



## Home School Tutoring UK

### Safeguarding & Child Protection Policy September 2023 – August 2024

*(We recommend tutors take a photograph of this front cover and page 11 (Dealing with a Disclosure of Abuse) on their phones, for reference)*

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

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

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

#### **Key Contacts:**

- **In an emergency and if there is a risk of IMMEDIATE HARM always call 999 or 111. Anyone can make a referral.** Do not wait to speak to others, you can make the call.
- **Every Local Authority has a telephone number for you to call if there is a risk of serious harm to a child (Children's Services). In these circumstances do not wait to speak to your Area Advisor. You can make a referral. For your Local Authority, the number is:**

The Hertfordshire number for making a referral is 0300 1234043

The Cambridgeshire number for making a referral is 01733 234724

- **In an emergency and if there is a risk of IMMEDIATE HARM always call 999 or 111. Anyone can make a referral.** Do not wait to speak to others, you can make the call.
- **Your Own Area Advisor is your first point of contact for any safeguarding concerns and named Safeguarding Lead and the tutor's Designated Safeguarding Lead.** Always let them know if you have called in a concern.

Sarah Jones, 07519353503

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

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National Designated Safeguarding Lead for Home-School Tutoring UK Email:  
[annalise@homeschooltutoring.co.uk](mailto:annalise@homeschooltutoring.co.uk)

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## **SECTION.1: PURPOSE, OVERVIEW and DEFINITIONS**

### **1.1 Purpose of the Policy**

#### **The purpose of this policy is:**

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

### **1.2 Overview**

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

- **PREVENTION:** (a positive and safe tutoring environment for tutors and tutees, careful and vigilant teacher, good adult role models, accessible support for tutees).

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- **PROTECTION:** (Agreed procedures are followed, tutors are supported to respond appropriately and sensitively to safeguarding concerns).
- **SUPPORT:** (Appropriate vigilance and support of pupils who may have been at risk of significant harm and the way that tutors respond to concerns and any work that may be required.)

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

## 1.2 Definitions

### **Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

### **Children includes everyone under the age of 18.**

Child Protection is part of the definition above and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

## **Section 2. Statutory Framework**

In order to safeguard and promote the welfare of children, Home-School Tutoring will act in accordance with the following legislation and guidance and understand that schools must also act in accordance with the following legislation and guidance:

-The Children Act 1989

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- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (KCSIE): Statutory Guidance for Schools and Colleges (DfE guidance commencing **1<sup>st</sup> September 2023**)
- Working Together to Safeguard Children (DfE 2018)
- Child Sexual Exploitation (Definition and a guide for practitioners, local leaders and decision makers working to protect children from Child Sexual Exploitation (February 2017).
- *'Guidance for Safer Working Practice for those working with children and young people in education settings' (February 2022 version).*

Working Together to Safeguard Children (DfE 2018) requires all school and PRUs to follow the procedure for protecting children from abuse which was established by the GSCP. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

We fully recognise that safeguarding is everyone's responsibility. Tutor time with pupils is generally comparatively short compared to time at school. However, the 1:1 relationship is one where trust quickly builds, and a tutor may easily be the person a pupil chooses to confide in.

All pupils under our care should feel able to talk to their tutor to share concerns or talk about situations which are giving them worries. The tutor will listen to the pupil, take their worries seriously and share the information in the appropriate way and to the appropriate person.

In addition, we can provide pupils with information about who they can talk to outside of school/home, both within the community and with local or national organisations who can provide support or help.

## **Section 2: Working Together & Working in Schools**

### **2.1 The importance of working together**

Whilst tutoring can sometimes seem as if you are operating individually, it is imperative that tutors see themselves as part of a 'team around a child'. Home-School Tutoring works in partnership with schools, families, and other agencies to support safeguarding

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and child protection issues. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Home-School Tutoring aims to help protect children by working consistently and appropriately with all agencies, including schools, to reduce and promote the welfare of children.

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

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued, and respected and where they can learn and fully develop.
- Establish and maintain an environment where children are encouraged to talk and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult if they are worried.
- Ensure all Home-School Tutoring tutors and office staff maintain a culture of vigilance and have an attitude of **'it could happen here'** where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where tutors and office staff are encouraged to share and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure that all tutors know the procedures for reporting a concern or making a child protection referral and that tutors are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.
- Ensure that we have suitable tutors by adhering to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the allegations management procedures.

### **2.2. Working in Schools and the Statutory Framework**

It is vital that any tutors or office staff working in partnership with schools understand that statutory duty placed on schools for safeguarding and child protection.

### **Keeping Children Safe in Education (KCSIE) Sept 2023 places the following responsibilities on all schools:**

- school and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
- **all staff have a responsibility to provide a safe environment in which children can learn**

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- **all** staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as the problem emerges at any point in a child's life, from the foundation years through to teenage years.
- any staff member who has a concern about a child's welfare should follow the referral processes set out in this policy and in KCSIE 2022 para 51-67. Staff should expect to support social workers and other agencies following any referral.
- **every** school should have a Designated Safeguarding Lead (DSL), who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- The DSL (and any deputy DDSLs) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- The DSL (and any deputy DDSLs) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**KCSIE Sept 2023 also states: ALL staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. Copies of Part One of KCSIE September 2023 and Annex B should be provided to staff on induction** (this includes volunteers and tutors working with a specific school).

**Home-School Tutoring provide Annual Safeguarding updates to tutors, like those provided to teachers in schools, which include the key updates for Keeping Children Safe in Education 2023.**

**Tutors working with schools will uphold that schools own safeguarding and child protection policy and all other policies and work in partnership with them. It is imperative and required that if a tutor is working with a school that they have read the schools own Safeguarding and Child Protection Policy and understand the safeguarding procedures for that school and FOLLOW those procedures.** In addition, in relation to any pupils they may work with the tutor should ask the school if there is any information that they should know about the pupil in relation to any safeguarding concerns. The school will share this on a 'needs to know' basis as required. The school should have their own procedures for this happening automatically with external education providers. However, it is always important for tutors to ask and check.

### Section 3: Home-School Tutoring Commitment to Equality

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

### **3.1 Safeguarding specific vulnerable groups**

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

- is disabled or has certain health conditions and has specific additional needs
- has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
  - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child or a Child in Care (CiC) or Post Looked After Child (PLAC)
- Is persistently absent from education, including persistent absences for part of the school day.

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

## **Section 4: Home-School Tutoring: Our Safeguarding Response and Ethos**

Home-School Tutoring has a child centred and co-ordinated approach to safeguarding.

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Home-School Tutoring works with other agencies (including schools) as required on all safeguarding issues (both current and possible in the future) which may include:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
- Preventing Radicalisation
- The Prevent Duty
- Channel
- child on child abuse (previously referred to as peer on peer abuse)
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

**KCSIE Annex B** contains important additional information about these specific forms of abuse and safeguarding issues. All staff who work directly with children must read this annex on an annual basis.

Home-School Tutoring partner with schools and Local Authorities and our Head Office is led by an experienced Head Teacher, (Annalise Price-Thomas MA (Oxon), PGCE, NPQH). Home-School Tutoring Head Office along with the Area advisors have the ethos that tutoring should have the same focus on safeguarding as schools. We see ourselves as part of the team of professionals that work with children and young people. Area Advisors across the UK are almost all qualified teachers, and many have had school leadership and Headship experience. Safeguarding is at the heart of what we do.

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

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

#### **Home-School Tutoring will:**

- **Undertake Safer Recruitment**

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Home-School Tutoring operates a safer recruitment process in-line with Keeping Children Safe in Education. Our Safer Recruitment includes registration forms (application form) NOT CVs, checks on gaps in employment and Overseas checks, Right to Work in the UK, 2 reference checks, Enhanced DBS Checks, checks on qualifications and ID checks. Annalise Price-Thomas (Head Office) is an NCSL accredited recruiter. For government contracts and work with schools, additional checks are put in place according to the requirements.

- **Provide annual and ongoing Safeguarding Training and Updates for Tutors and keep Safeguarding as central priority:**

Annual and ongoing safeguarding updates are made available to tutors via Area Advisor training and on our Tutor Resources Hub. Policies and guidance are also regularly updated. **Have a children protection/safeguarding policy and procedures in place which is reviewed annually.**

- **Ensure any weaknesses in Child Protection are addressed and remedied immediately.**
- **Work closely with other agencies and schools as required to ensure that we are part of a team of professional being vigilant keeping children safe.**

#### **Section 5: Home-School Tutoring: Designated Safeguarding Leads**

At Home-School Tutoring UK the named Designated Safeguarding Lead (DSL) for each area is the Area Advisor.

The overall National DSL (Designated Safeguarding Lead) for Home-School Tutoring UK is Annalise Price-Thomas (MA (Oxon), PGCE, NPQH). Annalise is an experienced DSL and has completed the DSL training. Annalise Price-Thomas is also an experienced Head Teacher (Ofsted report 2017 where Annalise was a Head for Gloucestershire Hospital Education Service: [2679611 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/reports/2679611))

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

- **For private tutoring any safeguarding concerns should be discussed with the Area Advisor in the first instance. If a child is at Risk of Serious Harm, then the Local Authority's Children's Services should be contacted immediately. In an emergency call 999 or 111.**
- **All Schools have their own Designated Safeguarding Leads and this is a statutory requirement. If a tutor is providing tutoring for a school, then the school's own policy and safeguarding procedures will be followed. Tutors will familiarise themselves with these policies. They should also note the name of the school DSL (Designated Safeguarding Lead). Below is an overview of what DSLs and DDSLs do in schools:**

#### **Broad overview of DSLs (Designated Safeguarding Leads) and DDSLs (Deputy Designated Safeguarding Leads) responsibilities in Schools:**

- The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated (as per KCSIE September 2022).
- Supporting staff with their safeguarding duties.
- Every school should have a DSL who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- Ensure all cases of suspected abuse to the Local Authority Children's Social Care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective written records are kept regarding safeguarding matters including keeping written records of concerns about children, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the pupil main files.

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## **Section 6:**

### **Home-School Tutoring Procedures for Reporting Safeguarding Child Protection concerns or incidents:**

- Any concerns raised within a school situation should be reported to the school Designated Safeguarding Lead (DSL). This should be done as quickly as possible after the concern is raised. If they are unavailable, ask to speak to the Headteacher. If the concern is in relation to a private client, then this should be raised with the Area Advisor first.
- Alongside this a written and dated Report should be made of the incident and exactly the circumstances of when and where it happened.
- All Registered Tutors should report any incidents of disclosure or concerns that they have to their Home-School Tutoring Area Advisor, who will then inform Home-School Tutoring UK.
- The HST Area Advisor will take the responsibility to report incidents of any potential abuse to the relevant Department in the Local Education Authority.
- Home-School Tutoring UK will give support to the HST Area Advisor during this process by keeping in touch and ensuring that it is followed through to satisfactory conclusion.
- If at any time a Registered Tutor or the HST Area Advisor genuinely believes that a particular situation is urgent and a child or young person is at immediate risk of significant harm, then the decision should be taken to act immediately by calling 999 and follow up with the additional procedures of reporting afterwards.

## **Section 7: Confidentiality: what is shared or not shared and in which circumstances:**

- All tutors recognise that all matters relating to child protection are confidential.
- Information will be shared only between professionals on a 'need to know' basis.
- Child Protection concerns and records are kept in a confidential and secure away from the main pupil files.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need-to-know basis only.
- All tutors must be aware that they have a professional responsibility to share information with other agencies to safeguard children.
- All tutors must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

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- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

## Section 8: Dealing with a Disclosure of Abuse

As a tutor working with children, a child may choose you as a trusted adult to disclose abuse.

### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

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- As soon as you can afterward, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. N.B. It is not a tutor or teacher role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay. In a school seek out the Designated Safeguarding Lead. In a private client situation immediately contact your Area Advisor. If the child is at immediate risk you must make the referral yourself. Contact your local Children's Helpdesk for Safeguarding referrals (see page 2 of this policy) or call the police (999/111).**

**Children making a disclosure may do so with difficulty, having chosen carefully to whom**

**they will speak. Listening to and supporting a child/young person who has been abused can**

**be traumatic for the adults involved. Support for you will be available from your Area Advisor or if you are working with a school from the schools Designated Safeguarding Lead too.**

### **Section 9: Allegations Management**

All tutors should take care not to place themselves in a vulnerable position with a child. It is always advisable for sessions with individual children to be conducted in view or near to adults. As per our policies, tuition is never in a child's bedroom or upstairs in a private home. There should also be a parent/guardian or other responsible adult in the home (nominated by the parents or guardians) when tuition is taking place. It's best practice to have at least two adults present when working with children and young people. This applies both on- and offline.

We understand that a pupil, parent or other professional may make an allegation against a tutor. If such an allegation is made, or information is received which suggests

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that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform Annalise Price-Thomas (Home-School Tutoring Head Office Designated Safeguarding Lead). On all such occasions Annalise Price-Thomas will discuss the content of the allegation with the relevant Local Authority Designated Officer (LADO). If the allegation made is regarding Annalise Price-Thomas, the person receiving the allegation will immediately inform Margaret Sweetland (Founder of Home-School Tutoring UK – margaret@homeschooltutoring.co.uk) who will consult with the LADO as above, without notifying Annalise Price-Thomas first. GHES will always follow the Local Safeguarding Children’s Partnership (a statutory multi-agency partnership board) procedures for managing allegations. We will contact the LSCP (Local Safeguarding Children’s Partnership) nearest the home address of the person who has had an allegation made about them.

### **Whistleblowing**

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

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

### **Section 10: Related Policies and Procedures**

- Home-School Tutoring Health and Safety Policy
- Home-School Tutoring Health and Safety Parent/Carer Agreement
- Home-School Tutoring Risk Assessment for Tutoring in Home
- Home-School Tutoring ‘ICT and social media Acceptable Use Policy for Tutors’
- Good Practice Guidance for Tutors
- Lone Working Policy (Tutors)
- Online Tuition Safeguarding Agreement for Tutors
- Online Tuition Safeguarding Agreement for Parents/Carers
- Home-School Tutoring Code of Ethics

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- Student Code of Conduct in Lessons
- Off-site parental/carer consent and medical form (must be carried with tutors if a tutor transports a pupil to a location out of home or out of school – generally schools will have their own versions)
- Suggested live reporting protocol (for live attendance reporting to schools or local authorities)

### **Notes on Health and Safety**

- Tutors are empowered to put their own health and safety first. If they are even in doubt, they should leave a home or in an emergency call 999. Generally, tuition is a low-risk occupation due to the nature of the work where parents/carers have requested the tuition or a school have organised it and families are pleased to receive it. This contrasts with social work where the work and response of a family can be more contentious. However, health and safety requires vigilance at all times.
- All tutors should read the document '**Risk Assessment for Tutoring in Homes**'
- Tutors **must** always carry with them the '**Parental Consent and Medical Form (for Offsite Visits or Parents not Present)**' if taking a pupil on a trip or tutoring them out of the home or school (schools generally have their own versions). This is so that the tutor has emergency contact for the pupil, allergy/medical information and emergency medical contacts and consent for treatment of minor and major injuries in the event of an emergency where parents/carers were not contactable.
- When working in schools, tutors must follow each schools Health and Safety policies and procedures.

### **First Aid**

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

*Physical Intervention (use of reasonable force)*

**Physical contact should not be necessary. Tutors should not use physical restraint.**

If a pupil's behaviour is unreasonable in a tutoring situation in the home the parents/carers should be asked to intervene as no tutoring will occur without a responsible adult present. If things do not improve the session will end. If the tutoring in the home has been on behalf of a school or LA, then the school or LA will be consulted and

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informed. The Area Advisor should also be informed. Poor behaviour is rare in a 1:1 tutoring situation.

### ***Taking and the Use and Storage of Images***

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

### ***Social Media***

It is not appropriate for tutors to be “friends” with pupils on any social media platform. This includes all children under the age of 18 even if you no longer teach them or tutor them.

[Please refer to the Home-School Tutoring ICT and social media Acceptable Use Policy for Tutors.](#)

### ***Transporting Pupils***

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

As a company, we will review this policy at least annually in line with DfE and other relevant guidance.

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

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

**Annalise Price-Thomas MA (Oxon), PGCE, NPQH  
Managing Director and Designated Safeguarding Lead  
Home-School Tutoring UK**

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Reviewed September 2023 (next review date August 2023 unless relevant guidance is updated before this date)

## APPENDICES

### Appendix 1: CATEGORIES OF ABUSE AND INDICATORS OF HARM

#### **Categories of Abuse:**

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

#### **1. PHYSICAL ABUSE**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **2. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### **3. NEGLECT**

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Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Types of Neglect (there are THREE TYPES):**

There are three overarching types of neglect that may be experienced by children and

young people (Jones, R, 2016):

1. **Passive Neglect:** where the parents/carers are often exhausted and may be suffering from poor mental health. Signs/indicators of passive neglect include chronic poverty, poor housing/financial difficulties, alcohol use, no boundaries and not care for children/school attendance issues and no extended family support.
2. **Chaotic Neglect:** where parents/carers may have poor parenting skills or be centred on their own needs. Signs/indicators of chaotic neglect are poor parenting, no good parenting models, parent focussed on their own needs, parents who are active and demanding but also chaotic and unpredictable.
3. **Active Neglect:** deliberate and intentional. Signs of active neglect include power and control, associated with domestic

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

#### 4. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or

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

### Child Criminal Exploitation (CCE)

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

### Abuse and Neglect and Children with Special Educational Needs:

Children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and Disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### Abuse of Looked After Children and Previously Looked After Children

A previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When

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dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concern to safeguard these children who are particularly vulnerable.

## Appendix 2: Further information on current high-profile safeguarding issues

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

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation

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too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B of KCSIE 2023.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2023.

### **Female Genital Mutilation (FGM)**

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> [http://4lscb.proceduresonline.com/chapters/p\\_fem\\_qen\\_mut.html](http://4lscb.proceduresonline.com/chapters/p_fem_qen_mut.html)

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

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

**FGM is illegal in the UK.**

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

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

## Mental Health

All staff/tutors should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

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

All tutors should be aware that children can abuse other children (previously referred to as peer on peer abuse); that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child or child abuse and know how to identify it and respond to reports. All staff/tutors should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening,

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it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child on child abuse is most likely to include, but may not be limited to:

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

All tutors should be clear as to the school’s or college’s policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

## **Serious violence**

All tutors should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or

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unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff/tutors should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

### **Preventing Radicalisation and Extremism**

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

[http://4lscb.proceduresonline.com/chapters/p\\_child\\_subject\\_violent\\_extremism.html](http://4lscb.proceduresonline.com/chapters/p_child_subject_violent_extremism.html)

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

The Prevent Duty requires that all school staff be aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

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

### **Forced Marriage**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MU\\_LTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MU_LTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_forced\\_marriage.html](http://4lscb.proceduresonline.com/chapters/p_forced_marriage.html)

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

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

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

### ***Characteristics that may indicate forced marriage***

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **Honour Based Violence**

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

[http://4lscb.proceduresonline.com/chapters/p\\_hon\\_based\\_vio.html](http://4lscb.proceduresonline.com/chapters/p_hon_based_vio.html)

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

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- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence, however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

## Teenage relationship abuse

**The definition of 'domestic violence and abuse' was updated in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age.** They may therefore be Children In Need or likely to suffer significant harm. **The definition from the Home Office is as follows:** "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality". This can encompass, but is not limited to, the following types of abuse: Psychological; Physical; Sexual; Financial; Emotional.

*Controlling behaviour is: "a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. "*

*Coercive behaviour is: "an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."*

Prolonged or regular exposure to domestic abuse can have a serious impact on a child's development and emotional well-being, despite the best efforts of the victim parent to protect the child. **Domestic abuse has an impact in a number of ways. It is absolutely essential that this is considered in every assessment where it is identified as a factor.**

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During pregnancy, it can pose a threat to an unborn child as assaults on pregnant women often involve punches or kicks directed at the abdomen, risking injury to both the mother and the foetus. Older children may also suffer blows during episodes of violence. Children may be greatly distressed by witnessing the physical and emotional suffering of a parent. The effects may result in behavioural issues, absenteeism, ill health, bullying, substance misuse, self-harm and anti-social behaviour.

The negative impact of domestic abuse on an adult victim or perpetrator's parenting capacity is exacerbated when violence is combined with any form of substance misuse; children witnessing the violence; children drawn into the violence; or children pressurised into concealing assaults.

Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress.

Children who are experiencing domestic abuse or conflict may benefit from a range of support and services; some may be at risk of significant harm.

The Children Act 1989 definition of "harm" in the term "significant harm" has been amended so that it explicitly includes "impairment suffered from seeing or hearing the ill-treatment of another." (Section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005)). This includes any impairment of the child's health or development as a result of witnessing the ill-treatment of another person such as domestic violence.

### Teenage relationship abuse warning signs:

- young person's weight, appearance or grades have changed dramatically since you started seeing this person
- young person worries about how their partner will react to things they say or do
- young person feels that their needs and desires come second young person thinks twice about expressing their own thoughts or feelings
- young person worries they might make the "wrong" decision about what they wear, where they go and who they hang out with, even in their education setting their family or friends warn them about this person or worry about the young person's safety
- young person is frightened of this person, maybe not before but lately.

Being hit or physically abused is only one sign of an abusive relationship. You can be in an abusive relationship without ever being hit. Abusive partners are self-centred, immature,

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manipulative, can't appreciate the views or needs of others, shift blame onto others, don't take responsibility for the bad things they do or say, are possessive and treat people like their property, and put others down to feel good about themselves. They are disrespectful and may have problems keeping their emotions under control.

**If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual child protection procedures should be followed and a referral made to the local children's service helpdesk. In a school setting the schools Designated Safeguarding Lead should be informed. For private clients discuss this with your Area Advisor. The response will vary according to the age of the young person so that the appropriate agencies are involved.**

### **Domestic Abuse**

[http://4lscb.proceduresonline.com/pdfs/pr\\_sq\\_chi\\_dom\\_abuse.pdf](http://4lscb.proceduresonline.com/pdfs/pr_sq_chi_dom_abuse.pdf)

[http://4lscb.proceduresonline.com/chapters/p\\_dom\\_viol.html](http://4lscb.proceduresonline.com/chapters/p_dom_viol.html)

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

Domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

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Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

## Parental Substance Misuse

[http://4lscb.proceduresonline.com/chapters/p\\_chil\\_drug\\_mis\\_par.html](http://4lscb.proceduresonline.com/chapters/p_chil_drug_mis_par.html)

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.'

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

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For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties - inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries/accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

### **Missing, Exploited and Trafficked Children (MET)**

[http://4lscb.proceduresonline.com/chapters/p\\_missing\\_exploit\\_traff.html](http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html)

The acronym MET is sometimes used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

### **Other Safeguarding Issues Potentially Impacting Children**

#### ***Technologies***

[http://4lscb.proceduresonline.com/chapters/p\\_ca\\_information.html](http://4lscb.proceduresonline.com/chapters/p_ca_information.html)

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

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## **Online Safety**

<https://www.thinkuknow.co.uk/Teachers/>

<http://www.saferinternet.org.uk/>

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- Unwanted contact
- Grooming
- Online bullying including sexting
- Digital footprint

## **Social Media**

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.saferinternet.org.uk/search-results?keywords=social%20networking>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

<http://www.lqfl.net/esafety/Pages/Primary-resource-matrix.aspx>

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- Unwanted contact
- Grooming
- Online bullying including sexting
- Digital footprint

## **Gaming**

<http://www.saferinternet.org.uk/search-results?keywords=gaming>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lqfl.net/esafety/Pages/Primary-resource-matrix.aspx>

Online gaming is an activity that the majority of children and many adults get involved. However, there are dangers (see resources above). Parents/Carers should be encouraged to help safeguard their children by using parental controls as well as setting boundaries and time limits when games are played. Parents/carers should also be encouraged to talk the their children about the risks of gaming.

*We recognise that every child is unique.*





## **Online Reputation**

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/search-results?keywords=online%20reputation>

<http://www.kidsmart.org.uk/digitalfootprints/>

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and tutors are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

## **Grooming**

<http://www.saferinternet.org.uk/search-results?keywords=grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

Awareness can be shared amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

- Recognize the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

## **Prejudice Based Abuse**

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

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Although this sort of crime is collectively known as 'Hate Crime', the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- Threatened or actual physical assault
- Derogatory name calling, insults, for example racist jokes or homophobic language
- Hate graffiti (e.g. on school furniture, walls or books)
- Provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- Distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- Inciting hatred or bullying against pupils who share a protected characteristic
- Prejudiced or hostile comments in the course of discussions within lessons
- Teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- Refusal to co-operate with others because of their protected characteristic, whether real or perceived
- Expressions of prejudice calculated to offend or influence the behaviour of others
- Attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

### **Faith Abuse**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

[http://4lscb.proceduresonline.com/chapters/p\\_ca\\_religion.html](http://4lscb.proceduresonline.com/chapters/p_ca_religion.html)

Faith abuse can happen in relation to all faiths. This can be where a child's behaviour is seen as being contrary to the behaviour code expected of a certain religion and the punishment for this is extreme and abusive.

A small number of faith abuse cases are linked to accusations of "possession" or "witchcraft" in children. Children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

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There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

### **Private Fostering**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<http://www3.hants.gov.uk/private-fostering>

Private fostering is an arrangement by a child’s parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the Children’s Services department of any private fostering arrangement.

If a tutor becomes aware that a pupil is being privately fostered HST UK will let the local children’s services department (via the relevant Local Authority) know and inform both the parents and carers that we have done so.

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

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

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This policy has been developed taking in to account the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: ‘Working together to safeguard children’ DfE 2018, and ‘Keeping Children Safe In Education’ (KCSIE), DfE guidance September 2023. All tutors are required to read and understand Part 1 of the KCSIE document. This policy has been adapted from models offered by the NSPCC, Hampshire County Council and Gloucestershire Hospital Education Service (originally written by Annalise Price-Thomas).

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