



This policy has been written in accordance with DfE statutory guidance 'Keeping Children Safe in Education' (September 2021)

This policy has been approved by:

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<b>Position</b>	<b>Director</b>
<b>Date</b>	<b>02/09/21</b>

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<b>Date of next review</b>	<b>1<sup>st</sup> September 2022</b>
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**The Designated Safeguarding Leads (DSL) at Young Giants are:**

<b>Name</b>	<b>Jaime Johnson</b>
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**The Deputy Designated Safeguarding Lead (DDSL) at Young Giants is:**

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**All staff and tutors (subcontracted and employees) are required to undertake safeguarding and child protection training annually.**

If you feel your training is out of date please contact the DSL or Deputy DSL.

Training will be provided by Young Giants or tutors may be asked to complete an online course as directed.

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## **1.0 INTRODUCTION**

Young Giants is committed to the physical, emotional and mental wellbeing of all the children using its service. This policy aims to provide all staff and tutors, 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.

Staff and tutors in our organisation fully recognise that their main responsibility is the welfare of any children using our service. 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.

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

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](#)' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, '[What to do if You Are Worried a Child is Being Abused](#)' 2015, '[Disqualification under the Childcare Act 2006](#)' 2016. The guidance reflects, '[Keeping Children Safe in Education](#)' 2021. It also incorporates the principles of '[The Prevent Duty guidance for England and Wales](#)' 2015.

## 2.0 AIMS OF THE SAFEGUARDING POLICY

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

- Adopting safeguarding guidelines through a code of behaviour for staff and tutors
- 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 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

### 3.1 Role of Tutors and Staff

Tutors and staff play a crucial role in helping to keep children and young people safe. All tutors **MUST read KEEPING CHILDREN SAFE IN EDUCATION (2021) PART 1**

[Keeping Children Safe in Education 2021 - Part one \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/keeping-children-safe-in-education-2021-part-one.pdf)

We will require you to sign to say that you have read this document.

Tutors also play a crucial role in 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.

### 3.2 Referral to Appropriate Authorities

Young Giants is committed to referring those concerns via the Designated Safeguarding Lead to the appropriate organisation, normally the local authority children's 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 have a Designated Safeguarding Lead (DSL) and at least one Deputy DSL who are appropriately trained
- All staff and tutors are compliant with Young Giants Safeguarding Policy & Procedure and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people, (including DBS check on recruitment and updated regularly)
- All staff have a copy of and sign to confirm they have read [Keeping Children Safe in Education 2021 Part 1](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/keeping-children-safe-in-education-2021-part-one.pdf)
- A copy of our Safeguarding policy is available to Clients on request
- The Safeguarding policy is reviewed on an annual basis by the DSL or 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, with all checks in place prior to tutors 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.

### 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, Young Giants and our tutors 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 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
- 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

### 4.3 Other Staff & Tutor's Responsibilities

Tutors and staff are responsible for making sure they have read and understood the latest version of Keeping Children Safe in Education Part 1. Currently:

[Keeping Children Safe in Education 2021 - Part one \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616266/Keeping-Children-Safe-in-Education-2021-Part-one.pdf)

**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.**

## 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

All staff / tutors must be aware that they have a professional responsibility to share relevant information with the other agencies in order to safeguard children.

### 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 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 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 Young Giants staff to individuals against whom allegations have been made

### 7.2 Where to report concerns or allegations made against Young Giants tutors, workers, management including DSLs – LADOs

#### Whistleblowing

All staff/ tutors 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 their line manager in the first instance and, if this is not appropriate, to the Deputy DSL or DSL. Please see Whistleblowing Policy.

In cases where internal complaint procedure is not appropriate or where an unsatisfactory outcome has been reached, Tutors can also contact the police and/or their Local Authority Designated Officer (LADO). Please see Whistleblowing Policy.

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). If you have any concerns about a member of Young Giants 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. Before reporting, please check guidance in [Keeping Children Safe In Education \(KCSIE\) 2021](#) and make an assessment of the level of concern (see para 336 of KCSIE 2021). Low level concerns should be reported to a member of management.

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>
Reading	0118 937 2684	<a href="mailto:LADO@reading.gov.uk">LADO@reading.gov.uk</a>

### 7.3 DBS Referral

If Young Giants 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, 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.

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:

#### Safer Recruitment

[Keeping Children Safe in Education \(2021\)](#) 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. Newly appointed staff and tutors will have initial training in Child Protection as part of their induction programme. They will be made aware of Child Protection procedures as part of that induction programme, and be given a copy of the Young Giants' Safeguarding Policy and Procedure. The DSL and Deputy DSL will attend a Child Protection Training Programme every two years.

### **Tuition Setting & Environment**

- Tutors should take evidence of their enhanced DBS check and photo ID (such as driving license 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 Coordinator at Young Giants 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 your Tuition Coordinator at Young Giants. 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

### **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, unless to avoid immediate accident – an incident report must then be completed within 24hrs
- Never restrain a student or deliver first aid
- 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 – you have a duty to report disclosures or any concerns you may have to the DSL
- Never arrange to meet, call or text or otherwise communicate with a students outside of tuition sessions or to give them lifts to and from tuition in your car
- Never give out your personal numbers or private email addresses to children and young people or take down their personal phone number or email
- Never use social networking sites – or similar technological platforms – to communicate with students or their parents/carers.

- 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

### Use of Force and Restraint

- We acknowledge that tutors must only ever use physical intervention as a last resort, when a child is endangering themselves or others and that at all times it must be the minimal force necessary to prevent injury to another person. Where any physical contact occurs, an incident report must be submitted within 24hrs
- Where restraint is expected to be used, for example with a student with PMLD, restraint training must be provided to all staff supporting that particular student.
- 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

### Anti-Bullying

Young Giants 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 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.

## 8.0 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.

### 8.1 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 Student 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.

## 9.0 RECOGNISING ABUSE

[Keeping Children Safe in Education 2021 - Part one \(publishing.service.gov.uk\)](#) 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.

### 9.1 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

### 9.2 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)

### 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 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

## 10.0 OTHER FORMS OF ABUSE

### 10.1 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 2021 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

#### 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.

### Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer 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 2020 Annex A 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.

## 10.2 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).

### 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) - KCSIE 2020 Annex A provides further guidance on reporting.

### Signs & Indicators:

- Child 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](#) 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](#).

### **10.3 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 you 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](#).

## **11.0 OTHER INDICATORS FOR CONCERN**

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

KCSIE 2021 Annex 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 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 admissions register and attendance register
- Monitor attendance and address it when it is poor or irregular
- Inform the local authority if a pupil fails to attend school regularly, or has been absent without the school's permission or for a continuous period – in line with Attendance Policy

### **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. 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.

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.

## 12.0 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?

This list is not exhaustive:

- Historical abuse
- Pregnancy
- Sexual activity
- Coercive exploitation

- 
- Peer on peer 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

**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 you will try to offer support**
- **Tell the child what you 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

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 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

**Even if you think your concern is minor, 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.**

### **12.1 What to do after a Disclosure or Suspicion of Abuse**

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**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 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 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.**

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) 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.

**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**

### **12.2 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 will case manage and oversee the provision for vulnerable students.

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

### 13.0 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 be 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.

**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
- 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

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.

## 14.0 KEEPING TUTORS SAFE FROM HARM AND FALSE ALLEGATIONS

### Please also see [Health and Safety Policy for Out of Office Working – Including Risk Assessment](#)

Young Giants 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 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. Where this is absolutely unavoidable Young Giants must be contacted before the tuition takes place (even if this causes a delay to the start time of tuition). Permission from the appropriate adult must be sought in writing and the tutor must ask the appropriate adult to check into the tuition room every 15 minutes.**

#### **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. Young Giants must be informed of this and tutor must be covered with business insurance for their vehicle.

#### **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).

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**

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 you 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. Tutors 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.

### 14.1 Staying Safe as a Tutor

#### Please also see Health and Safety Policy for Out of Office Working – 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 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 back 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 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 you are questioned, state that it is company policy and safeguarding practice; 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.

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

Please tell Young Giants in advance if working in a house where animals are present is an issue 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](http://www.atl.org.uk)

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

**CHILD / YOUNG PERSON PERSONAL DETAILS**

<b>Name of Child / Young Person: (First Name and Family Name)</b>	
<b>Also known as: (First Name and Family Name)</b>	
<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 YOU OBSERVED AND SAID TO THE CHILD

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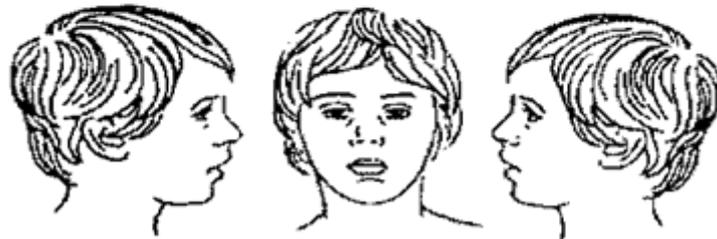
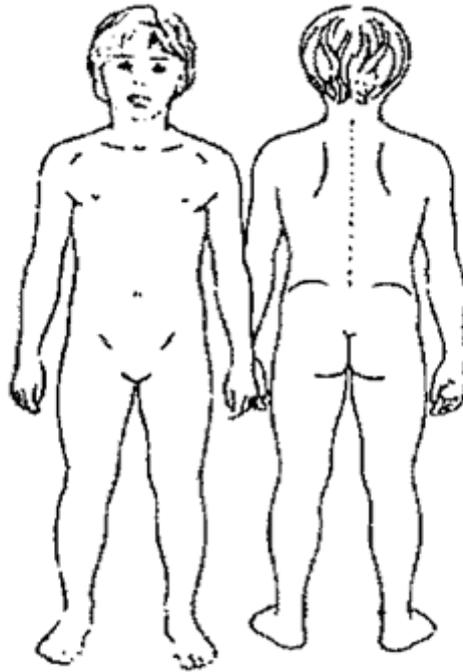
### DESCRIPTION OF INJURY – if applicable

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### BODY MAP – use if applicable

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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:

Record of the discussion you had with that Professional:

**ADDITIONAL INFORMATION**

Please include any other relevant additional information:

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

Have you have spoken to the parent about your recording?

YES

NO

Print Name of DSL:

DSL Signature:

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