have the form '**Parental Consent and Medical Form (for Offsite Visits or Parents not Present)'** completed by a parent/carer and with them if transporting a pupil without the parent/carer present. The exception to this would be if a tutor is working with school and the school have their own 'off-site/transportation form.' In general, though Home-School Tutoring do not transport pupils.

Section 14: Policy Review

As a company, we will review this policy at least annually in line with DfE and other relevant guidance. The next review date is August 2025 unless relevant guidance is updated before this date.

Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out immediately in order to identify learning and inform the policy, practice and culture of our company.

We sincerely hope that our tutors will not have the need for this information but ask that all tutors read (and sign to confirm that they have read) this policy, so that we can perform our safeguarding duties to the best of our abilities.

Annalise Price-Thomas MA (Oxon), PGCE, NPQH
Managing Director and Designated Safeguarding Lead
Home-School Tutoring UK
Reviewed August 2024 (next review date August 2025 unless relevant guidance is updated before this date)

APPENDICES

Appendix 1: Safeguarding Procedures Definitions

Definitions:
- **Abuse:** a form 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 others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-year old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.
- **Early help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children rather than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their

deputies) know what the local early help process is and how and where to access support.

- **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.
- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

Categories of Abuse:
1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Neglect (the three types of Neglect)
4. Sexual Abuse

1. PHYSICAL ABUSE
A form of abuse which 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.

2. EMOTIONAL ABUSE
•**Emotional** abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include:
• not giving the child opportunities to express their views
• deliberately silencing them or 'making fun' of what they say or how they communicate
It may feature:
• age or developmentally inappropriate expectations being imposed on children
• interactions that are beyond a child's developmental capability
• overprotection and limitation of exploration and learning,
• preventing the child from participating in normal social interaction.
• seeing or hearing the ill-treatment of another
• serious bullying (including cyberbullying)
• 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, although it may occur alone.

3. 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 because of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:
• provide adequate food, clothing and shelter (including exclusion from home or abandonment).
• protect a child from physical and emotional harm or danger.
• ensure adequate supervision (including the use of inadequate caregivers); or
• ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

Types of Neglect (there are THREE TYPES):
There are three overarching types of neglect that may be experienced by children and young people (Jones, R, 2016):
1. Passive Neglect: where the parents/carers are often exhausted and may be suffering from poor mental health. Signs/indicators of passive neglect include chronic poverty, poor housing/financial difficulties, alcohol use, no boundaries and not care for children/school attendance issues and no extended family support.
2. Chaotic Neglect: where parents/carers may have poor parenting skills or be centred on their own needs. Signs/indictors of chaotic neglect are poor parenting, no good parenting models, parent focussed on their own needs, parents who are active and demanding but also chaotic and unpredictable.
3. Active Neglect: deliberate and intentional. Signs of active neglect include power and control, associated with domestic

An example of a Neglect Toolkit for professionals can be found here: East-Sussex-Neglect-Toolkit-Web.pdf (eastsussexlscb.org.uk)

4. SEXUAL ABUSE
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative

acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children (also known as peer or peer abuse) is a specific safeguarding issue in education staff should be aware of and the school or college's policy and procedures for dealing with it. Children Sexual Exploitation can happen to BOYS and GIRLS.

Child Criminal Exploitation (CCE)
CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity (a) in exchange for something the victim needs or wants and / or (b) for financial or other advantage of the perpetrator or facilitator and / or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity seems consensual. CCE does not always involve physical contact: it can also include use of technology.

Abuse and Neglect and Children with Special Educational Needs:
Children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
• children with SEN and Disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

Abuse of Looked After Children and Previously Looked After Children
A previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concern to safeguard these children who are particularly vulnerable.

All tutors should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other high-profile safeguarding issues all staff should be aware of include:

Children Who Are Absent from Education
All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent for prolonged periods or missing from education in their area. Children who have unexplainable and/or persistent absences from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. School staff should follow the school's procedures for dealing with children who are persistently absent and children missing education to identify such abuse as early as possible and, in the case of absent pupils, this helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and have a social worker (such as a child who is a child in need, who has a child protection plan or is a child we care for), where being absent from education may increase known safeguarding risks within the family or in the community.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who are identified as absent or missing from education, particularly on repeat occasions. **It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.** Home-School Tutoring will work closely with schools in terms of registration and notifications of absence for any tutees we work with.

Child Criminal Exploitation (CCE)
While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County Lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated

mobile phone lines or 'deal lines. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Oxfordshire Safeguarding Board among others have created some useful information about County Lines: https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse, consent and 'upskirting')

Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse, consent and 'upskirting') Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff/tutors must challenge any form of derogatory and sexualised language or behaviour. Staff/tutors should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates

sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up.

Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital there are safe spaces for these children to speak out and share their concerns with members of staff. Pupils must be protected from 'upskirting', bullying, homophobic, biphobia and transphobic behaviour, racism, sexism, and other forms of discrimination.

Home-School Tutoring acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also acknowledge that schools have a statutory duty to report and record any of the above incidents and will work with schools on this matter. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. All such incidents should be immediately reported to the schools Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Upskirting
'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

Consent
Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

• a child under the age of 13 can never consent to any sexual activity.
• the age of consent is 16.

Child on child abuse (previously referred to as peer-on-peer abuse)

All tutors should be aware that children can abuse other children (previously referred to as peer on peer abuse); that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child or child abuse and know how to identify it and respond to reports. All staff/tutors should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse, they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child on child abuse is most likely to include, but may not be limited to:

• Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse);
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens, and/or encourages sexual violence);
• sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All tutors should be clear as to the school's or college's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they are tutoring.

Fabricated or Induced Illness / Perplexing Presentation

Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:
• fabrication of signs and symptoms. This may include fabrication of past medical history.
 • fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
 • induction of illness by a variety of means.
Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example.

Female Genital Mutilation (FGM)

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation *http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html*

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers in schools to report known cases of FGM to the POLICE. In these situations, the DSL and/or head will be informed that the member of teaching staff has called the police to report suspicion that FGM has happened. If a tutor has reason to believe that FGM has happened, they should also report their suspicion to the police and to HST UK. At no time will tutors examine pupils to confirm this. If working with a school, please consult with the schools DSL.

However, if there is suspicion that FGM is planned then this also should be reported to the police and to the relevant children's social care WITHOUT DELAY. You must personally report this but also inform the school DSL and Home-School Tutoring DSL.

Gang and Youth/ Serious Violence

Children and Young People who become involved in gangs are at risk of violent crime and because of this involvement are deemed vulnerable. Agencies and professionals Page have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse
https://www.gov.uk/government/publications/serious-violence-strategy

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
• go missing and are subsequently found in areas away from their home.
• have been the victim or perpetrator of serious violence (e.g., knife crime).

Mental Health

All staff/tutors should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
The department has published advice and guidance Preventing bullying
https://www.gov.uk/government/publications/preventing-and-tackling-bullying and
and Mental Health and Behaviour in Schools
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing

Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of safeguarding and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, tutors should be alert to changes in children's behaviour which could indicate that they may need help or protection. Tutors should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015'). Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales
https://www.gov.uk/government/publications/prevent-duty-guidance

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. https://www.gov.uk/government/publications/protecting-children-from radicalisation-the-prevent-duty

Individuals or schools should not investigate radicalisation, but a referral or concern can be reported to Channel via you Police Prevent Officer (Dial 101). Call 999 in an emergency. You can all anonymously on 0800 798321.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to

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radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and an individual will be required to provide their consent before any support delivered through the programme is provided.

Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
http://4lscb.proceduresonline.com/chapters/p_forced_marriage.html

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that tutors recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in this company reflect the fact that while all tutors have important responsibilities with regard to pupils who may be at risk of forced marriage, they should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage
While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:
- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the

basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Honour Based Violence

http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence
http://4lscb.proceduresonline.com/chapters/p_hon_based_vio.html
Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based violence might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence; however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

Technologies and Online Safety

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:
 • content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti Semitism, radicalisation and extremism.
 • contact: being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other

• conduct: online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
• commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

Online Safety

https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/
With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. It is essential that children are safeguarding from potentially harmful and inappropriate material online.

Online Reputation

http://www.childnet.com/resources/online-reputation-checklist
http://www.saferinternet.org.uk/search-results?keywords=online%20reputation
http://www.kidsmart.org.uk/digitalfootprints/
Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and tutors are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check applicants' digital footprint before considering applications for positions or places on courses.

Grooming

http://www.saferinternet.org.uk/search-results?keywords=grooming
http://www.childnet.com/search-results/?keywords=grooming
http://www.internetmatters.org/issues/online-grooming/
Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

Awareness can be shared amongst children and parents about ensuring that the child:
• Only has friends online that they know in real life.
• Is aware that if they communicate with somebody that they have met online, that relationship should stay online.

That parents should:
• Recognize the signs of grooming.

- Have regular conversations with their children about online activity and how to stay safe online.

Risks Associated with Parent/Carer Mental Health

Most Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. Designated Safeguarding Lead should seek support through the Early Help team but escalate to Children's Social Care if they are concerned that the child involved is being placed at immediate risk of harm.

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All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren). Some children have medical conditions and/or needs e.g., Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care, or medical treatment placing the child(ren) in situations of risk or harm.

This policy has been developed taking in to account the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' DfE 2023, and 'Keeping Children Safe in Education' (KCSIE), DfE guidance September 2024. This policy has been adapted from models offered by the NSPCC, Hampshire County Council, Oxfordshire County Council and Gloucestershire Hospital Education Service (originally written by Annalise Price-Thomas).