SEIN Child Safeguarding Policy

SECTION A: Safeguarding of Children and Young Adults

SECTION A:

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1.0 Introduction

SEIN is committed to the physical, emotional and mental wellbeing of all the children in their care. This policy aims to provide all staff and tutors, children and young people and our clients with a clear and secure framework for ensuring all children and young people receiving tuition services from SEIN are protected from harm.

Staff and tutors in this organisation fully recognise that their main responsibility is the welfare of any children (both physical and mental) within our care. In order to safeguard children and young people, all staff and tutors will comply with the safeguarding procedures outlined in this policy and ensure that all adults working with children and young people are able to put these procedures into practice, putting the best interests of the child first at all times.

All employees of SEIN believe that the service provided through tuition should provide a caring, positive, safe and stimulating environment that promotes the academic, social, physical and mental development of the individual child.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner 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 comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

• protecting children from maltreatment

• preventing the 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, and

• taking action to enable all children to have the best outcomes. 5. 'Children' includes everyone under the age of 18.

Policy statement

Safeguarding and promoting the welfare of children, young adults, and vulnerable adults. In some of our activities, SEIN staff may come into contact with those who are vulnerable, perhaps because of their age, physical or mental health. SEIN has a responsibility to ensure that children and other vulnerable adults are not harmed in any way, or subject to harm through contact with the company or its agents. We have a legal duty to act on concerns regarding the student's welfare and wellbeing and should report concerns as they arise.

All action taken by SEIN will be in accordance with:

Current legislation (these are summarised within Working Together to Safeguard Children: statutory

framework) In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

• The Children Act 1989

• The Children Act 2004

• Children and Social Work Act 2017

• KCISE - Keeping Children Safe in Education (DfE, September 2023)

• Human Rights Act 1998, 2021

• The Equality Act 2010, 2022

• Working Together to Safeguard Children (DfE 2021)

• The Education (Pupil Information) (England) Regulations 2005

• Data Protection Act 2018

• Sexual Offences Act (2003)

• Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)

• Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

• Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone

to marry. Includes taking someone overseas to force them to marry (whether or not the forced

marriage takes place).

• Serious Violence Strategy 2018

• Sexual violence and sexual harassment between children in schools and colleges (DfE 2017)

• Mental Capacity Act 2005

• The Care Act 2014

2.0 Aims of the safeguarding policy

At SEIN we will endeavour to safeguard children and young people by:

• Adopting child protection guidelines through a code of behaviour for staff and tutors.

• Provide appropriate safeguarding and child protection (including online) training at induction for

proprietors, directors, and all necessary staff.

• Support our staff to ensure they have an appropriate level of mental health and wellbeing awareness.

• Sharing information about child protection, safeguarding and good practice with children, young people, parents/carers, staff and tutors.

• Sharing information about concerns with agencies who need to know, involving parents/carers and children appropriately.

• Following carefully the procedures for safer recruitment and selection of staff and tutors.

• Providing effective management for staff and tutors through supervision, support and training

• Providing a working environment in which children and young people feel safe, secure, valued and respected and feel confident, and know how to approach adults if they are in difficulties, believing they will be listened to.

• Ensure there are good levels of communication between tutors, managers, DSLs and clients and external agencies (LADO, Police, Social Care etc.).

• Review the policy and procedures against government guidance annually

3.0 SAFEGUARDING AT SEIN

3.1 Role of Tutors and Staff

Tutors and staff play a crucial role in helping identify welfare concerns, indicators of possible abuse or neglect and vulnerabilities to being drawn into unsafe behaviours including radicalisation and extremism.

3.2 Referral to Appropriate Authorities

SEIN is committed to referring those concerns via the Designated Safeguarding Lead to the appropriate organisation, normally the local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

3.3 SEINs' Commitments

In order to ensure children and young people are adequately protected, we will ensure that:

• We have a Designated Safeguarding Lead (DSL) and at least one Deputy DSL who are appropriately trained.

• All staff and tutors are compliant with SEIN Safeguarding Policy & Procedure and are aware of the indicators of child abuse (both physical and mental) and how to respond to concerns or disclosures of abuse by children and young people, (including DBS check on recruitment and updated regularly).

• A copy of our Safeguarding policy is available to Clients on request.

• The Safeguarding policy is reviewed on an annual basis by the DSL and Deputy DSL.

• Training is provided on a regular basis and clear guidance available to all tutors and staff.

• The procedures are regularly tested and referrals monitored to ensure consistency and develop best practice.

• The policy is available on the company website.

• Recruitment procedures follow best practice and safer recruitment principles, e.g. potential new staff are subject to digital screening process prior to interview, before being assigned to a child or young person.

4.0 Roles And Responsibilities Of DSL, Staff And Tutors

4.1 The Designated Safeguarding Lead

The DSL takes the lead responsibility for child protection and safeguarding, including support for other staff and tutors, information sharing with other agencies, developing policies and staff training. The DSL is the named person who responds to allegations against members of staff and tutors. The Deputy DSL assumes the responsibilities of the DSL in times of absence or if an allegation is made against the DSL. The DSL is a senior member of staff with the organisation and has the seniority to carry out the functions of the role.

SEIN's DSL is Emma McCullagh – seinstafffordshire@outl;ook.com

The Deputy DSLs is Olivia Walmsley-Lycett – tutoratsein@outlook.com

Emma McCullagh – seinstaffordshire@outlook.com is also our Online safety lead if you have any

questions or queries regarding the online safeguarding or safety of yourself or any children/young

people.

4.2 DSL Responsibilities

• Acting as a focal point for staff to discuss concerns.

• Provide support and advice to all members of staff and tutors regarding child protection concerns.

• Refer suspected abuse and neglect or early concerns to appropriate Local Authority Children's Services.

• Report allegations made against members of staff or tutors to the Local Authority Designated Officer (LADO).

• If we feel a child is seriously at risk of harm and neglect, SEIN will contact the police immediately.

• Develop and update the Safeguarding and other relevant policies, ensuring that staff and tutors are aware of any changes.

• Ensure that cover is provided for the role when absent from work.

• Ensure that a child's or young person's child protection file is stored securely and away from other files relating to the child or young person.

• Ensuring that all such records are kept confidential and secure.

• Ensure that all staff receive appropriate Child Protection and Safeguarding Training and maintain training records.

• Cooperate with any requests for information from the local authority or other agencies in compliance with the Children Act.

• Ensure that child protection training for DSL and Deputy DSL is undertaken every 2 years

4.3 Other Staff & Tutor's Responsibilities

It is the responsibility of all other members of staff and tutors to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible. The DSL or local authority may have other information regarding a child or young person or their family circumstances of which other staff or tutors may not be aware. Minor concerns may take on a greater significance within the wider context of knowledge of a child, young person or family that the DSL or local authority may have. Staff and tutors should follow the procedure for 'Dealing With Disclosure' (detailed in this document) when a disclosure is being made. They must ensure that they do not say anything that may influence what the young person says.

4.4 Children missing Education

It is the responsibility of the tutor to inform SEIN if a pupil is absent. If a pupil is absent the member of staff trained to so must telephone the child's home to find out the reasons for the absence and reassurance from a parent/carer that the child is safe at home. If the parent/carer answers the call and the child is safe the reason must be noted.

In the event of no response from either landlines or mobile contact, the member of school staff should call back and conduct a risk assessment after two hours. This must also be reported to the Local authority/ Case worker as it could be a sign of a range of safeguarding concerns, e.g., various kinds of abuse.

If the parent/carer answers the call, the child is not with them or safe and the parent is concerned, then the school should advise the parent to contact the local police station to inform them that the child is missing. The parent/carer should also contact all the people and places the child is known to talk to and visit, to tell them that the child is missing and ask if they can help to find the child. Must be reported to DSL as a safeguarding concern and reported to LADO.

5.0 Confidentiality

5.1 Disclosure

We recognise that all matters relating to child protection are confidential. The DSL or Deputy DSL will disclose any information about a child to other members of staff on a need to know basis only.

5.2 Sharing information

All staff / tutors must be aware that they have a professional responsibility to share information with the other agencies in order to safeguard children. Where children leave our education setting, the safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when child arrives.

5.3 No secrets

All staff/ tutors must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

6.0 Supporting Staff And Tutors

We recognise that a tutor who may have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support the tutor by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

7.0 Safer Practice

Safer practice is essential for all staff and tutors working with young people. Safer practice affects all aspects of working with young people and is the responsibility of everyone. By adopting these methods we can prevent unsuitable people from working with young people, investigate complaints against staff and tutors appropriately and ensure all staff and tutors conduct themselves in an appropriate manner. Safer practice should be exercised to minimise the risk to young people and to protect our staff and tutors when they come into contact with young people.

7.1 Allegations Against Staff or Tutors

• Allegations of abuse can be made by children and young people, and they can be made by other concerned adults.

• All allegations against staff and tutors must immediately be brought to the attention of the DSL, who will also inform the Deputy DSL.

• If an allegation is made against the DSL, this should be brought to the attention of the Deputy DSL.

• If an allegation is made against the Deputy DSL, this should be brought to the attention of the DSL.

• In all cases, the LADO should be notified, either directly by the DSL or by the Deputy DSL confirming with the Children's Services department at the relevant local authority that they have made a referral to the LADO.

• The tutor or member of staff may be suspended or have his or her working arrangements reviewed, pending the investigation, following advice from the LADO.

• Support and advice will be made available by SEINs staff to individuals against whom allegations have been made

7.2 Where to report concerns or allegations made against SEIN

Tuition management including DSLs – LADOs

SEIN works with multiple local authorities. Each local authority has a policy and point of contact for managing allegations against staff who work with children and young people, they are called Local Authority Designated Officers (LADOs). If you have any concerns about a member of SEINs management, including the DSLs, or a child has made an allegation to you against them, you have a duty to report this directly to the LADO for the local authority in which the work took place.

LADO CONTACT DETAILS

Staffordshire LADO contact details – 0300 111 8007 or 0800 1313 126

 Emergency out of hours - 0345 604 2886

Staffordshire education safeguarding advise - 01785 895836

Staffordshire LADO email - staffordshire.lado@staffordshire.gov.uk

7.3 DBS Referral

If SEIN removes an individual (paid worker or unpaid volunteer) from any DBS regulated activity (or would have, had the person not left first) because the person poses a risk of harm to children, SEIN Tuition will make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason. Suspension should be considered when:

• There is cause to suspect a child is at risk of significant harm or

• The allegation warrants investigation by the police or

• The allegation is so serious that it might be grounds for dismissal

• Any disciplinary investigation should be carried out once the child protection investigation has been completed.

7.4 Staff and Tutor Conduct

In order to protect children, young people, staff and tutors, we encourage staff and tutors to conduct themselves professionally at all times. This covers appropriate dress, the understanding and adherence to relevant boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism and the safe use of technology. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur.

The following sensible precautions and advice must be heeded when working with children and young people:

7.5 Safer Recruitment

SEIN's Safer Recruitment processes aims to:

• Deter potential abusers by setting high standards of practice and recruitment

• Reject inappropriate candidates at the application and interview stages

• Prevent abuse to children and young people by developing robust policies and agreeing on safe practice

All staff and tutors are recruited in accordance with SEINs' Safer Recruitment Policy. As part of SEIN Tuition's short-listing process where appropriate, we will carry out an online search as part of our due diligence on short listed candidates. The purpose being, this may help identify any incidents or issues that have happened, and are publicly available online, which SEIN might want to explore at interview. All candidates will be notified that online searches will be conducted for safer recruitment purposes for good measure.

All staff and tutors are required to have an enhanced DBS certificate and subscribe to the update service, those not currently on the update service will require renewal undertaken within 3 years. Where an update check reveals a change of information, a new enhanced DBS check will be required. Newly appointed staff and tutors will have obtained level 1 Safeguarding training before they commence work. They will be made aware of Child Protection procedures as part of that induction programme, and be given a copy of the Safeguarding Policy and Procedure. The DSL and Deputy DSLs will attend a Child Protection Training Programme every two years.

7.6 Tuition Setting & Environment

• Tutors should take evidence of their enhanced DBS check and photo ID (such as driving licence or passport) with them on their first visit to a new student. Tutors working in schools and other education settings may be required to allow the establishment they are visiting to retain a copy of these documents for the duration of the tuition assignment.

• Always ensure that another adult is present before entering a tuition setting. This could be a teacher, carer, parent or other adult who has responsibility for the welfare of the child. If no other adult is present, you should not enter the premises; explain to the child / young person that you

cannot come in until such a person is present. Call your Tuition SEIN lead to inform them of the situation immediately.

• Ensure that you work in a suitable environment, with the door ajar and in earshot of other adults. If you have a concern that the environment is not suitable, you should report this immediately to SEIN. If you have a concern that the environment poses a potential risk of harm to a child / young person, or to you, you should immediately inform the DSL.

• The tuition area represents a professional working space and therefore should have a table, chair, adequate lighting and equipment. Mobile phones, TV/radio should be switched off.

• Always dress appropriately for tuition, taking into account the setting you are working in and with respect to the religious and cultural backgrounds of the people you may come into contact with during tuition.

• If using the internet or other technology for the purposes of tuition, always seek the permission of the parent or carer and ensure that all material is age appropriate for children and young people and relevant to the purpose of tuition

7.7 Student /Tutor Relationship

• Never ask a child or young person personal questions about their background.

• Remain open to any questions or concerns a student may have about attitudes and behaviours they may not feel comfortable with.

• Act as a positive role model for every child and young person you work with.

• Remember that others may misinterpret your actions, no matter how well intentioned.

• Refrain from any physical contact with students, and ensure that inappropriate subjects are not discussed or inappropriate banter exchanged.

• Never promise to keep any disclosure secret – you have a duty to report disclosures or any concerns you may have to the DSL.

• Never arrange to meet students outside of tuition sessions or to give them lifts to and from tuition in your car.

• Always refrain from giving out your personal numbers or private email addresses to children and young people.

• Never arrange to meet the student outside of the formal tutoring arrangements.

• Never use social networking sites – or similar technological platforms – to communicate with students.

• Do not give gifts to, or accept gifts from, children and young people you are working with – this could be considered as a bribe or inducement to enter into a relationship, and could give rise allegations of improper conduct.

• Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an educational setting to have a sexual relationship with a pupil even when the pupil is over the age of consent

7.8 Use of Force and Restraint

• We acknowledge that tutors must only ever use physical intervention as a last resort, when a child is endangering him/herself or others and that at all times it must be the minimal force necessary to prevent injury to another person.

• If it is necessary to use physical action to prevent a child from injury to themselves or others, you should immediately inform the DSL. The DSL will share this information with the relevant local authority Children's Services department and/or the parents/carers of the child or young person.

• Any concerns or allegations that a member of staff or tutor may have acted inappropriately should be immediately referred to the DSL. The DSL, in turn, will contact the LADO.

• We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

7.9 Anti-Bullying

SEIN is committed to providing an environment free from all forms of bullying. Bullying of any form should be reported to the appropriate line manager. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. Tutors are aware that children with SEND and or differences/ perceived differences are more susceptible to being bullied / victims of child abuse.

7.10 e-safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, tablets, mobile and smartphones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children. Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation ('happy slapping'). The best protection is to make pupils aware of the dangers through reference to the Child Exploitation and On-line Protection Centre where appropriate http://www.ceop.gov.uk/ This is detailed in the Child Friendly Safeguarding Policy.

7.11 Prevent Duty

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. All education providers are subject to a duty in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Protecting children from the risk of radicalisation is just an additional part of our wider safeguarding duties, and is similar in nature to protecting children from any other harms e.g. drugs, gangs, neglect, sexual exploitation, whether these come from within the family or are the product of outside influences. The Prevent duty covers all forms of radicalisation and extremist views and is NOT solely limited to ISIL, but includes all organisations who may seek to influence a child or young person eg: Paramilitary organisations, eg: IRA, UDF, and radical organisations promoting extremist views such as far right wing activists, animal rights activists, eco-terrorists.

It is important to emphasise that the Prevent duty is not intended to stop children and young people debating controversial issues if that is part of the curriculum delivery or arises naturally as part of the tuition programme. On the contrary, tuition which touches on such subjects e.g. English literature, history, politics, ethics etc., should provide a safe place in which children and young people can learn and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist views and arguments under the guidance of a professional tutor. Whistleblowing

All staff/ tutors should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If an issue arises that they feel needs reporting this should be to their line manager in the first instance and, if this is not appropriate, to the Deputy DSL or DSL. Tutors can also contact the police and/or their Local Authority Designated Officer (LADO) contact details can be found on relevant local authority websites.

Channel forms a key part of Prevent. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. However, signs that extremist views are being adopted can be used to assess whether the offer of early support should be made. Unlike mainstream safeguarding for adults and children, there is no threshold to make a Prevent

referral for an individual to access assessment and specialist support. There may be cases that require a safeguarding response in conjunction with Prevent.

We aim to reduce the risk of radicalisation and exploitation by ensuring that all staff are aware of the signs of CSE and work to raise awareness. We also ensure that all staff are aware of how to report concerns. Within our organisation and throughout all sessions we ensure that we promote and teach children and young people about health relationships and make sure children and young people know how to talk to if they ever need support.

7.12 Whistleblowing

All staff/ tutors should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If an issue arises that they feel needs reporting this should be to their line manager in the first instance and, if this is not appropriate, to the Deputy DSL or DSL.

Tutors can also contact the police and/or their Local Authority Designated Officer (LADO) contact details can be found on relevant local authority websites.

8.0 Helping Children Understand Safeguarding

SEIN is committed to helping children gain a greater understanding of Child Protection and Safeguarding. We understand that sometimes a child may not know that what they are experiencing is a form of abuse or neglect (where physical and/or mental) and so not raise this as a concern. Helping to educate children on what is and is not appropriate conduct from another person, either to themselves or another young person, will help to minimise the risk of abuse continuing and/or will aid early reporting.

Preventative education is most effective in the context of a whole school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment. SEIN will work with education providers to ensure our policies and procedures are aligned to their planned programmes to reinforce this throughout the whole curriculum.

8.1 Role of the Tutor

All tutors should put time aside during their first meeting with a child to explain to them SEINs' Safeguarding Policy and supply the child with a copy of the Safeguarding Policy document. This document should be discussed with the child and attached to their workbook or folder. The tutor should ensure that the child knows who to speak to if they have a concern about themselves or another child.

9.0 Recognising Abuse

Keeping Children Safe in Education 2023 provides full guidance on the below definitions as well as

advice on identifying and reporting. Child abuse is taken to refer to any child of under 18 years who, through the actions of adults or their failure to act, has suffered or is at risk of suffering significant harm. Abuse is broadly divided into four categories:

• Neglect

• Physical Abuse

• Sexual Abuse

• Emotional Abuse

Brief definitions are given below but defining child abuse is not easy. Somebody may abuse or neglect a child by inflicting harm, or by knowingly not preventing harm. Children may be abused in a family, the community, and institutional setting, or more rarely by a stranger. Most young people who are abused know their abuser. A child may be abused by one or more adults. The perpetrator of abuse may be another child. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

9.1 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Also includes victims of parents suffering who are fabricating or inducing illness.

Signs and Indications:

• Frequent injuries or unexplained bruises, welts, cuts, bites, burns or scars etc • Is always watchful and 'on alert', as if waiting for something bad to happen • Injuries appear to have a pattern such as marks from a hand or belt.

• Reluctance to give information or provide explanation.

• Injuries inconsistent with explanation.

• Shies away from touch, flinches at sudden movements, or seems afraid to go home.

• Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

9.2 Emotional Abuse

Persistent emotional ill treatment which is likely to cause serious harm to the child's emotional / mental health development. May involve conveying to children that they are worthless, unloved, and inadequate and cause children to feel frightened, in danger, be exploited or corrupted.

Signs and Indications:

• Excessively withdrawn, fearful, or anxious about doing something wrong.

• Shows extremes in behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive).

• Abnormal attachment to the parent or caregiver – anxious, indiscriminate or not attached.

• Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums)

9.3 Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. This would also include underage sex.

Signs and Indications:

• Trouble walking or sitting

• Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behaviour

• Doesn't want to change clothes in front of others or participate in physical activities

• Hints at sexual activity through words, play or drawings

• Reacts strangely to sex education classes

• Sexually preoccupied and has a detailed knowledge of adult sexual behaviour

• Age inappropriate play with toys and/or other children, especially where elements of force or coercion of other children are involved

9.4 Neglect

Persistent failure to meet a child's basic physical and psychological needs likely to result in serious impairment to their physical and/or mental health and development. May include parental failure to provide adequate food, shelter, clothing, and failure to protect from physical harm or danger. May also include neglect of a child's basic emotional needs.

Signs and Indications:

• Clothes are ill-fitting, filthy, or inappropriate for the weather

• Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odour)

• Untreated illnesses and physical injuries

• Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments

• Is frequently late or missing from school

10.0 Understanding Mental health

Negative experiences such as abuse, and neglect can adversely impact a child's mental health. Mental health issues can also sometimes lead to safeguarding issues as we have highlighted over the last few sections.

We understand that it can be hard for SEIN personnel to recognise when a child needs support with mental health issues. And it can be difficult for young people to speak out about the challenges they're facing. So it's crucial that anyone at SEIN who works with children is able to recognise the signs that a child may be struggling with their mental health. And that they know how to take appropriate action to support children and young people in getting the help they need.

Signs of child mental health issues

There are ways our staff can help identify if a child needs support with their mental health. By being attentive to a child or young person's mood and behaviour, they can recognise patterns that suggest they need support.

Common warning signs of mental health issues include:

• sudden mood and behaviour changes

• self-harming

• unexplained physical changes, such as weight loss or gain

• sudden poor academic behaviour or performance

• sleeping problems

• changes in social habits, such as withdrawal or avoidance of friends and family.

These signs suggest that a child may be struggling, but there could be several different explanations for them – not necessarily a mental health issue. Recognising that a child or young person may be struggling with their mental health is the first step in helping them. If a member of SEIN personnel suspect there to be a mental health issue, they are expected to advise the DSL, as per any other safeguarding concern.

11.0 Other Forms Of Abuse

11.1 Exploitation

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Trafficking

Children are trafficked for sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. Some children are coerced, but most are trapped in subversive ways. For example, promised education or 'respectable' work in restaurants or as domestic servants, or parents may be persuaded that their children will have a better life elsewhere.

Radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice. Political and religious groups can provide a sense of family or support that children may feel is lacking in their lives. This desire for security could also be due to poverty, unemployment, social isolation or feelings of rejection by their own faith, family or social circle. Tutors should familiarise themselves with Prevent duty guidance. KCSIE 2023 Annex A provides further guidance.

Signs & Indicators:

• Unexplained injuries such as bruises or cuts from being beaten or restrained

• Hanging around with new, unknown friends / peers

• Relationships with controlling or significantly older individuals or groups

• Describing being singled out for excessive special attention

Out of character criminal behaviour

• Acquisition of money, clothes, mobile phones etc without plausible explanation

• Exclusion or unexplained absences from school, college or work

• Self-harm or significant changes in emotional well-being

• Holding strong views that are contradictory to those previously held and expressed

• Discriminating against, bullying or committing hate crimes against those from other religions or those with differing viewpoints and values

Gangs and Youth Violence

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Gang involvement and youth violence can have devastating consequences for young people and their families. Once young people become involved in gangs or other violent lifestyles, it is often very difficult for them to disentangle themselves and find alternative paths. Early intervention to identify children and young

people who may be vulnerable to gang involvement and provide effective support is as important as enforcement action.

Child on Child Abuse

Children can abuse other children. This is generally referred to as Child on Child Abuse on peer abuse and can take many forms.

This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment (this may include an online element which facilitates, threatens and/or encourages sexual violence); physical abuse such as hitting, kicking, shaking, biting, hair pulling, Upskirting (the act of taking a photograph under a person's clothing without their permission with intention of obtaining sexual gratification, or to cause humiliation, distress or alarm); otherwise causing physical harm; sexting and initiating/hazing type violence and rituals; initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used to intimidate in anyway or abuse in intimate personal relationships between children (known as teenage relationship abuse).

Child Criminal Exploitation and Child Sexual Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Sexual exploitation 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 noncontact 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.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from sessions, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Grooming

Grooming is the process by which someone builds an emotional connection with a child or vulnerable adult to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Grooming behaviours can include buying them presents and singling them out from their peer group for special attention, pretending to be someone they are not, for example saying they are the same age online, using their professional position or reputation to build the relationship and taking them on trips, outings or holidays outside of the organisation's activities.

11.2 Harmful Cultural Practices

So called 'Honour-based' Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. If staff (self-employed or otherwise) have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy).

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from sessions, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Female genital mutilation (FGM)

All teachers/tutors along with regulated health and social care professionals in England and Wales, have a duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Reporting is mandatory. (Section 5B of the Female Genital Mutilation Act 2003)

Signs & Indicators:

Children may talk about a big and/or special ceremony taking place for themselves or younger/older sister either in this country or abroad. In this instance please report to DSL.

Forced Marriage

Forced Marriage is illegal in the UK. The Forced Marriage Unit is a joint Foreign and Commonwealth Office and Home Office unit set up to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK and overseas. To report a case/ a suspected case of forced marriage, contact the Forced Marriage Unit on 020 7008 0151 or email fmu@fcdo.gov.uk.

Further guidance can be found at:

https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced

marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency

practice-guidelines-handling-cases-of-forced-marriage-accessible

11.3 Online Abuse

Most common concerns include:

Cyberbullying, Sexting, Privacy and information sharing, Grooming and sexual abuse, Exposure to pornographic and violent material, Sexualisation

12.0 Other Indicators For Concern

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children Missing in Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

As such we must:

• Complete an attendance register

• Monitor attendance and address it when it is poor or irregular, inform lead tutor if absent for more than two days running, regular non-attendance of more than three days should be reported to the DSL where special monitor should be put in place.

• Inform the school (if attached) or local authority if a pupil fails to attend tuition regularly, or has been absent without the permission or for a continuous period of 7 school days

13.0 Domestic Abuse

Domestic abuse can be (although not limited to) psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Indicators of abuse and neglect

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be allowed in a family of in an institutional or community setting by those known to them or, more rarely, by others.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and any deputies will be aware of contact details and referral route into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Early Intervention

All staff should be aware of the early intervention process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, staff should be particularly alert to the potential need for early help for a child who:

• has special educational needs (whether or not they have a statutory Education, Health and 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 care or from home;

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

• is at risk of being radicalised or exploited;

• has a family member in prison, 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; and

• is persistently absent from education, including persistent absences for part of the day.

Please also - make a written record as soon as possible once you suspect a possible need for early help, noting:

• Name of child or young person

• Date, time and place where you have noticed things

• Who else was present

• What was said/ What happened/ What you noticed. Include in your record speech, behaviour, mood, drawings, games or appearance

• If the child spoke, record their words rather than your interpretation

• Analysis of what you observed and why it is a cause for concern

• The written record must be factual not your opinion.

Staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect as well as being aware of the indicators of maltreatment and

specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities:

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 impairment without further exploration.

• Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.

• Communication barriers and difficulties.

• Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).

• Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.

• A disabled child's understanding of abuse.

• Lack of choice/ participation.

• Isolation

14.0 Dealing With A Disclosure

FOUR STEPS TO FOLLOW:

1. BE ALERT

2. QUESTION BEHAVIOUR

3. ASK FOR HELP

4. REFER

DON'T THINK… 'WHAT IF I AM WRONG?' INSTEAD THINK… 'WHAT IF I AM RIGHT?'

What do children disclose?

• Historical abuse

• Pregnancy

• Sexual activity

• Coercive exploitation

- Child on child abuse

- Suicidal thoughts

- Self harm

- Witness to/involved in domestic violence

- Falling out with friends

- Young carer role at home

- Fabricated illness

- Honour violence at home

- Substance misuse

- Bullying as target or perpetrator

If a child makes an allegation or raises a concern:

- Never stop a child who is freely disclosing abuse

- Do not promise to keep things a secret/confidential

- Accept what is said – don't ask leading questions or pass judgements

- Use 'I see you are feeling anxious/upset etc' and ease any feelings of guilt or loneliness

- Tell the child that you will try to offer support, tell them what you are going to do with the information

- Have regard for the child's welfare

- Respond quickly

- Don't allow concerns around confidentiality to override the right of children to be protected from harm

- Share information on a 'need to know' basis only

- Record date, time, place, and exact words used

- Record all subsequent meetings with the child

Children want to be respected, their views heard, maintain stable relationships and receive consistent support. Anyone working with children should:

- see and speak to the child

- listen to what they say

• take their views seriously

• work with them collaboratively when deciding how to support their needs.

You may have a concern about a child / young person's well-being based on:

• Something the child or young person has told you

• Something that you have noticed about the child or young person's behaviour, health or appearance

• Something another professional or adult (e.g. parent or carer) said or did

• Something written or drawn as part of the students' work

Even if you think your concern is minor (low-level concern), the DSL or local authority may have more information that, together with what you know, represents a more serious worry about the child or young person. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

14.1 What to do after a disclosure or suspicion of Abuse

Let the child or young person know what you plan to do next if you have heard a disclosure of abuse or are talking with them about your concerns. Do not promise to keep what he/she says secret. Any tutor who has been disclosed to, has witnessed or suspects abusive behaviour towards a child has a duty to record the details and report it to SEIN's DSL immediately (see top of document for details), via telephone in the first instance and where not possible, via email but please do not use any names in any initial email correspondence with us about the issue.

SEIN operates a compulsory reporting system for any disclosure or suspicion of abuse and tutors found to be aware of abuse but failing to report it will be subject to investigation.

Where a tutor feels a child is in immediate danger they should call the police.

SEIN's DSL will appropriately record any allegation or reported incident and will be responsible for making a Multi-Agency Safeguarding Hub (MASH) referral. All personal information regarding children is highly confidential and should only be shared with appropriate people on a need to know basis. Please do not provide details in the body of an email but instead write these in a password protected document or use only use children's initials in any and always email password protected documents. Send a separate email or a text with the password. Make a written record as soon as possible after the event and store this on a password protected device or if on paper stored in a locked cabinet.

You should note:

• Name of child or young person

• Date, time and place

• Who else was present

• What was said/ What happened/ What you noticed. Include in your record speech, behaviour, mood, drawings, games or appearance

• If the child spoke, record their words rather than your interpretation

• Analysis of what you observed and why it is a cause for concern

• The written record must be factual not your opinion

• Sign, date and time the report

YOU MUST REFER – YOU MUST NOT INVESTIGATE

14.2 DSL Duty

Following a concern the DSL will share information with other relevant professionals, including the local authority children's services department and/or the LADO, recording their reasons for sharing information and ensuring that they are aware of what action the other professional will take as a result of information shared. This will be done within 24 hours of the reporting of the incident. The DSL will manage and oversee the provision for vulnerable students.

The DSL must:

• Create a Child Protection Log for each individual case and ensure this is stored securely away from other records held on the child or young person and updated regularly with any relevant progress

• Provide to the relevant authority any report or record of disclosure provided by the tutor or member of staff

• Work closely and collaboratively with all professionals involved in the investigation to keep the child / young person safe

• Attend a child protection conference when invited and provide updated information about the child/ young person/staff member or tutor

• Inform a tutor or staff member when their presence is required at a child protection conference

• Attend any subsequent child protection review conferences

• Only share information with other Senior Managers when there is a clear need for them to be informed, and with consideration of confidentiality for the child or young person involved

15.0 General Concerns Regarding Pastoral Needs And Identifying The Need For Early

HELP

A child might not be 'at risk' but they may be 'in need'. If you feel a child is not developing, or is not as happy or as well looked after as they could then you must listen to your concerns and speak with either the DSL or Deputy DSL. In their roles the DSLs will support you in assessing whether or not to move forward with an Early Help Assessment (EHA). This will involve the DSL talking about any concerns with the child, young person and/or their family. The

DSL will also be able to check if an EHA or other assessment has already been done for the child. Your Local Authority will have developed principles and standards for achieving a good quality EHA.

Practitioners should, in particular, be alert to the potential need for early help for a child who:

• is disabled and has specific additional needs

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

• is a young carer

• is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups

• is frequently missing/goes missing from care or from home or is absent from tuition

• is at risk of modern slavery, trafficking or exploitation

• is at risk of being radicalised or exploited

• 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 a privately fostered child You may not be aware of some of these factors in a child's life but if you become concerned for any reason at all then you have a duty to contact the DSL or Deputy DSL immediately but please do not use names in the first instance of contact about this issue.

Please also - make a written record as soon as possible once you suspect a possible need for early help, noting:

• Name of child or young person

• Date, time and place where you have noticed things

• Who else was present

• What was said/ What happened/ What you noticed. Include in your record speech, behaviour, mood, drawings, games or appearance

• If the child spoke, record their words rather than your interpretation

• Analysis of what you observed and why it is a cause for concern

• The written record must be factual not your opinion.

16.0 Keeping Tutors Safe From Harm And False Allegations

Please also see Health and Safety Policy for Out of Office Working – Including Risk Assessment.

Tuition takes seriously its duty to protect tutors as far as is possible and asks tutors to comply with the following behavioural guidelines.

DON'T WORK ALONE

Tutors must never work alone in a building with a child; at least one other appropriate adult over the age of 18 and known to the child must be present in the building during all contact time.

BE SEEN AND HEARD

Tutors should work at a workstation where he/she and the child can both be seen or heard by other colleagues or the appropriate adult and the door to the tuition room should be left open for the full duration of tuition. If there is too much noise in the house for the lesson to proceed successfully, ask the appropriate adult to reduce the noise. Do not close the tuition room door. Do not deliver tuition in a child's bedroom.

NEVER OFFER A LIFT

Tutors must never offer to transport a child anywhere unless accompanied by an appropriate adult or as part of a formal arrangement.

NO MOBILE PHONES

Tutors should not use mobile phones during contact time with children. Where a phone is needed for teaching purposes this should be explained in advance to the student and the appropriate adult present in the house. Phones should then be used exclusively for the teaching purpose intended. It would be better to ask the appropriate adult to load up any websites or apps onto a phone or tablet owned by them rather than you using yours.

NO PHYSICAL CONTACT

On no account should any tutor have any physical contact with a child unless it is to prevent accident or injury to themselves or anyone else (e.g. to prevent a fall), or in the case of medical assistance being needed (e.g. to administer first aid), or to provide nursing or other general care, in which case the prior consent of the affected person should be requested where possible. Where appropriate, consent from parents or those with parental or caring responsibility should be obtained. If a child is hurt or distressed, the worker should do his/her best to comfort or reassure the affected person without compromising his/her dignity or doing anything to discredit the person's own behaviour.

NO PHOTOGRAPHS

Never take a photo/video of a student with your own phone or other device. And never agree to be photographed /videoed by a student on any device of theirs.

BE APPROPRIATE

On no account should anyone give a child a gift or buy refreshments etc that could be in any way considered as a bribe or inducement to enter into a relationship with the person or give rise to any false allegations of improper conduct against the individual. Nor should a tutor have any contact with a child outside of the pre arranged lesson time. Communication outside lessons should be done only with the appropriate adult or SEIN Tuition. If you want to give a card to say congratulations on passing an exam the card should be sent to or given to the appropriate adult first.

CREATE TRUST

We should all aim to promote an environment of trust and understanding. Tutors should not tolerate unsociable behaviour and should try to ensure good working relationships. All tutors have a strict duty never to subject any child to any form of harm or abuse.

16.1 STAYING SAFE AS A TUTOR

It is important to remember that clients and students are still strangers. Although we carry out a risk assessment where appropriate, tutors should use their own judgement and leave the tuition venue if they feel unsafe for any reason.

We advise the following measures:

TELEPHONE FIRST

If possible make an introductory/courtesy telephone call to your new client in advance of your first lesson.

TRUST YOUR INSTINCTS

Trust your instincts and be vigilant. Don't be afraid to cancel a lesson or call it off midway if you don't feel comfortable for any reason at all.

TELL A FRIEND

For your first few lessons, tell a friend or family member where you are and what time you expect to be out and to expect a text from you to let them know you're ok. We will check in with you after your first lesson but we advise that you also ask a friend or family member to do the same and contact us if they don't hear back from you.

STICK TO ARRANGEMENTS

Never arrange privately to be collected by car or to meet somewhere that hasn't been arranged by us in advance. Always inform us of any changes to your usual arrangements with a client, including change of time, date or location.

NEVER WORK ALONE

If there is no appropriate adult present in a private house, refuse to begin the lesson and leave the building – if you are questioned, state that it is company policy and safeguarding practices; we will always confirm this if asked.

WHERE IS YOUR STUDENT?

If there is no student present when you arrive, use your instincts and consider waiting outside of the building until they arrive. Please tell us in advance if working in a house where animals are present is a problem for you.

Professional Support

As a tutor you are eligible to join the ALT teachers union on a standard membership. Union membership offers professional development, support, resources and legal advice - www.atl.org.uk

COVID-19

Child protection and safeguarding: COVID-19 addendum.

Scope

This addendum applies during the period that virtual 1 to 1 and class tutoring is being offered for free by the company and reflects updated advice from the Department for Education's guidance Coronavirus: safeguarding in schools, colleges, and other providers, and safeguarding and remote education during coronavirus (COVID-19).

Unless covered here, the normal safeguarding policy continues to apply, and all staff and volunteers will adhere to best practice when working with children as set out in Part One of Keeping Children Safe in Education 2023

Online safety

Where staff and volunteers are interacting with children online, they will continue to follow our existing staff and volunteer behaviour policy, code of conduct, IT acceptable use policy. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures. We will make sure children and families know how to report any concerns they have back to our safeguarding lead, and signpost them to other sources of support too.

All staff members are required to partake in online safety training to support understanding in filtering and monitoring practices within the company.

When tutors or volunteers are using online platforms to work with children they will:

• Only use a platform approved by their line manager

• Sit against a neutral background

• Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)

• Dress as they would if working in a school– no pyjamas!

• Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen.

• Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for children either! Alternatively, you could ask them to turn their cameras off.

• On line learning agreement established between parent and tutor, that the parent is in the vicinity whilst learning takes place.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family from getting on with their day

• Language must be professional and appropriate, including any family members in the background

• Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)

• Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

• Make a recording if they are delivering the session on their own so there is something to go back to later on if needed and keep a log of who is making video calls and when. This will not be necessary if there is another tutor working alongside them

Filtering and monitoring

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues. Our students increasingly use mobile phones, tablets and computers on a daily basis. They are source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children.

The breadth of issues can be classified into 4 areas of risk:

• Content: being exposed to illegal, inappropriate or harmful content

• Contact: being exposed to harmful interaction with others

• Conduct: personal online behaviour that increases the likelihood of, or causes, harm

• Commerce: risks such as online gambling, inappropriate advertising, phishing or online scams.

The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Cyber-bullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying. Usage of websites by staff and students is monitored by internet security software (firewall and filtering).

Parents are encouraged to consider measures to keep their children safe when using social media. Standards and expectations are set out in the code of conduct, which refers to online behaviour, which reflects awareness of the ease of access to mobile phone networks. Staff regularly receive practical advice towards acceptable and professional use regarding the use of social networking and electronic communication with extra focus where students and parents may be involved. Staff are made aware of our Acceptable Use of IT Policy and also have easy access to their own safety information and guidance on Connect. The senior team has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

DSL is responsible for ensuring these standards are met.

• The senior leadership team are responsible for:

o procuring filtering and monitoring systems

o documenting decisions on what is blocked or allowed and why

o reviewing the effectiveness of college provision

o overseeing reports

• They are also responsible for making sure that all staff:

o understand their role

o are appropriately trained

o follow policies, processes and procedures

o act on reports and concerns

The DSL works closely together with IT service providers to meet the needs of Carmel. The DSL takes lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

• filtering and monitoring reports

• safeguarding concerns

• checks to filtering and monitoring systems

The IT service provider has technical responsibility for:

- maintaining filtering and monitoring systems

- providing filtering and monitoring reports

- completing actions following concerns or checks to systems