Bristol Tutors

SAFEGUARING POLICY & TRAINING MANUAL

This manual will cover four main areas;

a)How to identify and report abuse
b)Instruction on appropriate tutor conduct when tutoring
c)Tutor safety – risk assessment
d)Safeguarding for online learning

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A) HOW TO IDENTIFY AND REPORT ABUSE

This section will cover the following sub-topics;
1. An awareness of the term 'Safeguarding'
2. Relevant legislation
3. How to identify signs of abuse
4. How to response to and report concerns

1.The term Safeguarding

The NSPCC defines the term safeguarding as follows:
Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:
- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes

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2. Legislation

There is no single law about child safeguarding but two are of significance;

a) The Children Act of 1989 which details duties of local authorities to protect children
b) The Education Act of 2011 which refers to duties of schools to protect children.

It is the responsibility of all carers and professionals working with children to look out for welfare issues. Child abuse is any action that causes harm to a child by anyone, whether intentional or as a result of neglect. The NSPCC estimates that around half a million children are abused each year. Children can be abused anywhere, by anyone.

3. How to identify signs of abuse

There are a number of categories of abuse of which to be aware;
1.Physical Abuse – identified through bruising to areas that would not be likely to accidentally sustain that damage, such as the side of the head, trunk/torso, upper or inner arms, back, inside thighs/groin, black eyes, mouth, ears/cheeks, soles of feet.

2.Neglect – defined as persistent failure to meet a child's basic needs. Can be difficult to identify, but the victim may have an incredible appetite, seem unresponsive or exceptionally quiet (e.g., they may not ever ask for help because they have learnt not to), they may be developmentally delayed, not be growing at the expected rate, have erratic weight loss/gain, they may be left unsupervised, have multiple accidents, have long-term untreated conditions (such as persistent head lice), and long-term poor hygiene (worse than not having bathed for a few days.)

3.Emotional Abuse- prevalent in <u>all</u> other types of abuse but can stand alone. Defined as persistent emotional maltreatment but can also result from overprotection (helicopter parenting). Signs of this include becoming withdrawn, erratic weight and growth, being frozen from trauma (e.g. not interacting, never crying), hypervigilance, 'friending' behaviour towards other adults (such as holding hands, sitting on laps or wanting to be close, seeking positive responses from adults), psychosomatic illness is prevalent (i.e. a persistent headache or stomach ache without any medical cause), developmental delay (often language related), a change in their pattern of behavioural, self-harm, wetting/soiling themselves.

4.Sexual Abuse – forcing or enticing a child or young person into taking part in sexual activities, often children may not be aware that is what is happening as this type of abuse doesn't necessarily require physical contact (i.e., online grooming, blackmailing for lewd images). Victims will have a similar/combined response to both emotional abuse and physical abuse, and there may also be behavioural issues. They may have minor injuries to their genitals (signs may include discomfort sitting down), there may be recurring UTIs/STIs, persistent abdominal pain (internal injuries and/or pregnancy), and the child or young person may self-harm. There may also be highly sexualised/inappropriate behaviour displayed towards their peers, falling outside of their normal sexual development stage.

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5.Exploitation - being groomed for/involved in adult activities.
Trafficking (child trafficking)
Child Sexual Exploitation - coercing, manipulating, or deceiving a child
(under 18) into sexual activity. This is not always physical contact, can be
done through technology

Signs/Indicators of risk of Child Sexual Exploitation are:
- Unexplained gifts/new possessions (that seem unusual in
  circumstances/unaffordable for that child)
- Association with other young people already involved
- Older 'partners' - children believe it's consensual
- UTIs, STIs or pregnancy
- Changes in emotional well-being
- Drug or alcohol abuse
- Missing for periods of time/regularly out late
- Regularly missing school or not taking part in education
- Extremism leading to radicalisation
  - Identifying and preventing vulnerable young people being drawn into
    joining/supporting terrorist organisations
  - Make appropriate referrals to social services when it seems an
    individual is at risk of being drawn into extremism or terrorism

6.Other: child-on-child abuse – this type of abuse includes:
- Bullying or Cyber Bullying another child
- Sexual violence or harassment
- Initiation/Hazing 'rituals'
- 'Upskirting' – taking sexualised photographs of another child

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4. How to respond to a disclosure and report abuse

If a child comes to you directly to inform you of abuse this is called disclosure. You may also be alerted by another professional.
How to respond if a child makes a disclosure:

a) Stay calm
b) Listen and reassure - do not express shock or your opinions
c) Tell them what will happen next
d) Take a written note of the disclosure

Whether you have received a direct disclosure or need to make a report based on what you have seen, you need to make a written record of this.

What to include in your incident report:

a) Your name and role
b) Details of the chid - name, gender, any disabilities.
c) Details of your concern - where and when it took place. Include details of what you were told, using direct quotes where possible.
d) Details of accused abuser if known
e) Include only facts, not opinion.
f) NEVER take photographic evidence.

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What happens next:

Report your concern to the relevant designated Safeguarding Lead within 24 hours - not reporting the incident could result in further abuse of that child or others. This will either be a school DSL contact or the DSL at Bristol Tutors - ANNE-MARIE FIRMIN. If the DSL is not available, report to the local safeguarding children board or if you feel the child is at risk of imminent danger and cannot reach an official contact social care or the police.
Once a referral has been made to social care the matter will be investigated. You may be asked to attend a meeting to discuss the matter with other professionals who work with the child.

Once reports are made, social Care can can respond in different ways

1. Take emergency action if child is judged to be at risk of immediate harm
2. Undertake a formal enquiry if child at risk but not in immediate danger.
3. Decide the child is at risk of less serious harm and take action in less formal way
4. Decide no further action is need if they believe the child is not at risk

If you are not believed when you make a report or if you disagree with the outcome of a social care investigation, you can contact the NSPCC and you should continue to keep records of any ongoing concerns or changes in circumstances.

SAFEGUARDING QUIZ

Safeguarding quiz – how much have you understood?

1. Who's responsibility is it to safeguard children?
a) Teachers
b) Parents
c) professionals working with children
d) All of the above

2. When reporting an incident you should:
a) Express your opinions on the matter and add any personal experiences of your own you may feel to be relevant
b) Write down the facts

3. If you need to report a child protection concern you should do it;
a) When you get round to it
b) Within a month
c) Within 24hours

4. Children can only be abused by adults they don't know
a) True
b) False

Answers: 1 – d, 2- b, 3 – c, 4 - b

B) TUTORING CONDUCT

This Code of Conduct sets out acceptable and unacceptable standards of behaviour when conducting tuition arranged through Bristol Tutors to ensure that all concerns about the care and protection of children/young people are effectively managed.

YOU SHOULD:
- Ensure that when you are working with children you are at least within sight or hearing of other adults. You must never be left alone in the house with a child or vulnerable adult.
- Attempt to develop an ethos where all people matter and are treated equally, and with respect and dignity.
- Always put the care, welfare and safety needs of a child first.
- Respect a child's right to be involved in making choices and decisions which directly affect them.
- Listen attentively to any ideas and views a child wants to share with you.
- Respect a child's culture (for example their faith and religious beliefs).
- Respect a child's right to privacy and personal space.
- Respond sensitively to children who seem anxious about participating in certain activities.
- Be aware of the vulnerability of some groups of children (for example, children with disabilities and learning difficulties; children from Gypsy & Traveller communities; Black & Minority Ethnic children)
- Listen carefully to any child who 'tells you' (sometimes through drawings and behaviour as well as words) that they are being harmed.

- Never dismiss what a child tells you as 'lies' or exaggeration.
- Only restrain a child who is at imminent risk of inflicting harm to themselves or others.
- Speak to a member of Bristol Tutors if you suspect that a child is experiencing bullying or harassment.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Make study fun, enjoyable and promote fairness.
- Ensure your DBS and any other relevant qualifications are fully up to date.

YOU MUST NEVER:
- Discuss personal issues about a child or their family with other people except with Bristol Tutors when you are concerned about the child's well being.
- Be drawn into any derogatory remarks or gestures in front of children or young persons.
- Allow a child, young person or adult to be bullied or harmed by anyone.
- Allow children to swear or use sexualised language unchallenged.
- Engage in sexually provocative games, including horseplay.
- Never allow others to or yourself engage in touching a child in a sexually provocative manner.
- Never make sexually suggestive comments to a child, even in fun.
- Engage in rough or physical contact unless it is permitted within the rules of a game or sports activity or conforms to the guidance on appropriate physical restraint.
- Never form inappropriate emotional or physical relationships with children.

- Harass or intimidate a child or worker because of their age, 'race', gender, sexual orientation, religious belief, socio-economic class or disability.
- Never invite or allow children to stay with you at your home.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.

C) TUTORING SAFETY

Tutor safety is of paramount importance – please see the below risk assessment table detailing preventative safety measures.

Risk assessment guidelines: Hazard Preventative Measures

The Hazard	Preventative measures
Accident while driving to/from a client.	• Vehicle roadworthy and insured. • Do not drive if excessively tired/ill or under the influence of alcohol. • Check directions. • Check Bus times and routes.
Damage to Vehicle whilst visiting a client.	• Ensure you leave vehicle safe and secured (check parking provision prior to visiting client).
Trip/Fall in client's garden/home	. • Check area/room is fit for purpose. • Only carry out tasks that are suitable to the area you are working in and ensure suitable work space is available i.e. chair and table.
Attack on tutor by pupil/ guardian/carer/ animal:	• Leave immediately if you feel that there is any threat to your safety. * Ensure you have a mobile phone with you at all times and someone knows exactly where you are and what time you are due to return. • Report any threats, physical attack or abuse to the police and then to Bristol Tutors. • Check with owners during initial contact if there are any dangerous pets. If so insist they are locked away. • If you feel unsafe at any time, leave and report your concerns to Bristol Tutors.

D) SAFEGUARDING FOR ONLINE LEARNING

Online Learning Safeguarding practise for Tutors

Delivering online learning safely during the Covid-19 crisis Tips for tutors and staff

Delivering learning online has its own unique safeguarding implications over and above those which are normally to be applied in the classroom. Below are some tips and things for tutors to remember when delivering learning online or posting pre-recorded video clips for learners. This document has been adapted from the 2020 Lambeth safeguarding document supported by the Mayor of London.

General things to remember;

The Bristol Tutors Safeguarding Policy still applies, so make sure you are aware of your general responsibilities and the procedures for reporting safeguarding issues.

▪ If you have any concerns, discuss these with your provider manager or your Designated Safeguarding Lead.

▪ Remember to take licensing and copyright into account if you share public resources.

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Privacy and Data Protection

▪ You may be asked to record your sessions. If this is the case, all participants should be made aware of this and verbal consent should be obtained. Where possible, use audio recording only.
▪ Explain to learners that they can attend a video sharing platform without using their camera to protect their image if needed.
▪ Keep a record of the time, date, attendance and length of online sessions so that you have evidence of activity and learner engagement. Also make a note of anything that goes wrong.
▪ If you are accessing learners' contact details from home, you must comply with the Data Protection Act 2018. All contact details must be safely stored and not shared with anyone else. Ideally, any learner personal data should be accessed by secure remote access to management information systems rather than copying information on storage media, portable or mobile devices.
▪ Make sure that neither you nor your learners share personal details or contact information whilst online delivery is taking place.

Professionalism

▪ At the beginning of a session, ask learners to agree to a code of conduct which should include agreement on not sharing any images (or taking screenshots).
* Ensuring privacy for members of a learner's household and other normal classroom agreements such as appropriate language and punctuality. You can get them to agree to this in writing using the chat or comments boxes if you like. An example code of conduct is included at the end of this document and can be sent to learners.
▪ Make sure that, if possible, you are in a neutral room (e.g. not a bedroom) and that you are not sharing any personal information or inappropriate content in the background of the video feed. Some online platforms such as Zoom allow you to set a virtual background for extra privacy

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▪ Inform others in your household that you will be running or recording a class so you can minimise the possibility of interruption, inappropriate language or capturing video images of your family.
▪ Wear suitable clothing as if you were in a classroom.
▪ Continue to follow your normal professional behaviour and maintain professional boundaries.
▪ Learners who are vulnerable or who have declared learning support needs may require special consideration as to how their needs will be met or more generally to address any anxieties about learning in an unfamiliar way.

Safe use of technology

▪ Personal social media accounts (such as Facebook or Whatsapp), personal online platform subscriptions or personal emails should not be used when contacting or delivering to learners. Talk to your provider manager if this is a problem for you.
▪ If you need to make phone calls from a personal phone, block or withhold your number so your personal contact details are not visible. Remember to make a note of dates/times of any calls.
▪ In a live delivery session, it is advisable to mute learners' microphones except where they are being asked to contribute. This will minimise unintentional or inappropriate background noise.
▪ When setting up an online delivery session, make sure that entry to the session is by invitation only. Some platforms also allow you to set up a system where learners need to 'knock' before being allowed in.
▪ Inform learners how to turn off cameras if they don't want their image to appear. ▪ If you don't want to use a webcam, most online platforms will allow you to use slides or other materials along with audio only.
▪ Using group meetings on social media platforms such as Facebook should be discussed in advance with your Designated Safeguarding Lead or provider manager.

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▪Personal computers should have up-to-date virus protection and firewalls. There are some good free ones such as AVG and Avast.
▪ Consider Privacy Settings before posting any recordings. For example, YouTube has a variety of settings (e.g. Public, Unlisted, Private, Comments Allowed/Not Allowed) that will determine who can see and comment on your video.
▪ Consider carefully what online resources you refer learners to as they are unlikely to have the same internet filtering systems as classroom computers.

Your personal welfare

▪ Ask for help if you do not feel confident in using technology or delivering online safely.
▪ If you do not feel comfortable live-streaming or pre-recording sessions, talk to your manager to discuss the alternatives.
▪ Be careful when providing personal support to learners online. In the Covid-19 crisis, learners may be more vulnerable, but you need to take care that they don't become emotionally reliant on you. This is for your own welfare and also for safeguarding reasons. This also applies to your language – be aware that banter or terms of affection used in the classroom can be misinterpreted online.
▪ One-to-one contact with any learner should only take place by telephone or written communication using a work phone or a phone with a blocked number. Other issues (not quite safety related)
▪ Remind learners that they should be accessing learning via wifi to avoid potentially expensive mobile data costs (especially if using video).
▪ Using a mobile phone to connect to a session can also drain a battery very quickly. Joining an online session via a computer is usually better if possible.

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Example Code of Conduct for learners and staff

Please ensure that learners agree to a code of conduct while accessing learning sessions online. This can include:
▪ Do not share any video images, take screenshots or photos of the video screen
▪ Do not record the session without prior permission (and only ever in audio mode)
▪ Check what is behind you on the wall to make sure you are not sharing personal information
 ▪ Be polite and respectful to the tutor and other learners
▪ Be patient if the technology doesn't always work
▪ Be punctual to any live session
▪ Keep your microphone on 'mute' unless you want to say something

Also see: https://www.gov.uk/guidance/safeguarding-and-remote-education-duringcoronavirus-covid-19

Please be sure to save this document for future reference