

Fairview Education

Education is a gift - Let's give it away



FAIRVIEW
EDUCATION

Child Protection and Safeguarding policy

Ratified by the Trustee Board	March 2022
Last Updated	March 2022 (KCSIE 2021)

Aims and objectives

Fairview Education (the charity) fully recognises its responsibilities for Safeguarding and Child Protection and its moral and statutory responsibility to safeguard and promote the welfare, health and safety of all pupils. Fairview Education aims to promote a positive, supportive and secure environment in which to tutor its pupils. Consequently, the overall aim of this policy, and the procedures contained within it, is to safeguard and promote the welfare of the children in the care of Fairview Education, and its employees or contractors, and recognise that all pupils are entitled to protection from abuse and neglect. It also recognises that all tutors, staff and pupils are entitled to a fair hearing in case of any allegation of abuse.

Designated Safeguarding Lead

Fairview Education has a Designated Safeguarding Lead (DSL) to:

- Offer support and training to all staff and volunteers involved in Fairview Education's work.
- To ensure that all Fairview Education's employees or contractors, tutors, trustees and volunteers are sufficiently vetted.
- To act as the main point of contact in the event of any allegation or disclosure.

If there is an allegation, signs and indicators of abuse are identified or if at any point an adult involved with Fairview Education's work fails to comply with any element of the Fairview Education Code of Conduct, this information must be passed immediately to Fairview Education's Designated Safeguarding Lead. If the allegations concern the behaviour of the DSL then this information will be passed directly to the Deputy Designated Safeguarding Lead.

It is the Designated Safeguarding Lead's responsibility to collect all relevant information and make decisions on how to proceed (this will include contacting the designated safeguarding lead at any relevant partner school/s). We have a duty of care to pass on all relevant information regarding any allegations of abuse, or identified signs and indicators of possible abuse.

Designated Safeguarding Lead	Will Cumming-Bruce Trustee	safeguarding@fairvieweducation.org 07729252504
Deputy DSL	Giles Wadsworth Executive Director	giles@fairvieweducation.org 07913444048

Other useful contact details

Gloucestershire Social Care: Multi Agency Safeguarding Hub (MASH): 01452 426565
Option 3 (Monday – Friday 8am – 5pm) childrenshelpdesk@gloucestershire.gov.uk

Professionals need to make referrals to the MASH for Children's Services by completing a MARF on the Liquid Logic Portal

Emergency Social Care duty team: 01452 614194

Local Authority Designated Officer (LADO) 01452 426994

Recruitment and Training

Fairview Education maintains a high standard in recruiting and training staff and volunteers. All Fairview Education employees, contractors and volunteers will be subject to an enhanced DBS check before they can begin working as a tutor for Fairview Education. Every volunteer, contractor or employee must:

- Arrange with Fairview Education to have a new enhanced DBS check processed by Fairview Education. A new enhanced DBS check will be carried out for all paid staff (including contractors or employees), along with checks on their right to work in the UK and two references collected.

Every volunteer, employee or contractor will be asked to provide any relevant information about themselves or members of their household via the Tutor Suitability Self Declaration Form (see appendix C).

All tutors and employees or contractors will receive induction which will include familiarisation with safeguarding procedures and the identity of the DSL and any deputies.

This includes:

- a. Identification of safeguarding issues
- b. Procedures to be followed as outlined in this policy
- c. Other aspects of the policy such as the Fairview Education Code of Conduct
- d. An awareness of other organisations and documents that can be consulted
- e. An awareness of statutory duties such as the reporting of FGM (in person) and Radicalisation as required by the Prevent duty (via the DSL) to the relevant authorities
- f. Identity of the DSL and deputy DSL and contact details. Assurance that the DSL (or deputy) is available at all times during term time. In the very unusual case that the DSL and deputy is not available, the Deputy Safeguarding Trustee should be contacted
- g. Awareness of vulnerable groups, how Early Help is offered and the possibility of Peer-on-Peer abuse.

All employees, contractors & tutors are required to sign on an annual basis to say that they have read:

- a. *KCSIE Part One and Annex B. The DSL will inform them of any changes that occur during the course of the year*
- b. *Fairview Education Safeguarding and Child Protection Policy & Code of Conduct*

And have:

- c. *Successfully completed Child Protection and Safeguarding training in the last three years.*

Procedures

In all cases related to child protection and safeguarding, the main procedure is to treat the allegation seriously, in strict confidence and immediately contact the Fairview Education Designated Safeguarding Lead/s. In the event of Fairview Education's Designated Safeguarding Lead/s being contacted the following protocol will be followed:

1. Fairview Education will immediately pass the information on to the school's child protection and safeguarding lead/s unless the pupil is in danger of immediate harm in which case the police will be contacted first.
2. The school shall follow the school's safeguarding policies and procedures for contacting the local Police Child Protection Unit or the Social Services Department of the relevant Local Authority (the Authorities). Fairview Education shall support the school with any action that the school deems appropriate and shall undertake reasonable endeavours to provide the school with any assistance or documents.
3. Fairview Education shall not, under any circumstances, undertake any independent investigation or questioning (as this may jeopardise any enquiry) unless or until Fairview Education is given authorisation by the Authorities.
4. All allegations or suspicions shall be referred to the school no matter how insignificant they seem to be or when they occur. Any information about suspicious behaviour or circumstances will be passed to the local Police Child Protection Unit or the LADO within 24 hours or as soon as shall be reasonably practicable.

1. Procedure for when a pupil makes a disclosure of abuse

- a. Allow the pupil to speak freely and lead the discussion
- b. Recognise the courage the pupil is showing by making the disclosure
- c. Recognise that there is a relationship of trust between the pupil and yourself. The pupil has chosen to disclose to you and should not be told to speak to someone else
- d. Make it clear at an early stage that confidentiality cannot be guaranteed
- e. Remain calm and do not over react
- f. Listen, be supportive and offer reassurance
- g. Accept what the pupil is saying without challenge
- h. Do not offer any admonishment or criticism of the pupil's actions or lack of action
- i. Allow silences
- j. Do not ask leading or investigative questions for example by asking for names or further details
- k. Be cautious about any physical contact even if the pupil is very upset
- l. Do not apportion blame or criticise others mentioned in the disclosure
- m. If the information that has been disclosed needs to be passed on, explain to the pupil what will happen next
- n. The information must be passed on to the DSL (or Deputy DSL) as soon as practicably possible using the contact details listed above.**
- o. If the child is found to be 'in need' the case will be referred to Social Care without delay
- p. If the child is found to be 'at risk' Social Care will be contacted as soon as practicably possible (within 24 hours)
- q. If the disclosure is of a safeguarding nature, it should be discussed with the DSL without delay

- r. A written account of the conversation should be made as soon as possible. If a body map is used it must be completed with the pupil fully clothed. Under no circumstances should a member of staff ask a pupil to remove or adjust clothing. Only parts of the body normally visible should be viewed and recorded. Use words and phrases from the original disclosure if possible.
- s. If the pupil is in danger of immediate harm, the Police should be contacted first
- t. It is not the responsibility of Fairview Education to investigate suspected cases of abuse prior to informing Social Care and/or the LADO
- u. Legal action against the perpetrator of abuse can be compromised by inappropriate actions by individuals or Fairview Education and by not following this guidance
- v. Parents are normally notified (by the DSL) as soon as practicably possible of any concern, suspicion or disclosure of a Safeguarding or Child Protection nature. However if it is believed that notifying parents could increase the risk to the child or exacerbate the situation, advice will first be sought from Social Care.

The safeguarding report form will be completed (see Appendix D), either by the DSL or the tutor, as appropriate.

The safeguarding report form will be emailed to the safeguarding lead for Fairview Education at safeguarding@fairvieweducation.org (the email address for the Fairview Education DSL) as soon as practically possible.

Fairview Education shall retain a copy of all such notifications in accordance with GDPR guidelines.

2. Procedure for when a tutor suspects abuse, but it has not been disclosed

Employees of Fairview Education and volunteer tutors shall:

- a. Not discuss your suspicions with the child in question or conduct any form of investigation.
- b. Report the facts as you know them/ or understand them, including the pupil's name and the account given to you by the child using the words that they used as well as including any other information you feel is relevant.
- c. Provide this detailed information to the DSL at Fairview Education as soon as you are able
- d. Fairview Education shall retain a copy of all such notifications in accordance with GDPR
- e. Fairview Education's DSL shall contact the child's school to pass on this information so that the school has as full a picture of the child's safeguarding as possible.

3. Procedure for when an allegation is made against an adult or tutor (including volunteers)

- a. Part 4 of KCSIE provides detailed guidance on these issues
- b. Allegations against staff, including the DSL and volunteers, must be reported without delay to the DSL or in his or her absence (or in the case of the DSL) the Deputy Designated Safeguarding Trustee. The Deputy DSL will inform the LADO.
- c. The LADO should be informed without delay of any allegation against a member of staff or volunteer that meets the criteria that the adult:
 - i. Behaved in a way that harmed a child, or may have harmed a child
 - ii. Possibly committed a criminal offence against or related to a child
 - iii. Behaved towards a child or children in a way that indicates that they would pose a risk of harm if they work regularly or closely with children
 - iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children
- d. The LADO should be informed within one working day of all allegations that come to the attention of Fairview Education or that are made directly to the Police

- e. The LADO will advise on subsequent actions
- f. In borderline cases, informal discussions will be held with the LADO without names or personal details being disclosed
- g. The LADO is pivotal in providing advice when an allegation is made
- h. The LADO presides over any abuse allegation or suspicion of abuse directed against anyone working for Fairview Education.
- i. Employees, contractors, tutors or trustees who are concerned about the conduct of a colleague towards a child must remember to act in the interests of the child despite any issues this may cause for the colleague or the Charity
- j. Fairview Education whistleblowing policy enables all employees, contractors or tutors to raise concerns or allegations in confidence and without prejudice
- k. Fairview Education will make every effort to maintain confidentiality and guard against unwanted publicity
- l. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretation of events can and do happen
- m. Anyone who is the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. All unnecessary delays should be eradicated
- n. Fairview Education will not undertake their own investigations without prior consultation with the LADO, or, in the most serious cases, the Police, so as not to jeopardise statutory investigations
- p. All discussions should be recorded in writing
- q. Communication with both the individual and the parents of the child should be timely and accurate
- r. Suspension of an employee, contractor or tutor is not mandatory or automatic and is done without prejudice to the outcome of any inquiry/s. Possible suspension of the above, against whom an allegation has been made, will be carefully considered after consultation with the LADO
- s. Malicious, unsubstantiated and unfounded allegations will be removed from Fairview Education records and will not be referred to in employer references
- v. Any person (whether employed, contracted, a volunteer) who has harmed or poses a risk of harm to a child and who has been removed from working with children, or would have been removed had they not left earlier, will be reported promptly to the Disclosure and Barring Service (DBS)
- w. Allegations against a tutor who is no longer teaching should be notified to the DSL, who will refer them to the police. Historical allegations of abuse should also be referred

Signs of Abuse

It is important to be aware that many of the forms of abuse can take place either online or in person and that abuse, neglect and safeguarding issues are rarely standalone events that are easily defined. In most cases, multiple issues overlap. Staff are aware that abuse can take place wholly online and that technology can be used to facilitate abuse face-to-face.

Part one of KCSIE defines abuse and gives details of the four broad categories of abuse.

Abuse: is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by knowingly not preventing harm. Children may be abused in a family, the community, an institutional setting by someone known to them, or more rarely by a stranger. Abuse can take place wholly online, or technology may be used to facilitate face-to-face

abuse. Most young people who are abused know their abuser. They may be abused by an adult or adults, child or children.

Physical abuse: This 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.

Children regularly collect bumps and bruises but it does not mean they are being abused. Injuries need to be considered in the light of the age of the child, their stage of development, where injuries are on the body and any explanation given.

Indicators of physical abuse include bruises, grip marks, cigarette burns, bite marks, swelling, fractures, injuries in an area of the body that is unlikely to be harmed in everyday activity, and injury with no explanation or conflicting explanation.

Emotional abuse: This is persistent emotional maltreatment, which is likely to cause serious harm to the child's health and emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It also includes rejecting or ignoring a child completely, using degrading language or behaviour towards them, rejecting social interaction with them, threatening them, encouraging self-destructive behaviours and allowing a child to witness mistreatment of another. It may involve serious bullying causing children to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse can be difficult to identify but include developmental lags, acceptance of excessive punishment, over-reaction to mistakes, self-deprecation, fear of new situations, inappropriate emotional response, neurotic behaviour, self-harm or substance abuse. Children suffering emotional abuse may have difficulty forming relationships, seek attention inappropriately, be withdrawn, underachieve or show other signs of disturbed behaviour.

A child witnessing domestic abuse and/or domestic violence will be experiencing emotional abuse and possibly other forms of abuse or neglect as well.

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 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 face-to-face 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.

Indicators of sexual abuse include damage to or soreness in genitalia, anus or mouth, sexually transmitted disease, pregnancy, urinary tract infection, inappropriate sexual

knowledge, sexually provocative behaviour, personality or character change, poor trust in significant adults, insecure or regressive behaviour or self-harm. Many children who are sexually abused will have no visible signs due to the attacker not wanting to leave evidence.

Neglect: This is persistent failure to meet a child's basic physical and psychological needs, which is likely to result in serious impairment to their health and development. This may involve a parent or carer failing to provide food, shelter, clothing or a failure to protect from physical or emotional harm or danger, not ensuring adequate supervision, or not allowing access to medical care or treatment. It may also include the neglect of a child's basic emotional needs.

Neglect may also result in a child being diagnosed as suffering from 'faltering growth' also known as 'failure to thrive'. This would usually be diagnosed in a young child by a medical practitioner.

Indicators of neglect include constant hunger or tiredness, frequent lateness or non-attendance, destructive tendencies, poor social relationships, poor personal hygiene, poor general health or untreated medical problems. Staff also need to be aware of other specific forms of abuse further details of which can be found in Annex B of KCSIE:

Female Genital Mutilation (FGM): This involves procedures that include the partial or total removal of external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious consequences for physical and mental health. FGM is illegal in the UK.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the police although referral to the DSL / Social Care should also be done.

Victims of FGM are likely to come from a community that is known to practise FGM. Specific risk indicators include: a. Poor integration of the family into UK society b. The daughter of a woman who has undergone FGM or where another close family member such as a sister has undergone FGM c. Any girl withdrawn from PSHE lessons particularly if from a high risk group and specially if the lesson is about sex or FGM d. The visit of a family elder from the country of origin to a family where a daughter is of FGM age (typically 5 -8 although FGM has been performed on girls from infancy to 15 years of age) e. A girl talking about FGM; reference by a girl to a special procedure; a girl going on a long or unexpected holiday to the country of origin or where FGM is practiced f. Changes in behaviour, medical issues unspecified requested for help from an adult particularly if medically orientated.

If a girl has been recently cut or is at imminent risk, 999 should be called. Safeguarding procedures should be followed if FGM is reported or suspected and specific guidance sought from the police and social care.

Preventing radicalisation: The Prevent Duty document from the Department of Education clearly identifies the definition of, how schools should comply and how schools can seek guidance for the prevention of extremism and radicalisation in pupils.

Advice can be sought from the Department of Education dedicated telephone helpline on 020 7340 7264 or via email on counter.extremism@education.gsi.gov.uk or from the police on 101. In an emergency 999 should be called.

Child Sexual Exploitation: Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity: a. In exchange for something the victim needs or wants And/or b. For the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE may be a form of Peer-on-Peer abuse. Child Sexual Exploitation is illegal in the UK.

In CSE, the perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Criminal Exploitation: Child Criminal Exploitation (CCE) is a form of abuse where an imbalance in power is used to coerce, manipulate or deceive a child into criminal activity. This can be a one-off event or a series of incidents over time instigated by an individual or a group.

Domestic violence: This is underestimated in the UK. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged over 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality is defined as domestic abuse. The abuse can encompass, but is not limited to:

- a. Psychological
- b. Physical
- c. Sexual
- d. Financial
- e. Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life. There is a proven link between domestic violence and child abuse.

Domestic abuse is more prevalent at times when adults and children have less freedom of movement and are confined within the home. All staff need to be vigilant for signs of domestic abuse when remote learning is necessary.

Forced marriage: This is when one or both spouses do not or cannot consent to the marriage and duress is involved. This can include physical, sexual, emotional and financial pressure. Indicators of forced marriage include sudden and unexpected foreign travel, withdrawal from education and behavioural changes. Forced marriage is different to arranged marriage where consent is freely given. Forced marriage is illegal in the UK.

Children missing from education: A child going missing from education is a potential indicator of abuse or neglect, travel to a conflict zone, FGM or forced marriage. Staff who hear about prolonged or repeated absence or particular patterns of absence with no

satisfactory explanation should treat this as a potential safeguarding issue and take action accordingly by informing the DSL at the relevant school.

All staff should be alert to signs to look out for and for the individual triggers to be aware of (as detailed in this policy) when considering the potential safeguarding concerns such as travelling to conflict zones (radicalisation), FGM and forced marriage.

Peer-on-Peer abuse can lead to safeguarding issues. This may include but is not limited to:

- a. Bullying (including cyber-bullying)
- b. Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- c. Sexual violence and sexual harassment
- d. Sexting (also known as youth produced sexual imagery or the sharing of nudes and seminudes)
- e. Initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools: This can occur between two children of any age and sex and is never acceptable. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can be gendered in nature.

Sexual violence and harassment exist on a continuum and may overlap, they can occur online and face-to-face and are never acceptable.

Upskirting is now a criminal offence under the 2019 Voyeurism Act. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks or to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Mental Health 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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. All staff must be aware of and respond to how these children's experiences and how they can impact on their mental health, behaviour and education.

Appendix A: Fairview Education Code of Conduct

Code(s) of conduct

Ratified by the Trustee Board	March 2022
Last Updated	March 2022

All adults coming into contact with children and young people through Fairview Education's work must comply with the Fairview Education Child Protection and Safeguarding Children Policy and this Code of Conduct.

Tutors code of conduct

All tutors working for Fairview Education must:

- Treat all young people with respect.
- Try to minimise time spent alone with a tutee, if at all possible, by taking reasonable precautions. EG. If tutoring alone in a room with a tutee, keep the door open at all times.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Be aware that any physical contact with a young person can be misinterpreted and should always be avoided. Shaking hands in a public setting is considered acceptable.
- Be aware that social networking sites are in the public domain if not protected by privacy settings. Strongly consider strengthening any privacy settings so that young people would not be able to access your online profiles and be privy to any information you would not want in the public domain.
- Block any young people that approach you online and inform Fairview Education's Designated Safeguarding Lead or Deputy DSL immediately.
- Recognise that special caution is required when discussing sensitive issues with young people.
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse to Fairview Education's Designated Safeguarding Lead or Deputy DSL.
- Operate within Fairview Education's safeguarding procedures in the event of any disclosure/concern.
- Raise any questions or concerns about child protection and safeguarding with Fairview Education's Designated Safeguarding Lead or deputy DSL.

They must not:

- Promise confidentiality to young people in any situation.
- Seek out or add young people on any social networking site.
- Respond to any online communication from a young person, for example on a social networking site.
- Share any personal contact details with young people, or, seek out their personal contact details.
- Arrange to meet a young person outside of the allocated tutoring time, unless this tutoring session has had to be rearranged by Fairview Education.
- Have inappropriate physical contact or verbal contact with young people.
- Show favouritism to any individual.
- Be under the influence of alcohol or other substances when working on activities involving young people.
- Take photographs of young people.

Online Tutoring

Fairview Education understands that, in certain circumstances, online tutoring may have to replace face to face tutoring (eg. lockdown / isolation etc.). The following code of conduct applies to these circumstances:

- Tutors will only conduct online tutoring with their pupils at the designated tutoring times and dates organised by Fairview Education.
- Tutors will conduct online tutoring either in a workplace or location that does not expose personal information or access to inappropriate background content.
- Tutors will be dressed appropriately in a manner that would be suitable for their attendance at a school / during a normal tutoring session in person.
- Tutors will keep their video stream 'on' and visible for the duration of their sessions.
- Tutors will not record video, still images or audio of any tutoring sessions.
- Tutors will never disclose their phone, email or other communication details with their pupils nor request their pupils' details through the online platform.
- Tutors will conduct their sessions without disruption (mobile phones should be set to silent and away from gaze) or supervision by any other persons not approved by Fairview Education.
- Tutors will not share any links to online content or websites that contain anything other than educational resources that directly link to the content of their sessions. If in doubt of the validity of any websites or material, the tutor should get in contact with the directors of Fairview Education to discuss.
- Tutors will not take any screenshots of sessions.
- Tutors will report any concerns about safeguarding or child protection as well as follow all the Fairview Education safeguarding and child protection procedures outlined in the main text of the 'Fairview Education Child Protection and Safeguarding Protection Policy dated February 2022'.

I confirm that I have read the code of conduct above and will abide by it when tutoring children for Fairview Education.

Tutor Signature:	
Name in capitals:	
Date:	

Appendix B: Fairview Education Designated Safeguarding Lead (DSL) job description **Designated Safeguarding Lead (DSL) Job Description**

Ratified by the Trustee Board	March 2022
Last Updated	March 2022

1. To lead in facilitating the development of Safeguarding and Child Protection policies, training and procedures and guidance for Fairview Education, ensuring that the Safeguarding and Child Protection Policy is reviewed annually by the Board of Trustees.

2. To ensure that robust online safety procedures are in place and are followed for online tuition that are appropriate to the age of the pupils.

3. To undertake appropriate Child Protection Training at least every 2 years in order to:

a. Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as Early Help assessments

b. Ensure each trustee, employee, tutor, contractor or volunteer has access to and understands the charity's Safeguarding and Child Protection Policy and procedures.

5. To undertake appropriate Prevent Training:

a. To ensure trustees, employees, tutors, contractors or volunteers are able to identify children at risk from being drawn into terrorism

b. Ensure that trustees, employees, tutors, contractors or volunteers are aware of the DfE Prevent Duty documentation

c. Ensure that all trustees, employees, tutors, contractors or volunteers receive appropriate Prevent Duty training

6. To ensure that all trustees, employees, tutors, contractors or volunteers are aware of the identity of their DSL and Deputy DSL and have signed to say they have read:

a. The charity's Safeguarding and Child Protection Policy

b. The charity's Codes of Conduct

c. Part One and Annex A of KCSIE

d. The charity Whistleblowing policy

7. To provide training and support, on a regular basis, and in accordance with the requirements of Gloucestershire Safeguarding Children Partnership (GSCE) to all trustees, employees, tutors, contractors or volunteers who work with pupils so that they are aware of the charity Safeguarding and Child Protection arrangements.

8. To ensure that all staff are aware of the risks of radicalisation in young people; how to identify signs of radicalisation and how to recognise those pupils most at risk of radicalisation.

9. To keep trustees, employees, tutors, contractors or volunteers aware of Safeguarding and Child Protection procedures.

10. To have an understanding of GSCE procedures.
11. To refer allegations of cases of suspected abuse to Children's Social Care or Police as appropriate, making contact with either of them within 24 hours of a disclosure or suspicion of abuse, in writing or with written confirmation of a telephone referral.
12. To make prompt contact with the LADO in relation to allegations made against someone working at or for the charity and/or with the police if a criminal offence is suspected.
13. To receive and coordinate referrals, arranging action and reviewing services for children and families.
14. To maintain accurate, confidential and up-to-date documentation (written or online) on all cases of Safeguarding and Child Protection, ensuring that all records are forwarded to any school the pupil may attend and the appropriate request made of the school for any relevant Safeguarding and Child Protection records.
15. To ensure that children who have suffered or are at risk of suffering serious harm are reported to Social Care immediately and that a multi-agency assessment is requested using the GSCE Multi Agency Service Request Form (MARF).
16. To have a knowledge of multi-agency working in the local area.
17. To inform the trustees of Safeguarding issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations
18. To act as a source of support, advice and expertise to trustees, employees, tutors, contractors or volunteers on matters of Safeguarding and Child Protection and when deciding whether to make a referral by liaising with relevant agencies.
19. To ensure that the charity is always presented positively within and beyond the setting and to encourage a culture of listening to tutees and taking account of their wishes and feelings on any measure the charity might have taken to protect them.
21. To ensure that GSCE has access to the charity's Safeguarding and Child Protection policy and that the policy is published on the charity's website.
22. To maintain confidentiality at all times.
23. To identify vulnerable children being tutored by the charity and ensure that all trustees, employees, tutors, contractors or volunteers are made aware of who these children are.
24. To ensure a record is kept of trustees, employees, tutors, contractors or volunteers Safeguarding and Child Protection training.
25. To ensure that all trustees, employees, tutors, contractors or volunteers are aware of the Child Missing from Education policy and procedures.
26. To undertake other duties that relate to Safeguarding and Child Protection matters.

Appendix C: Fairview Education Disqualification Declaration

Staff/Tutor/Volunteer/Trustee Disqualification Declaration (Appendix C) Part 1

This form is to be completed by all relevant staff (paid, contracted, volunteer) annually.

Full

Name:

.....

Address:

.....

.....

Please respond to the questions listed below and sign the declaration to confirm that there are no reasons why you should not be working with children. If you are unable to meet any of the following aspects, please disclose this immediately to the DSL of Fairview Education. The information contained in this declaration will be held in strictest confidence and used as set out in the Fairview Education Data Protection (GDPR) Policy. **Please circle yes or no against each point.**

Your personal situation

- Have you been barred from working with children (i.e. does your name appear on the DBS Barring List)? Yes / No
- Have you been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, either at home or abroad? (Please see a list of the relevant offences set out in the Appendix below.) Yes / No

Care of Children

- Have your own children been taken into care as a result of the care provided by you?
Yes / No
- Have your own children been the subject of a child protection order? Yes / No
- Have you had your registration cancelled in relation to childcare or children's homes or have you been disqualified from private fostering? Yes / No
- Are you 'Disqualified from Caring for Children'? Yes / No

If you have answered 'yes' to any of the above, please provide further information below. This information will be used to determine whether or not you are disqualified from working with children. Please note that when providing further details, you do not need to provide details about any protected cautions or protected convictions. You are also not required to disclose spent cautions or convictions of a person who lives or is employed in your household. Please ask the DSL of Fairview Education for more information.

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Staff/Tutor/Volunteer/Trustee Disqualification Declaration (Appendix C) Part 2

I understand my responsibility to safeguard children, and I am aware that I must notify my manager immediately of anything that may affect my suitability to work with children. I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

I confirm that I have read the Fairview Education Safeguarding & Child Protection Policy and Code of Conduct.

I confirm that I have read KCSIE Part One and Annex B. (The DSL will inform staff / tutors of any changes that occur during the course of the year).

I confirm that I have completed relevant safeguarding training in the last 3 years and I have provided certification.

I confirm that I:

- Have arranged with Fairview Education to have a new enhanced DBS check processed by Fairview Education.

SignedDate

For Fairview Education DSL:

I have reviewed the above and confirm that no further action is to be taken.

DSL signature Date

OR I have reviewed the above and the following action has been taken:

.....

Signed Date action taken

Designated Safeguarding Lead	Will Cumming-Bruce Trustee	safeguarding@fairvieweducation.org 07729252504
Deputy DSL	Giles Wadsworth Executive Director	giles@fairvieweducation.org 07913444048

Appendix D: Fairview Education Safeguarding Concerns Form
Fairview Education Safeguarding Concerns Form (Appendix D)

This form can be used to record any concern about a pupil's welfare and/or a Child Protection issue. Once complete, pass this form onto the DSL / deputy DSL

Date:
Person Raising Concern:
Name of Tutee of Concern:
School attended by Tutee of Concern:
Details of concern raised (include who, what, when and where; the names of witnesses if relevant; details of any immediate action; attach any other relevant documentation)
Details of conversation (where possible record both the pupil's and your actual words):
Other people who have witnessed or know of the situation:
Follow up action required:

Further action and details:

Resolution of concern:

Date	Action	People involved

Documents connected to concern:

Name	Date	Location

Appendix E: Fairview Education Lone working policy

Fairview Education Lone working policy

Purpose

The overriding purpose of this policy is to ensure the protection of all people involved in the services that Fairview Education provides. This includes the tutors and the students.

The policy aims to clearly express what lone working is, to assess the risks which are associated with lone working, and to explain how these risks can best be managed.

Definitions

Tutor is a self-employed contractor to Fairview Education

Employee is someone who is employed by Fairview Education

Student is someone who receives the tutoring service

Additional adult is an adult who is over 18 years old and who is with the student

Introduction

Fairview Education seeks to adhere to the safeguarding legislation that applies to working with children within education. There is nothing that is more important to Fairview Education than the safety of the students and the tutors who are involved in the tutoring process. The safety of tutors and students is the foundation which all else is built on.

This policy applies to all tutors, students, employees and additional adults who are involved in the tutoring service which Fairview Education provides.

Risks

Fairview Education seeks to provide fully funded tuition to students from disadvantaged backgrounds. In providing this service, there is the need for tutors to work directly with students. There are risks involved with this process which must be clearly stated.

Tutoring

First, so far as the student and the tutor are alone and unaccompanied, there is a risk that is involved in this process. The risk is for tutors and for students as both may be working alone – without an additional adult – and in this case there is a risk of allegations being made about inappropriate behaviour and the direct experience of inappropriate behaviour.

Fairview Education requires its tutors to always adhere to the strictest of professional standards and to ensure that the student is at all times treated with respect, dignity, and that the relevant safeguarding procedures are adhered to fully. The following guidance is to be read in conjunction with Fairview Education's Safeguarding policy and the Code of Conduct.

To ensure that the risks that the students and tutors face are minimised, Fairview Education mandates that:

1. Tutors will, wherever possible, tutor two students at once and so ensure that they are never alone with a single student.
2. The tutoring will always happen in a risk-assessed location which has been deemed suitable for the purpose of tutoring. The tutoring will never happen in a location which Fairview Education has not directly assessed and approved.

3. If it is not possible to tutor two students at once, the tutor will ensure that a door is left open of the room that is being used, that an additional adult is in the same building and is in visible presence of the student and that this adult knows that the tutoring is happening.
4. The tutor will ensure that the student is seated opposite the tutor, without any unnecessary body contact throughout the session.
5. The tutor will not seek to make any contact with the student outside of the tutoring session. This includes by phone, email, or social media of any kind. All communication between the tutor and the student will happen via Fairview Education and the parent of the student.
6. The tutor will wear appropriate clothing which is not offensive, revealing, or sexually provocative.
7. The tutor should always keep in mind the safety of the child and never purposefully seek to behave in a way that would make the child be or feel unsafe.
8. The tutor should not administer medication to the student.
9. The tutor should only deliver tuition if another adult is present in the building in visible presence of the student who knows that the tuition is happening. If there is not another adult present in the building, the tutoring will not be able to happen.
10. The tutor should not use their mobile phone at any time in the session.
11. The tutor should never make contact with the student by any means outside of the tutoring session. All communication will be between Fairview Education and the student's parents.
12. Tutors should keep a log of their tuition start and end time, and a brief summary of what was covered in each session.
13. If at any point the tutor feels uncomfortable with the pupil's behaviour or conduct, the tutor must end the session and inform the directors of Fairview Education of what happened immediately so that the directors of Fairview Education is able to follow this up with the parents of the student, ensuring the safety of the child and the tutor.
14. If anything happens during the session which raises safeguarding concerns for the tutor, the tutor must immediately log this with the Designated Safeguarding Lead (DSL) of Fairview Education, informing the DSL of the date, time, and details of the incident. The DSL will then ensure that the relevant school's DSL is informed and also the Local Authority Designated Officer, in accordance with the procedures of Fairview Education's Safeguarding policy.

Travel

The tutors will have to travel to the designated location for the tutoring to happen. This travelling entails risk since the tutor will have to make their own way to this location. Fairview Education does not accept liability for any injuries or accidents that may occur in transit to the tutoring location. It is the responsibility of the tutor to ensure that they travel there safely and on time.

Responsibilities

It is the responsibility of Fairview Education to:

1. Risk assess the location for the tutoring and ensure that it is suitable for the purpose of tutoring
2. Provide the tutor with all the training and information that they need to tutor the student (this includes safeguarding training but does not include training in how to tutor. This training will be already possessed by the tutor or they would not be used as a tutor by Fairview Education).

3. Communicate between the tutor and the student (and the student's family) so that both know when and where the tutoring will take place
4. Ensure that the tutors are fully informed of the relevant policies which relate to their tutoring, with the Lone Working policy being one of these.

It is the responsibility of the tutor to:

1. Be on time and fully prepared for the tutoring session
2. Treat the student with respect and dignity
3. Read and be aware of the relevant policies that relate to the tutor's work, including the code of conduct, safeguarding policy, and lone working policy.
4. Follow the relevant policies at all times (including this Lone Working Policy)
5. Ask for clarification from Fairview Education if anything does not make sense or seem right

Personal Safety Guidelines for Lone Workers

In addition to the above responsibilities, Fairview Education requires the tutors to adhere to these guidelines about how to perform their tutoring in order to safeguard themselves and the student. These guidelines are in addition to the guidelines set out in the code of conduct.

- Always have a mobile phone charged and available
- Do not give your address or home phone numbers to pupils and/or parents and do not contact them on your home phone as they can then access your personal number.
- Do not give your mobile phone to the young person to use for any reason
- Keep your personal items, purse/wallet, car keys, etc safe and secure
- Ensure an appropriate adult is always present during the tuition
- Keep a running record of each session – including brief notes of work covered, people present and any other appropriate information, e.g. issues with pupil and/or parent.
- Report any concerns to Fairview Education as soon as possible.