



Safeguarding & Child Protection Policy

Introduction

- At Spectrum Tutors we believe that children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. The welfare and protection of children and young people is central to the work we do.
- We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.
- We recognise that children and young people can be more vulnerable due to previous experiences, impacts of discrimination, their communication needs, their level of dependency or other issues.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- All adults in Spectrum Tutors take the welfare of children seriously and encourage all children and young people to express to us any worries that they may have.
- Spectrum Tutors is committed to safeguarding and protecting children and we expect all staff, directors and tutors to be committed too. This includes:
 - Preventing the impairment of children's physical or mental health or development.
 - Protecting children from maltreatment.
 - Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

Purpose and Aims

- To equally protect children and young people who receive a service via Spectrum Tutors' various platforms or employees. This includes all children at risk or otherwise and the children of adults who use our services.
- To provide parents, staff and volunteers with the overarching principles that guide our approach to Safeguarding and Child Protection.
- To follow the procedures set out by local authorities' Safeguarding Children's Boards, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2023. 2.3.2.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and/or neglect. This is achieved through induction, training, policy, procedures and a Code of Conduct for staff.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To set out a structured procedure within Spectrum Tutors in cases of suspected abuse
- To share information about child protection and good practice with children, parents/carers and staff.

- To develop and promote effective working relationships with other agencies, especially the Police and Social Care, sharing information about concerns with agencies who need to know, and involving parents, carers and children appropriately.
 - To ensure all staff are aware of Spectrum Tutors' Code of Conduct.
 - To follow the procedures for recruitment and selection of staff ensuring that all adults within Spectrum Tutors who have access to children have been checked as to their suitability and have a current enhanced DBS in place and to maintain an active vigilance thereafter.

This policy mandatorily applies to anyone working for or on behalf of Spectrum Tutors, including senior managers and the board, paid staff, volunteers, sessional workers, agency staff and students.

Legislations and policies relating to safeguarding

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education DfE 2023
- The Education (independent school standards) Regulations 2014
- DfE Mental Health and Behaviour in Schools 2018
- The Children Act 1989 and 2004
- Education Act 2002 The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Children and Families Act 2014

Roles and Responsibilities with respect to safeguarding and child protection

- The Designated Safeguarding Lead has overall responsibility for child protection and safeguarding. The Deputy Safeguarding Lead ensures that there is appropriate cover of this role at all times.
- The Designated and Deputy Safeguarding Lead are responsible for ensuring all information, policy changes and training is passed effectively to all tutors.
- If/When a situation occurs during a tutoring session which may compromise the child's safety, the tutor is responsible for informing the child of their personal safety and their right to be kept safe.
- All staff members, tutors, interns and directors should know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child or young person. (All staff working directly with students will have a certification in Level 2 Safeguarding Children, as a minimum requirement).
- All staff members, tutors, interns and directors are able to recognise behaviours which breach the staff Code of Conduct and know what to do if they are concerned about the behaviour of an adult

Supporting Children and Young People

- We recognise that trauma has a significant impact on children and young people.
- This means that children who are victims of abuse or have witnessed abuse and violence lead to low self-esteem and self-worth.
- We accept that children will act in a variety of ways due to the trauma they have experienced. It is important to always respond in a trauma informed manner with these students.

- We recognise that children can also be abused by their peers and victims of peer-peer abuse are also in need of protection.
- We recognise that Spectrum Tutors may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- Spectrum Tutors will therefore support children through:
 - Their study
 - Encouraging self-esteem while not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment allowing the C/YP to feel valued.
 - Ensuring them that there are adults within Spectrum Tutors whom they can approach if they are worried about anything.
 - Liaising and working together with support services and agencies involved in the safeguarding of children.
 - Notifying Social Care as soon as there is a significant concern.

Safer recruitment and supporting staff

- Prior to starting any working arrangements with us, each tutor and other staff working directly with C/YP will have;
 - A current enhanced DBS and be enrolled on the update system/ or a current enhanced DBS (less than 2yrs old)
 - A level 3 certification in Safeguarding Children
 - Two reference checks will also be carried out including a professional reference and a character reference, to ascertain their suitability to work with vulnerable groups.
 - Appropriate levels of cover of public liability and professional indemnity (contractors/freelancers)
- Once candidates have been short listed, they will be invited to an induction day where each will be interviewed by a panel of current staff.
- Identity checks will be carried out at the interview stage where candidates will be required to provide photo ID's such as a passport or driver's license as well as utility bills as proof of address.
- Upon completion of reference, ID checks and document checks (Enhanced DBS, Safeguarding Certification, and Insurance Documents), candidates will be made a formal offer of employment (or working arrangements in the case of contractors).
- The enhanced DBS for each candidate will be checked via the online portal every year and in addition to this, each candidate will be required to submit an updated level 3 Safeguarding certificate and their updated insurance cover certificates.

Types of abuse and possible signs and symptoms

- These definitions are from "Keeping Children Safe in Education" (September 2023): Statutory guidance for schools on safeguarding children and safer recruitment [Gov.uk] and the NSPCC. 7.2.
- Guidance on recognising signs & symptoms of abuse can be found in Working Together to Safeguard Children 2018. It must also be remembered that disabled children and young people are at an increased risk of abuse compared to their peers.
- All staff should be aware of the signs and symptoms of abuse and neglect. They should understand that children and young people can be at risk of harm inside and outside the home and school, as well as online.

- In all cases, if staff are unsure, they should always speak with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. 8 Safeguarding and Child Protection Policy
- All staff should also 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.
- 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.
- Types of abuse and neglect and possible signs and symptoms: These definitions are from "Keeping Children Safe in Education" (September 2023): Statutory guidance for schools on safeguarding children and safer recruitment [Gov.uk] and the NSPCC.

- **Abuse** - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **Possible Signs & Symptoms** - The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse. There are different types of child abuse and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

- **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.

- **Emotional abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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, although it may occur alone.

- **Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- **Signs and symptoms of abuse –**
 - ✓ Unexplained changes in behaviour or personality.
 - ✓ Becoming withdrawn.
 - ✓ Seeming anxious, clingy or depressed.
 - ✓ Avoiding or being afraid of particular places or people.
 - ✓ Becoming uncharacteristically aggressive.
 - ✓ Lacks social skills and has few friends, if any.
 - ✓ Poor bond or relationship with a parent.
 - ✓ Knowledge of adult issues inappropriate for their age.
 - ✓ Running away or going missing.
 - ✓ Always choosing to wear clothes which cover their body.
- **Neglect** - 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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Signs and symptoms of neglect –** Neglect can be really difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if multiple signs are noticed, that last for a while, they might show there's a serious problem. Children and young people who are neglected might have:
 - Signs of appearing hungry.
 - Poor hygiene and inadequate clothing.
 - Untreated injuries, health or dental problems.
 - Housing and family issues.
 - Changes in behaviour.
- **Safeguarding issues** - All staff 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 nude and semi-nude images and/or videos can be signs that children are at risk. Other 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 too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- **Signs and symptoms of CCE –**
 - ✓ Frequently absent from and doing badly in school.
 - ✓ Going missing from home, staying out late and travelling for unexplained reasons.
 - ✓ Believing they are in a relationship with or hanging out with someone older than them.
 - ✓ Being angry, aggressive or violent.
 - ✓ Being isolated or withdrawn.
 - ✓ Having unexplained money and buying new things.
 - ✓ Wearing clothes or accessories in gang colours or getting tattoos.
 - ✓ Using new slang words.
 - ✓ Spending more time on social media and being secretive about time online.
 - ✓ Making more calls or sending more texts, possibly on a new phone or phones.
 - ✓ Self-harming and feeling emotionally unwell.
 - ✓ Taking drugs and abusing alcohol.
 - ✓ Committing petty crimes like shoplifting or vandalism.
 - ✓ Unexplained injuries and refusing to seek medical help.
 - ✓ Carrying weapons or having a dangerous breed of dog.
- **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 nonpenetrative 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.

- **Signs and symptoms of CSE:**
 - ✓ Inappropriate sexualised behaviour for their age.
 - ✓ Being frightened of some people, places or situations.
 - ✓ Being secretive.
 - ✓ Calling an older person their 'boyfriend' or 'girlfriend'.
 - ✓ Significant changes in mood or character.
 - ✓ Having money or things they can't or won't explain.
 - ✓ Physical signs of abuse, like bruises or bleeding in their genital or anal area.
 - ✓ Alcohol or drug misuse.
 - ✓ Sexually transmitted infections.
 - ✓ Pregnancy

- **So-called 'honour'-based abuse** - So-called 'honour'-based abuse (HBA) refers to incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. This includes female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. It's important to be alert to the possibility of a child at risk of HBA or already having suffered HBA.

- **Female Genital Mutilation (FGM):** Female genital mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on tutors. If a tutor, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the tutor must report this to the police.

- **Signs and symptoms of FGM:**
 - ✓ A relative or someone known as a 'cutter' visiting from abroad.
 - ✓ A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
 - ✓ A female relative, like a mother, sister or aunt has undergone FGM.
 - ✓ A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
 - ✓ A girl has an unexpected or long absence from school.
 - ✓ A girl struggles to keep up in school.
 - ✓ A girl runs away – or plans to run away - from home.
 - ✓ Having difficulty walking, standing or sitting.
 - ✓ Spending longer in the bathroom or toilet.
 - ✓ Appearing withdrawn, anxious or depressed.
 - ✓ Acting differently after an absence from school or college.
 - ✓ Reluctance to go to the doctors or have routine medical examinations.
 - ✓ Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

- **Forced Marriage** - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where

violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

○ **Indicators of Forced Marriage –**

- ✓ Running away from home.
- ✓ Self-harm or attempted suicide.
- ✓ Appearing withdrawn, anxious or depressed.
- ✓ Decline in engagement, performance or behaviour in education.
- ✓ Sudden announcement of an engagement to a stranger.
- ✓ Sudden holiday and not returning from a visit to another country.

○ **Mental Health** - Mental health is just as important for a child's safety and wellbeing as physical health. It can impact all aspects of a child's life. All staff should be aware that negative experiences such as abuse and neglect can adversely impact a child's mental health. It can be difficult to recognise when a child needs support with mental health issues, it's important to recognise the signs and know how to take appropriate actions. All staff 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. Do not attempt to diagnose mental health issues or make any assumptions about what is happening in a child's life. 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.

○ **Signs and Symptoms of Mental Health Issues -**

- ✓ Sudden changes in mood and behaviour.
- ✓ Self-harming.
- ✓ Problems with sleep.
- ✓ Unexplained physical changes e.g. weight loss or gain.
- ✓ Sudden decrease in academic performance or behaviour.
- ✓ Changes in social habits, such as withdrawal from social situations and avoidance of friends and family.

○ **Bullying** - Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

○ **Types of bullying –**

- ✓ Physical bullying: hitting, slapping or pushing someone.
- ✓ Verbal bullying: name calling, gossiping or threatening someone.
- ✓ Non-verbal abuse: hand signs or text messages.
- ✓ Emotional abuse: threatening, intimidating or humiliating someone.
- ✓ Exclusion: ignoring or isolating someone.

- ✓ Undermining, constant criticism or spreading rumours.
 - ✓ Controlling or manipulating someone.
 - ✓ Making silent, hoax or abusive calls.
 - ✓ Bullying someone because they have a disability
 - ✓ The following types of bullying are also hate crime:
 - ❖ Racial, sexual, transphobic or homophobic bullying
- **Cyberbullying** - Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.
- **Signs and symptoms of bullying –**
- ✓ Belongings getting 'lost' or damaged.
 - ✓ Physical injuries, such as unexplained bruises.
 - ✓ Being fearful, reluctant or refusing to go school.
 - ✓ Changes in performance and/or behaviour at school or alternative education.
 - ✓ Asking for, or stealing money (to give to whoever's bullying them).
 - ✓ Being nervous, losing confidence, or becoming distressed and withdrawn.
 - ✓ Problems with eating or sleeping.
 - ✓ Bullying others.
- **Domestic Abuse:** Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are, or have been, in a relationship. Children being exposed to domestic abuse is child abuse. It can seriously harm children and young people. It's important to remember that domestic abuse:
- ✓ Can happen inside and outside the home.
 - ✓ Can happen over the phone, on the internet and on social networking sites.
 - ✓ Can happen in any relationship and can continue even after the relationship has ended.
 - ✓ Both men and women can be abused or abusers.
- **Signs and symptoms of Domestic Abuse** - It can be difficult to tell if domestic abuse is happening as perpetrators can act differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.
- **Signs and symptoms can include –**
- ✓ Aggression or bullying.
 - ✓ Anti-social behaviour, like vandalism.
 - ✓ Anxiety, depression or suicidal thoughts.
 - ✓ Attention seeking.
 - ✓ Bed-wetting, nightmares or insomnia.
 - ✓ Constant or regular sickness, like colds, headaches and mouth ulcers.
 - ✓ Drug or alcohol use.
 - ✓ Eating disorders.
 - ✓ Problems in school or trouble learning.
 - ✓ Tantrums.
 - ✓ Withdrawal.

- **Online Abuse** - Online abuse is any type of abuse that happens over the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- ✓ Social media.
- ✓ Text messages and messaging apps.
- ✓ Emails.
- ✓ Online chats.
- ✓ Online gaming.
- ✓ Live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

- **Types of Online Abuse –**

- ✓ Cyberbullying.
- ✓ Emotional Abuse.
- ✓ Grooming.
- ✓ Sexting.
- ✓ Sexual Abuse.
- ✓ Sexual Exploitation.

- **Signs and symptoms of Online Abuse:**

- ✓ Spending a lot more or a lot less time than usual online, texting, gaming or using social media.
- ✓ Seeming distant, upset or angry after using the internet or texting.
- ✓ Being secretive about who they're talking to and what they're doing online or on their mobile phone.
- ✓ Having lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Responses, procedures and training

- The Designated and Deputy Safeguarding Lead will receive training every year and ensure that the Student Support Team is kept up to date.
- Tutors training will be updated every year.
- All members of staff, directors and tutors will understand the signs and symptoms of abuse and neglect. They will understand their responsibility for referring concerns and know how to appropriately respond to their concerns. This is to be in line with The Children Act 1989 which states that significant harm is the threshold that justifies intervention in the family life in the best interest of the children.
- All members of staff, directors and tutors will know how to respond to a child who discloses abuse. In order to prevent additional abuse to the child, the staff member will:

- ✓ Give the child your full attention. Stay calm and listen carefully to the child without showing any upset or anger.
 - ✓ Not promise confidentiality as it is likely the concern will have to be shared further.
 - ✓ Reassure the child that they have done the right thing and let them know who you have to disclose this information to and why.
 - ✓ Not ask leading questions to the child such as “And then what happened?” Allow the child to disclose at their own pace. The job is to listen, not to investigate. However, it’s encouraged to ask open questions such as “Would you like to tell me anything more?”
 - ✓ Not make any judgements or assumptions.
 - ✓ Continue to reassure the child that they have done the right thing and acknowledge that it must have been hard for them to share.
 - ✓ Not criticise the perpetrator as it may be someone they love. Instead, after they have disclosed all they have felt comfortable, tell them what will happen next and who this information will be going to.
 - ✓ If the concern is regarding sharing nudes or semi-nudes - do not view, copy, print, share, store or save imagery, or ask the child to save or download it. Do not delete the imagery or ask the child to delete it. If the image is viewed by accident, report to the DSL.
 - ✓ Afterwards, report this information immediately to your Designated Safeguarding Lead and in their absence, the Safeguarding Deputy.
 - ✓ All parents/carers are made aware of the possibilities of staff members actions with regard to child protection procedures.
 - ✓ All parents/carers will be made aware of this Safeguarding Policy which will be found on the website.
 - ✓ The Safeguarding and Child Protection Policy will be reviewed annually.
- All members of staff will be aware of what to do if they have a safeguarding concern about a child:
- ✓ If the child or young person is in immediate danger call 999.
 - ✓ Safeguarding young children is always top priority so if you have a concern do not delay and report it immediately.
 - ✓ Some of our tutors may be working in a school, care home or children’s centre. If you are, inform the staff of the concern if appropriate. You may have to follow their policies and procedures of reporting which should be done in parallel to this Policy. Contact the DSL for advice if your concern is about a staff member
 - ✓ You are responsible for contacting the DSL or Deputy immediately
 - ✓ Make sure to contact the DSL or deputy by phone and next steps will be agreed in that conversation.
 - ✓ You will also have access to the Safeguarding and Incident form. Fill that out immediately.
 - ✓ The Designated Safeguarding Lead will inform Social Care/ MASH in the residing authority. Records will be stored on a secure site with strictly limited access.
 - ✓ The record will be updated with action and outcomes by the appropriate DSL or Deputy.

Electronic Devices

- If students are using devices with internet access during sessions, tutors should monitor the content of what students are viewing, closing any harmful or inappropriate content if they’re able to. If possible, students should use devices with filtering systems.

- If students view harmful or inappropriate content during sessions tutors should report this to the Designated Safeguarding Lead or Deputy.
- Tutors must not share their personal contact details with students or add, follow or contact with students over social media.

The roles and responsibilities of the Safeguarding Lead and/or the Deputy

- ✓ To record information received from tutors, staff, directors or parents/carers.
- ✓ Assess the information quickly and carefully and ask for further information where necessary. Contact and consult with LADO.
- ✓ Make a referral to social care/police without delay if the child is in immediate danger or agreed in the consultation with LADO.
- ✓ Discuss the concerns only with the people nominated above.
- ✓ The DSL and Deputy are also responsible for adhering to procedures regarding referring a child if there are any concerns of abuse and neglect.
- ✓ Written, chronological records will be kept securely and confidentially even if there is no immediate response to the concern.
- ✓ When a child who is on a Child Protection Plan leaves, their information is passed on to the education placement immediately and their Social Worker is informed.
- ✓ If you believe the DSL or Deputy has not responded appropriately to your concern, it is your responsibility to contact the Local Authority safeguarding team and report to them directly.

Record Keeping

- The DSL or Deputy will keep detailed, accurate, secure records of concerns and referrals which will be kept separately from academic records. These records are exempt from examination from parents or children unless under a court order.
- If a child transfers to another educational provision, the Designated Lead will forward the child protection file to a named person in the young person's home authority following a written request. The file should be marked 'confidential, to be opened by addressee only'.
- The Designated Lead will retain a digital copy of the child protection file stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a young person who has ceased to be of compulsory age should be archived and catalogued.
- **When making a referral, the referrer should keep a written record of –**
 - ✓ Discussions with child.
 - ✓ Discussions with parents/carers.
 - ✓ Discussions with staff.
 - ✓ Information provided to Social Care.
 - ✓ Advice given and decisions taken (clearly times, dated and signed).
- The referrer should confirm verbal and telephone referrals in writing within 12 hours, using the Spectrum Tutor's Safeguarding and Incident Report form or the specific Local Authority referral form as agreed with a particular Local Authority.

Allegations against staff, tutors or director

- Working Together to Safeguard Children 2018 defines an allegation as:
 - ✓ Behaved in a way that has harmed a child, or may have harmed a child.
 - ✓ Possibly committed a criminal offence against or related to a child; or
 - ✓ Behaved towards a child or children in a way that indicates that they are unsuitable to work with children.
 - ✓ Spectrum Tutors recognises the possibility that adults working within or for the company may harm children.
 - ✓ Any concerns about the conduct of adults within Spectrum Tutors must be taken to the DSL or Deputy immediately.
 - ✓ Concerns will be taken to LADO on the same working day before any further action.
 - ✓ Spectrum Tutors will not internally investigate unless instructed by LADO.
 - ✓ Spectrum Tutors will follow the Local Authority's procedures for managing allegations against staff.

- Other Concerns may also include:
 - ✓ Behaviour that is inconsistent with the staff Code of Conduct, such as: inappropriate conduct outside of work.
 - ✓ Being over friendly with children.
 - ✓ Taking photographs/videos of children, contrary to policy.
 - ✓ Humiliating children.

- A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'.

- Any concerns should be reported to the Designated Safeguarding Lead or Deputy. If the concern is regarding the Designated Safeguarding Lead or Deputy, it should be reported to the Managing Director.

Physical Intervention

- There are some circumstances when it is appropriate for tutors to use 'reasonable force' to safeguard children.

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing significant disorder. The decision on whether or not to physically intervene is down to the professional judgement of the tutor concerned and should always depend on the individual circumstances.

- The use of reasonable force may involve either passive physical contact, such as blocking a student's path, or active physical contact such as leading a student by the arm away from a situation.

- Tutors should acknowledge their duty to make reasonable adjustments for children with SEND, this should not only depend on the circumstances of the case but also on the information and understanding of the needs of the student.

- There are occasions when physical contact, other than reasonable force, with a student. Any physical contact must be appropriate, justifiable, approached sensitively and agreed to by the child, for example; Holding the hand of the child when walking if necessary, comforting a distressed student, or demonstrating how to use a musical instrument.

Online Tutoring

- Safeguarding is just as important online as it is in person. Staff and tutors will continue to recognise, respond and report safeguarding concerns during online tutoring sessions.
- Tutors will not share any personal information with students e.g. email address, phone number.
- Tutors will not add, or communicate with students on social media.
- Tutors should refer to the Staff Code of Conduct regarding their behaviour.
- Tutors will only use appropriate online platforms for 1:1 tutoring; Google Meet, Zoom, they will not use Skype or FaceTime. If in doubt about the platforms they are using, they should speak to one of the office team.
- Tutors will remove any personal information shared by students in the comments during sessions, including students' names, addresses, contact details.

Confidentiality and Information Sharing

- The data protection act is not a justification to abstain from sharing information. It just provides a framework.
- Staff should not feel hindered in sharing relevant information regarding child protection and safeguarding.
- Be open and honest with the person from the outset about how the information will be shared.
- If you are unsure what to do, seek advice.
- Consider the safety and wellbeing of the child and consider sharing information on this.
- Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure.
- Keep a record of the information shared as well as your reasons for sharing.
- All staff must be aware that they cannot keep a child's secret and must inform the child that if the secret compromises the child's safety or wellbeing, they must disclose it to someone appropriate and who can help.
- It is important that all staff and tutors are kept up to date on safeguarding including changes in legislation and procedures as well as information on our safeguarding policies and procedures. It is the responsibility of the Designated Safeguarding Lead and Deputy to inform all members of staff about changes and updates.

Review and Monitoring

Spectrum Tutors will regularly review and update this safeguarding policy in accordance with changes in UK legislation and best practices. Compliance with the policy and its effectiveness will be monitored and reviewed annually or as necessary.

Contact Information

Designated Safeguarding Lead – Gunjit Kaur – gunjit@spectrumtutors.co.uk – 07826 529 032

Deputy Designated Safeguarding Lead – Jaspreet Kaur – jaspreet@spectrumtutors.co.uk – 07826 529 032

Approved by the DSL on 06/05/2024 and is due for review every 1 year:

Gunjit Kaur

Designated Safeguarding Lead.