

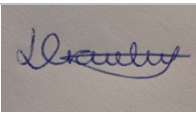
# SAFEGUARDING POLICY

This policy has been written in accordance with DfE statutory guidance 'Keeping Children Safe in Education' (September 2024)

Document created by:

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## Appendix 1 – Safeguarding Concern Form (with Body Map)

The Designated Safeguarding Leads (DSL) at Young Giants are:

<b>Name</b>	Lisa Crawley
<b>Position</b>	Quality Assurance Lead
<b>Contact Details</b>	07593 586 432 / 0208 068 6803 lisa@younggiants.co.uk

The Deputy Designated Safeguarding Leads (DDSLs) at Young Giants are:

<b>Name</b>	Tom Smith
<b>Position</b>	Chief Operations Officer
<b>Contact Details</b>	07554 822 497 / 0208 068 6803 tom.smith@younggiants.co.uk

<b>Name</b>	Rachel Gowreesunker
<b>Position</b>	Education Programme Lead
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<b>Name</b>	Anna Wildmore
<b>Position</b>	Education Programme Lead
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All staff, subcontracted or directly employed are expected to undertake safeguarding and child protection training annually in line with statutory guidance - Working Together to

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Safeguard Children' 2023 and 'Keeping Children Safe in Education'. **This training must be CPD certified at minimum Level 1 and cover FGM, Child Sexual Exploitation, Online Safety and PREVENT Duty.**

Young Giants provides CPD certified safeguarding training at cost to subcontractors and in-house to all employees.

## 1.0 INTRODUCTION

Young Giants is committed to the physical, emotional and mental wellbeing of all its service users. This policy aims to provide all staff (subcontracted or employed), children and young people, parents/carers and our clients with a clear and secure framework for ensuring all people receiving tuition services from Young Giants are protected from harm.

We fully recognise that we have a responsibility and duty of care towards the welfare of any child using our service. We are aware of indicators of abuse and neglect, and understand that children can be at risk of harm inside and outside of home and online. These threats can take a variety of different forms, including sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

In order to effectively safeguard children and young people we have safeguarding procedures in place, as 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.

Young Giants believes that our service should promote a caring, positive, safe and stimulating environment that supports the academic, social, physical and mental development of the individual child/young person.

Young Giants works with children, families, schools, tutors and Local Authorities as part of its activities. These activities include:

The provision of staff to family homes, schools, care homes or public/hireable venues to provide 1:1 bespoke tuition for children and young people in mainstream education and those who are in receipt of alternative provisions, including those with and EHCP, SEND and who may be LAC/CLA, or subject to a social care plan.

The provision of part-time tuition to fulfil statutory education requirements for children and young people in need of Alternative Provision. This may include work with young people who are temporarily or permanently excluded from an education setting.

Occasional online tutoring between staff and children or young people, usually in their family home.

Communication between our staff to families across the UK.

Working with partners, including Schools, Local Authorities, YOT, NHS, Care Providers, Behaviour Consultants, Children's Homes, PRUs and other organisations responsible for a child or young person's education or wellbeing.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, Childcare Act 2006 and in line with government publications: [Working together to safeguard children 2023: statutory guidance](#)

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([publishing.service.gov.uk](https://publishing.service.gov.uk)), Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, '[What to do if Staff Are Worried a Child is Being Abused](#)' 2015, '[Disqualification under the Childcare Act 2006](#)' 2016. The guidance reflects, '[Keeping children safe in education 2024](#)' ([publishing.service.gov.uk](https://publishing.service.gov.uk)). It also incorporates the principles of '[The Prevent Duty guidance for England and Wales](#)' 2015.

## **This policy runs in conjunction with:**

Safer Recruitment Policy  
Privacy Policy – covering data sharing, data retention and right to access  
Health and Safety Policy  
Whistleblowing Policy  
Dealing with Allegations Against Staff Policy  
Attendance Policy  
Complaints Procedure  
Disciplinary & Grievance Policy

## **2.0 AIMS OF THE SAFEGUARDING POLICY**

The purpose of strict safeguarding is to protect children and young people who receive a service via Young Giants. This includes the children of our service users. This policy applies to anyone working for or on behalf of Young Giants.

Young Giants safeguards children and young people by:

Adopting safeguarding guidelines through a code of behaviour for staff  
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  
Providing a learning 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 YOUNG GIANTS**

At Young Giants we work hard to promote a culture of vigilance and safety. This is achieved by:

- Implementing safeguarding training for all staff (employed, subcontracted, volunteer) that is updated and refreshed every year, plus training specifically on our own safeguarding policy and procedures.
- Making safeguarding an agenda item on every staff meeting so that staff have a vehicle to raise any concerns.
- Disseminating monthly safeguarding new bulletins
- Having an area devoted to safeguarding on the website.
- An open door approach where staff feel they can raise concerns about a young person or a colleague's behaviour.

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- Staff who understand the importance of listening to learners (this should be part of the recruitment process and induction training).
- Safeguarding information readily available to learners, including on the website and in the learner welcome packs.

## 3.1 Role of Tutors and Staff

Staff working for or on behalf of Young Giants, engaged in its services, play a crucial role in helping to keep children and young people safe, including identify welfare concerns, indicators of possible abuse or neglect, indicators of needing Early Help and, vulnerabilities to being drawn into unsafe behaviours including radicalisation and extremism.

All staff **are conversant with** [Keeping children safe in education 2024](#)

**It is the responsibility of all staff (working directly for or on behalf of Young Giants) 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 the staff member 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.**

**Staff 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.**

## 3.2 Referral to Appropriate Authorities

Young Giants is committed to referring concerns via the Designated Safeguarding Lead to the appropriate organisation, normally the local authority Social Care or Early Help, contributing to the assessment of a child's needs and, where appropriate, to on-going action to meet those needs.

## 3.3 Young Giants' Commitments

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

- We value, listen to and respect all children and young people
- We have a Designated Safeguarding Lead (DSL) and at least one Deputy DSL who are appropriately, level 3 trained
- All staff are compliant with Young Giants Safeguarding Policy & Procedure as required by statute and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people
- All staff have a copy of and sign to confirm they have read [Keeping children safe in education 2024](#)
- This Safeguarding Policy is freely available and is reviewed on an annual basis by the DSL or Deputy DSL
- Staff safeguarding training is checked on a regular basis and clear guidance available to all staff
- The procedures in this policy are regularly tested and referrals monitored to ensure consistency and develop best practice
- Our recruitment procedures follow best practice and safer recruitment principles, in line with our Safer Recruitment Policy, with all checks in place prior to tutors being assigned to a child or young person
- Use our safeguarding procedures in line with our Privacy Policy to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Record and store information professionally and securely, in line with our Privacy Policy

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- Share information about child protection and safeguarding best practice with staff via frequent updates
- Use our Safeguarding procedures to manage any allegations against staff or young people appropriately
- Ensure we have effective complaints and whistleblowing measures in place, in line with our Complaints Procedures and Whistleblowing Procedures respectively
- Ensure that we promote a safe physical environment for our service users and staff by applying health and safety measures in accordance with the law and regulatory guidance, and in line with our Health and Safety Policies
- Risk Assessments are carried out for all settings in which we work and include provision for appropriate staff:child ratio.

## 4.0 DSL ROLES AND RESPONSIBILITIES

### 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 within the Young Giants and has the seniority to carry out the functions of the role.

### 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 and support staff who make referrals to local authority children's social care
- Refer suspected abuse and neglect or early concerns to appropriate Local Authority Children's Services
- Report allegations made against members of staff or other professional to the Local Authority Designated Officer (LADO)
- If we feel a child is seriously at risk of harm and neglect, Young Giants will contact the police immediately
- Develop and update this Safeguarding and other relevant policies, such as Safer Recruitment, 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 confidentially and securely, until the child turns 25 or in line with our Privacy Policy, and are forwarded on to the child's next school, college or the Local Authority
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training and maintain training records
- Liaises with the Deputy DSLs and other parties as and when appropriate.
- Cooperate with any requests for information from the local authority or other agencies in compliance with Children Act 2004
- Ensure that child protection training for DSL and Deputy DSL is undertaken every 2 years

### Our deputy DSL is expected to:

- Be appropriately trained, updating that training every 24 months

- Carry out the duties of the DSL in the absence of the DSL
- If the DSL is absent for an extended period, the deputy DSL will be appointed to DSL and a new deputy DSL will be established from within the company.

## 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. Safeguarding details relating to an individual are kept in a file separate to the individual's general file and are only accessible to DSLs.

### 5.2 Sharing information

Young Giants ensure all staff are aware that they have a professional responsibility to share relevant information with the relevant agencies in order to safeguard children.

### 5.3 No secrets

Young Giants ensure all staff are 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 seek further support as appropriate.

## 7.0 WORKING WITH PARENTS

Parents and carers play an important role in protecting their children from harm. In most cases, Young Giants will discuss concerns about a learner with the family and, where appropriate, seek their agreement to making referrals to social care or other support/legal agencies. Where there are any doubts, the designated lead should clarify with social care whether, and if so when and by whom, the parents should be told about the referral.

The learner's views will be considered in deciding whether to inform the family, particularly where the learner is sufficiently mature to make informed judgments about the issues, and about consenting to that.

Young Giants will consider the following in relation to the learner:

- *vigilance: to have adults notice when things are troubling them*
- *understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
- *stability: to be able to develop an ongoing stable relationship of trust with those helping them*
- *respect: to be treated with the expectation that they are competent rather than not*
- *information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
- *explanation: to be informed of the outcome of assessments, decisions, and reasons when their views have not met with a positive response*
- *support: to be provided with support as well as a member of their family*



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- *advocacy: to be provided with advocacy to assist them in putting forward their views*
- *protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee*

Young Giants aims to help parents understand that our organisation, like all others concerned with children, has a duty to safeguard and promote the welfare of all learners. Young Giants may need to share information and work in partnership with other agencies when there are concerns about a learner's welfare.

## 8.0 CHILDREN IN CARE – LOOKED AFTER CHILDREN (LAC) / CHILDREN LOOKED AFTER (CLA) & CHILDREN PREVIOUSLY IN CARE

Supporting children in care and children who have been in care is a key priority for our organisation. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children in care who we support we have a designated lead, who is: **Lisa Crawley**

### 8.1 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. Young Giants is not a school but will adopt these principles.

Young Giants staff (regardless of employment status) should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The DSL will then inform the local authority and the commissioning party.

Upon referral, we will take steps to verify the relationship of the adults to the child who is being referred.

## 9.0 CHILDREN ON CHILD IN NEED (CIN) PLAN & CHILD PROTECTION (CP) PLAN

A child may be on a Child In Need (CIN) plan. This is a voluntary plan with social care for children who have been identified as being in need – this may be because they have a disability or an EHCP.

A Child Protection (CP) plan is non voluntary and is in place where a child is at significant risk of harm.



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At referral Young Giants will gather all safeguarding information for the learner, including if they are on a CIN or CP plan. This information will be flagged on the learner database and a member of management will be responsible for making themselves known to the learner's social worker and attending all CIN and CP meetings. Minutes of these meetings will be held on file for the learner (a separate file from the learner's main file) and a relevant and appropriate summary of the meeting content will be communicated to the tutor(s) supporting the learner on a need-to-know basis.

## 10.0 SAFER PRACTICE

Safer practice is essential for all staff and tutors working with children and young people. Safer practice affects all aspects of working with children and young people and is the responsibility of everyone. By adopting these methods we work to prevent unsuitable people from working with young people, investigate complaints against staff appropriately and ensure all staff 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.

### 10.1 Allegations Against Staff or Tutors - See separate policy

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 involving allegations against staff, 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 member of staff may be suspended or if subcontracted have his or her contract paused or ended, pending the investigation, following advice from the LADO

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

### 10.2 LADO

The role of the LADO (or Designated Officer) is set out in Working Together to Safeguard Children (2023) (Paragraph 224) and is governed by the Local Authorities duties under section 11 of the Children Act 2004.

The LADO is responsible for managing allegations against adults who work with children. This involves working with police, children's social care, employers and other involved professionals. The LADO does not conduct investigations directly, but rather oversees and directs them to ensure thoroughness, timeliness and fairness. Ordinarily, to ensure impartiality, the LADO will not have direct contact with the adult against who the allegation has been made, or the family of the child/children involved but will, as part of their role ensure that these have information regarding outcomes.

#### LADO CONTACT DETAILS

Croydon	020 8239 4322	<a href="mailto:lado@croydon.gov.uk">lado@croydon.gov.uk</a>
Merton	020 8545 3187	<a href="mailto:LADO@merton.gov.uk">LADO@merton.gov.uk</a>
Wandsworth	020 8871 7440	<a href="mailto:lado@wandsworth.gov.uk">lado@wandsworth.gov.uk</a>
Sutton	020 8770 4776	<a href="mailto:lado@sutton.gov.uk">lado@sutton.gov.uk</a>
Lambeth	020 7926 4679	<a href="mailto:lado@lambeth.gov.uk">lado@lambeth.gov.uk</a>
Southwark	020 75250689	<a href="https://www.southwark.gov.uk/">https://www.southwark.gov.uk/</a>

## 10.3 Where to report concerns or allegations made against Young Giants' professionals including DSLs

### Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. If an issue arises that they feel needs reporting this should be to the DSL in the first instance and, if this is not appropriate, to the Deputy DSL – the Young Giants Whistleblowing Policy expands on this procedure.

In cases where internal complaint procedure is not appropriate or where an unsatisfactory outcome has been reached, staff can also contact the police and/or their Local Authority Designated Officer (LADO). 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 a Local Authority Designated Officers (LADOs).

Before reporting, staff should check guidance in Keeping children safe in education 202<sub>1</sub> and make an assessment of the level of concern.

### Concern that does not meet the harm threshold

Low-level concerns are treated with equal amounts of attention and urgency. As directed by KCSIE 2024 Young Giants' approach to safeguarding ensures that we promote an open and transparent culture in which all concerns about all adults working for or on behalf of Young Giants are dealt with promptly and appropriately. The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child **does not meet the threshold set out below:**

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

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 may have acted in a way that is inconsistent with our guidance code of conduct, including inappropriate conduct outside of work, and does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

### 10.4 DBS Referral

If Young Giants removes an individual (paid worker, subcontractor 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, Young Giants will make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

Removal from work 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/contract termination
- Any disciplinary investigation should be carried out once the child protection investigation has been completed.

## 10.5 Staff and Tutor Code of 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. Staff and tutors must never post pictures of learners or their work on any social media site, understanding that these are all personal data belonging to the learner.

All staff are required to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur.

Young Giants promote safety with the following procedure and advice:

### **Safer Recruitment** - See separate Safer Recruitment Policy

[Keeping children safe in education 2024](#) outlines Safer Recruitment processes in education settings. Safer Recruitment processes aim 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 Young Giants' Safer Recruitment Policy. All staff and tutors are required to have an enhanced DBS certificate, with renewal undertaken every 3 years or be on the DBS update service where a check will be carried out every 3 years. Newly appointed staff will receive initial safeguarding training, and be given a copy of the Young Giants' Safeguarding Policy. The DSL and Deputy DSL will attend Level 3 Safeguarding and Child Protection training every two years.

### **Tuition Setting & Environment – Guidance and advice for those working in the field with service users:**

- **Always ensure that another adult is present before entering a tuition setting – another adult must be present in the tuition setting at all times during tuition.** This could be a teacher, carer/parent or other adult who has taken responsibility for the welfare of the child. Tuition is not childcare, and staff are not employed, engaged or insured under a childcare agreement. If no other adult is present at the tuition setting, staff must not enter the premises; staff should explain to the learner that they cannot come in until such a person is present. This included learners who are over sixteen. Call the Education Programme Lead at Young Giants to inform them of the situation immediately. If the adult present at the tuition setting leaves the setting while staff member is there (e.g. the adult tells staff they are 'just popping out' etc.) staff must inform adult that they are not permitted to remain in the setting without another adult present and that if the adult leaves, staff member must also leave the setting. **Staff must not remain in a setting if there is no other adult present in that setting**
- **Ensure and maintain a suitable working environment** – ensure a suitable and appropriate environment for tuition. While we do conduct risk assessments in advance and check learning spaces, things may change over time, or suddenly, without us being aware. **Tuition should not take place in a learner's bedroom.** The tuition area represents a professional working space and therefore should have a table and chair or other appropriate surface and seating, adequate lighting, equipment and resources. Mobile phones, TV/radio should be switched off. Tuition should not be unnecessarily interrupted. If staff member has a concern that the environment is not suitable they should report this immediately. If staff member has a concern that the environment poses a potential or immediate risk of harm to a learner or to staff, staff should inform the DSL and/or the

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police immediately. **The address of the tuition should not change without prior arrangement from Young Giants, this includes trips into the community**

- **Remain in earshot and be visual** - keep the door to the tuition room open at all times and remain within ear shot of other adults. This guidance keeps staff safe as well as the learner. Where tuition sessions take place over more than one hour, give regular breaks where staff and the learner become visible to the other adult(s)
- **Understand the risks of using technology** - if using a device that does not belong to Young Giants or the learner, safety measure must be taken:
  - A separate user account for teaching with a clear desktop and a confidential login must be used for the device – the tutor must not use their personal account and must not disclose to the learner the login details of either login.
  - The learner must be supervised at all times when the device is in use – if the tutor needs to leave the laptop (for example to visit the bathroom) the tutor must log out of the laptop.
  - Tutors must never allow a learner to work on the device. Devices used for teaching purposes in tuition are restricted to information gathering/imparting and interactive games only. Learners must not create documents on the device or store any information on the device.
  - Tutor should seek authorization from a parent/carers when using their own device for teaching purposes.
- **Keep consistent communication with us in the office** – we can support tutors as lone workers more effectively when they remain in regular and consistent contact with us. Staff should respond to the attempts we make to communicate. Staff who do not keep in regular contact with us make it difficult for us to promote their safety. We may look to review the terms of our working agreement with tutors who consistently avoid contact with us.

**Staff should inform Young Giants in advance if they require certain adjustments or circumstances in order to practice as a tutor with us.**

## Student/Tutor Relationship

- Never ask a child or young person personal questions about their background
- Remain open to any questions or concerns a learner may have about attitudes and behaviours they may not feel comfortable with
- Act as a positive role model for every child and/or young person
- Remember that others may misinterpret actions, no matter how well intentioned
- Never restrain a learner unless to avoid immediate harm to learner or other person. An incident report must then be completed within 24hrs – see below
- Never deliver first aid, even if trained – in the event of an accident, tutors should contact parents/carers and/or emergency contacts for the learner and/or call the emergency services as deemed appropriate. See individual risk assessments for learner
- Ensure that inappropriate subjects are not discussed, or inappropriate banter exchanged
- Never take a photograph/video of a student on a personal device or agree for them to photograph/video you on their personal device
- Never promise to keep any disclosure secret – staff have a duty to report disclosures or any concerns they may have to the DSL
- Never arrange to meet, call or text or otherwise communicate with a learner outside of tuition sessions
- Never give a learner a lift in your own car
- Never give out your personal number(s) or private email address(es) to learners or take down their personal phone number or email unless discussed with Young Giants

## SAFEGUARDING POLICY

- Never use social networking sites, or similar technological platforms, to communicate with learners or their parents/carers. It is not appropriate to connect with learners in any way on social media or other networking sites
- Never post pictures of learners or their work on any social media site, understanding that these are all personal data belonging to the learner
- Keep your online presence appropriate. Learners may look staff up online, please ensure that what they find is appropriate to your professional life as an education professional
- Do not give gifts to or accept gifts from your learners. These could be considered as bribes or inducement to enter into a relationship and could give rise allegations of improper conduct. This includes teaching resources and money for transport. Speak to us if your learner needs a budget for their tuition
- 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 learner even when the learner is over the age of consent
- Always remember that what is appropriate/not appropriate inside a school building should be the same in the tuition setting

### Use of Force and Restraint

- Restraint must never be used except when to prevent a learner injury or harm to others. In these times the restraint must be the minimal force necessary and for the briefest amount of time necessary to prevent injury to another person. An incident report must be submitted to Young Giants within 24 hours.
- 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 assess the situation and 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

### Anti-Bullying

Young Giants is committed to providing an environment free from all forms of bullying. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

Tutors and staff are aware that children with SEND and or differences/ perceived differences are more susceptible to being bullied / victims of child abuse.

### 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 smart phones, 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').

Tutors and staff should consider the best protection is to make learners aware of the dangers through reference to the 'Child Exploitation and On-line Protection command' where appropriate <http://www.ceop.gov.uk/>.

### The 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 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.

### 11.0 HELPING CHILDREN UNDERSTAND SAFEGUARDING

Young Giants 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 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.

#### 11.1 Role of Tutor

All tutors should put time aside during their first meeting with a child to explain to them the Young Giants Safeguarding Policy/procedure for reporting. All learners must be given a copy of the Learner Welcome Pack and spend some time discussing the roles of the DSLs. This document should be attached to the learner’s workbook or folder when possible.

### 12.0 RECOGNISING ABUSE

**Keeping Children Safe in Education 2024 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 Injury
- Sexual Abuse



- Emotional Abuse

Brief definitions are given below but defining child abuse is not straightforward. Somebody may abuse a child by inflicting harm, or by knowingly not preventing harm. Neglect may be unintentional.

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 adult. The perpetrator of abuse may be another child.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

## 12.1 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Also includes victims of parents suffering from Munchausen Syndrome by Proxy.

### 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

## 12.2 Emotional Abuse

Persistent emotional ill treatment which is likely to cause serious harm to the child's emotional 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)

## 12.3 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



## 12.4 Neglect

Persistent failure to meet a child's basic physical and psychological needs likely to result in serious impairment to their 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 child's basic emotional needs. Neglect may be unintentional, but this does not diminish its impact.

### 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

## 13.0 OTHER FORMS OF ABUSE

### 13.1 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 2024 Annex 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

Statutory guidance has been published and is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

## 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 and can take many forms.

This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## Child Criminal 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. KCSIE 2024 Annex B provides further guidance including making a referral to the [National Crime Agency](#).

## 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.

## 13.2 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).

Training: For FM – <https://www.virtual-college.co.uk/resources/free-courses/awareness-of-forced-marriage>

## Female genital mutilation (FGM)

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In Young Giants, this will usually come from a disclosure.

Professionals must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

[www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

**Reporting is mandatory by law.** (Section 5B of the Female Genital Mutilation Act 2003) - KCSIE 2024 Annex B provides further guidance on reporting.

### Potential indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- cancelling learning session with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from tuition, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

### Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE in school
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure or ceremony to become a woman
- Symptoms of FGM

FGM information and training

**For FGM information about making a referral and the mandatory reporting duty please watch**  
<https://youtu.be/l579odpqUY>

### **FGM Myth Busting guide and fact sheet**

Myth Busting Guide - [https://issuu.com/mojatu/docs/mojatu\\_myth\\_busting\\_booklet](https://issuu.com/mojatu/docs/mojatu_myth_busting_booklet)

Myth Busting Sheet -

[https://issuu.com/mojatu/docs/mojatu\\_female\\_genital\\_mutilation\\_fgm\\_myth\\_bustin](https://issuu.com/mojatu/docs/mojatu_female_genital_mutilation_fgm_myth_bustin)

### **Training**

For Free online training access:

For FGM - <https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>

### **Forced Marriage**

Forced Marriage is illegal in the UK. The [Forced Marriage Unit](#) supports people at risk of forced marriages and those who suspect a forced marriage has/is going to take place. It operates both inside the UK and overseas.

To report a case/ a suspected case of forced marriage, use the web link given [here](#).

### **13.3 Online Abuse**

Any type of abuse that happens online. The breadth of issues classified within online safety is considerable, 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 purposes'.
- **conduct:** personal 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; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel students, their family members or other staff are at risk, please report it to the DSL who will consider reporting to the Anti-Phishing Working Group (<https://apwg.org/>).

Further information can be found on the [NSPCC website](#).

Report online abuse to your DSL who will consider reporting to: [Child Exploitation and Online Protection](#).

## **14.0 OTHER INDICATORS FOR CONCERN**

### **Children in the Court System**

KCSIE 2024 Annex B details guidelines on how to support children in the court system.

### **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

# SAFEGUARDING POLICY

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.

Young Giants complete an attendance register. Attendance is monitored and addressed in line with our Attendance Policy. Young Giants inform the local authority if a learner fails to attend provision regularly or has been absent without informing Young Giants for a continuous period.

## Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children including where they see, hear, or experience its effects. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## 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 routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Or as appropriate the DSLs will report to persons responsible for commissioning our service.

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.

## 15.0 DEALING WITH A DISCLOSURE OR CONCERN

### FOUR STEPS TO FOLLOW:

1. BE ALERT
2. QUESTION BEHAVIOUR
3. ASK FOR HELP

**DON'T THINK...**  
**'WHAT IF I AM WRONG?'**

**INSTEAD THINK...**  
**'WHAT IF I AM RIGHT?'**

## 4. REFER

### What do children disclose?

This list is not exhaustive:

- 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
- FGM
- Radicalisation
- Substance misuse
- Bullying as target or perpetrator

### WHAT TO DO - 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 can see you are feeling anxious/upset etc' and ease any feelings of guilt or loneliness**
- **Tell the child that staff will try to offer support**
- **Tell the child what staff are going to do with the information**
- **Have regard for the child's welfare**
- **Respond quickly - see below**
- **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

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

- Something the child or young person has told staff
- Something that staff have noticed about the child or young person's behaviour, health or appearance or home environment

- Something another professional or adult (e.g. parent or carer) said or did
- Something written or drawn as part of the students' work

**DSL or local authority may have more information that, together with what a staff member knows, represents a more serious concern about the child or young person.**

**It is never one person's decision alone how to respond to concerns – but it is always a staff members responsibility to share concerns, no matter how small.**

## 15.1 What to do after a Disclosure or Suspicion of Abuse

**Staff should;**

**Let the child or young person know what they plan to do next** if staff member has heard a disclosure of abuse or is talking with learner about the concerns. Do not promise to keep what he/she says secret.

**Any staff member 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 Young Giants 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.**

Young Giants operate a **compulsory reporting system** for any disclosure or suspicion of abuse and staff members found to be aware of abuse but failing to report it will be subject to investigation.

**Where a staff member feels a child is in immediate danger they should call the police.** – Please see below regarding emergencies.

The Young Giants 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 (concern form available at the foot of this document but does not necessarily have to be used – any form of document can be used as reporting takes priority over using official templates) and email this as an attachment. DO NOT disclose the password in the same email – 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 store in a locked cabinet.

**Staff should note:**

- Name of child or young person
- Date, time and place
- Who else was present
- What was said/ What happened/ What staff 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 staff observed and why it is a cause for concern
- The written record must be factual not your opinion
- Sign, date and time the report



## STAFF MUST REFER – STAFF MUST NOT INVESTIGATE

### 15.2 EMERGENCIES

A safeguarding emergency may manifest itself as, but is not limited to:

- Severe illness or injury which may be attributable to physical or sexual abuse, or self-harm
- A fearful child or young person's refusal to engage with their family or go home at the end of the session
- Suspicion or disclosure of serious abuse becoming apparent during a tutoring session
- A risk of trafficking or abduction when the child or young person absconds their home or tutoring session
- Immediate risk of the child or young person being abused through sexual exploitation
- A child or young person who is incapacitated through substance misuse
- A missing child or young person with known vulnerabilities
- Credible immediate risk with regard to FGM or Forced Marriage

In some instances, an allegation made against a member of staff can necessitate immediate action to safeguard learners

The core actions when responding to a safeguarding emergency:

- Try not to panic. Act quickly but rationally.
- Where possible, contact the DSL and, where appropriate, the police as soon as it is safe to do so.
- Where the DSL or their deputy is not available contact the local social care team. (Find your local team [here](#))
- Stay child focused. The welfare of the child or young person must come before all other considerations. Explain your actions to them if they are of sufficient age and mental capacity to understand.
- Exercise professional judgement. Draw on your skills and expertise to decide how to proceed.
- Share information with caution. In a safeguarding emergency (in contrast to health and safety/accidents emergencies) there might be reason to believe that a parent is involved in the abuse or neglect. In these circumstances take action to support and protect the child as the primary action.
- Identify social, educational, physical and cultural vulnerabilities. Concerns involving children or young persons with SEND warrant immediate action due to their increased risk of abuse. The vulnerability of other children or young persons, such as those who are or have been sexually exploited, live in challenging family circumstances, are looked after, have or have had a child protection plan or where the risk of FGM or forced marriage is suspected, should also tip the balance in favour of emergency action.
- Be clear about what you can do. Being the child or young person's advocate is firmly within your remit. Removing them from their home, taking them to your home or confronting a suspect is not.
- Stay with the child or young person until they are safely with someone who can take responsibility for them.

**Document all actions.** Including:

- the child or young person's details (name, age, address)
- what the child or young person said, or did, that give staff cause for concern (if the child made a verbal disclosure, write down their exact words)
- the details of any other children or young persons involved or impacted

- who staff contacted, when staff did so and how staff took steps to ensure the safety of the child or young person

## Responding to reports of missing from care or education

If a member of staff is notified/discovers that a learner is missing from care or they are vulnerable and do not attend tuition when required to do so independently staff should notify the primary caregiver immediately and the DSL/DDSL.

If their whereabouts cannot be determined the DSL will immediately contact the commissioner and share this information. The commissioner will take responsibility to ensure the following protocol is followed.

When a child or young person is identified as not being at a location they are expected to be at, the reporting individual (commissioner/care provider/foster carer/social worker etc) must take proactive steps to trace the child's whereabouts prior to contacting the police. Such steps would include:

- Physical checks of the residence, including the child's bedroom and any other location the child may be hiding within the house/building;
- Checks of any garden, garage, sheds, grounds and surrounding area(s);
- Attempting to contact the missing person directly, via mobile phone, text, or social networking sites (twitter/Facebook etc);
- Contacting the missing person's family and friends;
- Make reference to any risk assessments, placement plans or action plans that allow for some leeway with curfews for 'boundary testing'.
- In respect of children missing from home it is expected that the parent/carer will inform the police without delay and will provide all relevant information to support enquiries including:
  - Description of the child
  - Details of where last seen and with who
  - Recent photograph
  - Relevant addresses
  - Previous history of absenteeism

For Children Looked After it is expected that children's services are contacted also.

If a staff member is concerned the above actions are not being addressed, they should take responsibility to contact the police directly and report the episode of missing from care/education to the appropriate social care team.

### 15.3 DSL Duty

**Following a concern the DSL will share information with other relevant professionals**, including MASH 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 must:

- Create a Safeguarding 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

### 16.0 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 staff feel a child is not developing, or is not as happy or as well looked after as they could be then staff must listen to their concerns and speak with either the DSL or Deputy DSL.

In their roles the DSLs will support staff in assessing next steps and possible 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.

**Staff 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
- has a mental health need
- is showing signs of being drawn into anti-social 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
- 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 FGM or forced marriage
- is a privately fostered child
- is persistently absent from education

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

Staff should **make a written record** as soon as possible after suspected possible need for Early Help, noting:

- Name of child or young person

# SAFEGUARDING POLICY

- Date, time and place where staff have noticed things
- Who else was present
- What was said/ What happened/ What staff 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 staff observed and why it is a cause for concern
- The written record must be factual not your opinion.

## 17.0 KEEPING TUTORS SAFE FROM HARM AND FALSE ALLEGATIONS

### Please also see Health and Safety Policy – Including Risk Assessment

Young Giants takes seriously its duty to protect staff as far as is possible and asks staff to comply with the following behavioural guidelines.

#### **DON'T WORK ALONE**

Staff 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**

Staff 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 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 effectively 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**

Staff must never offer to transport a child anywhere unless accompanied by an appropriate adult and as part of a formal arrangement. Young Giants must be informed of this and staff must prove they are covered with business insurance for their vehicle.

#### **NO MOBILE PHONES**

Staff 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 staff using yours.

#### **NO RESTRAINT**

On no account should any staff use restraint unless it is to prevent accident or injury to themselves or anyone else (e.g. to prevent a fall).

If a child is hurt or distressed, the tutor 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**

# SAFEGUARDING POLICY

On no account should anyone from Young Giants 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 Young Giants' management. If staff wish to give a card to say congratulations on passing an exam, for example, 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. Staff should not tolerate unsociable behaviour and should try to ensure good working relationships. Where challenges are present, tutor should seek advice of Young Giants management.

### 17.1 Staying Safe as a Tutor

#### Please also see Health and Safety Policy – Including Risk Assessment

Although Young Giants conduct risk assessments of all regular tuition locations in advance of commencing tuition, it is important to remember that service users are still strangers.

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 service user 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 staff don't feel comfortable for any reason at all.

##### TELL A FRIEND

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

##### 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 Young Giants of any changes to your usual arrangements with a learner, 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 staff are questioned, state that it is company policy and safeguarding practice; we will always confirm this if asked.

##### WHERE IS YOUR LEARNER?

If there is no learner present when staff arrive, use your instincts and consider waiting outside of the building until they arrive.

The [Suzy Lamplugh Trust](#) provides advice for lone workers.

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Please tell Young Giants in advance if working in a house where animals are present is an issue for staff.

### **Professional Support**

As a tutor staff are eligible to join the NEU teachers' union on a standard membership. Union membership offers professional development, support, resources and legal advice - <https://neu.org.uk/>

# SAFEGUARDING POLICY

## APPENDIX 1 – SAFEGUARDING CONCERN FORM (with BODY MAP)

### CHILD / YOUNG PERSON PERSONAL DETAILS

<b>Name of Child / Young Person:</b> (First Name and Family Name)	
<b>Also known as:</b> (First Name and Family Name)	
<b>Date of Birth:</b>	
<b>Male / Female:</b>	

### YOUR DETAILS

<b>Date of Writing:</b>	
<b>Time of Writing:</b>	
<b>Print Name:</b>	
<b>Signature:</b>	

### YOUR CONCERNS

Please give details of your concern/s (please indicate as many as are appropriate)

Is because an adult has reported concerns to me

Is because a child has disclosed information to me

Is a result of something I have seen, heard or believe

Is because I suspect child abuse

Other:

### RECORD OF WHAT THE CHILD SAID OR DID, WHAT STAFF OBSERVED AND SAID TO THE CHILD

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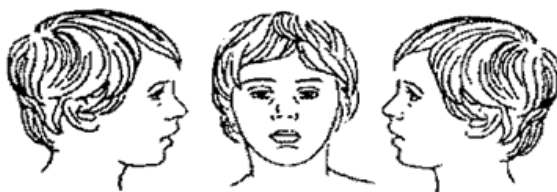
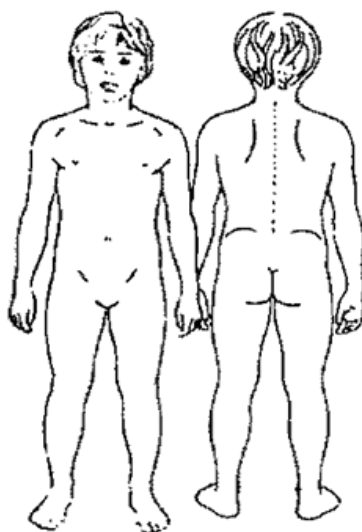
### DESCRIPTION OF INJURY – if applicable

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### BODY MAP – use if applicable



Please indicate any injury on the appropriate section of the diagrams below.  
**DO NOT PHOTOGRAPH THE INJURY.**



### CHILD'S ACCOUNT OF THE INJURY – if applicable

If the child has given an account of this injury, please give details:

Please indicate the attitude of the child regarding the injury:

### PARENT / CARER'S ACCOUNT OF THE INJURY – if applicable

If the parent / carer has volunteered an account of this injury, please give details:

Please indicate the attitude of the parent / carer regarding the injury:

### DISCUSSION WITH ANOTHER PROFESSIONAL – if applicable

**Name of the other Professional:**

## SAFEGUARDING POLICY

Record of the discussion staff had with that Professional:

### ADDITIONAL INFORMATION

Please include any other relevant additional information:

### To be completed by DSLs - ACTION TAKEN BY DSL

Have staff have spoken to the parent about your recording?

YES

NO

Print Name of DSL:

DSL Signature:

Setting:

Notes of any further action (please include dates and persons involved in actions):