

The purpose and scope of this policy statement

Natasha Jones Professional Tutor works with children and families as part of their services.

The purpose of this policy statement is to:

- protect children, young people and vulnerable adults who take part in Natasha Jones Professional Tutor's services and activities.
- Look after the wellbeing of children and adults who use the services provided.
- set out the overarching principles that guide my approach to safeguarding.
- to ensure that I operate in line with my values and within the law with all of the safeguarding activities.

This policy statement applies to all staff, volunteers and any other adults associated with Natasha Jones Professional Tutor.

Introduction

Natasha Jones Professional Tutor acknowledges the duty of care to safeguard and promote the welfare of children & adults (including vulnerable adults) and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.

The policy recognises that the welfare and interests of everyone, especially children & vulnerable adults, are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all who take part in our activities:

- have a positive and enjoyable experience of educational support with Natasha Jones Professional Tutor in a safe and student-centred environment,
- are protected from abuse whilst participating in tuition sessions or outside of the activities.

Natasha Jones Professional Tutor acknowledges that some students, including students with disabilities, young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. Natasha Jones Professional Tutor recognises disabilities can change over time, and that disabilities can refer to physical and/or mental impairments, which may be hidden.

Natasha Jones Professional Tutor is also committed to creating and maintaining a safe and positive environment and accepts our responsibility to safeguard the welfare of all adults involved in any aspect of tuitions sessions in accordance with the Care Act 2014.

As part of the safeguarding policy, Natasha Jones Professional Tutor will:

- promote and prioritise the safety and wellbeing of all students, particularly children, young people and vulnerable adults.
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns.
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- prevent the employment/deployment of unsuitable individuals.
- ensure the robust safeguarding arrangements and procedures are in operation.
- Recognise the roles and responsibilities of the statutory agencies in safeguarding and commit to complying with the procedures of the Local Authority Safeguarding Boards.

The policy and procedures will be widely promoted and are mandatory for everyone involved with Natasha Jones Professional Tutor. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result dismissal and/or exclusion.

Monitoring

The policy will be reviewed a year after development and then every three years, or in the following circumstances:

- changes in legislation and/or government guidance
- as required by the Local Safeguarding Children Board.
- as a result of any other significant change or event.

Key Definitions

- Anyone under the age of 18 should be considered as a child for the purposes of this document.
- A vulnerable adult is a person over 18 who is, or may be in need, of community care services by reason of mental or other disability, age or illness. A vulnerable adult is or may be unable to take care of him or herself, or is unable to protect him or herself from significant harm or serious exploitation.
- All references to parents extend to guardians and carers who have the primary caregiving responsibility for the child in question.

The nominated Child Protection & Safeguarding Officer for Natasha Jones Professional Tutor is Natasha Jones njonesprofessionalmentor@gmail.com

For issues involving children, you can also contact the NSPCC for help or advice on 0808 800 5000 or email help@nspcc.org.uk

Definitions of Child Abuse

The term child abuse is used to describe ways in which children are harmed, usually by adults and often by those they know and trust.

According to Keeping Children Safe in Education 2018, the following are the main types of child abuse, though a child may experience more than one kind at any one time in his/her life.

Physical Abuse – Occasions when parents, adults or other children deliberately inflict injuries on a child, or knowingly do not prevent such injuries. It includes injury caused by hitting, shaking, squeezing, burning, biting or using excessive force and giving children alcohol, inappropriate drugs or poison, and attempts to suffocate or drown them. Physical abuse may also be deemed to occur if the nature and intensity of training disregards the capacity of the child's immature and growing body or predisposes the child to injury resulting from fatigue or overuse.

Emotional Abuse – Occasions when adults fail to show children due care and attention or threaten, use sarcasm, taunt or shout at a child causing him/her to lose self-confidence or self-esteem and become nervous or withdrawn. These may also occur when an adult repeatedly ignores or fails to respond to a child's efforts or progress, or places the child under unrealistic pressure to perform to high expectations constantly.

Neglect – Occasions where adults fail to meet a child's essential needs, such as adequate clothing, food, warmth and medical care. It also includes occasions where an adult leaves a child alone without proper supervision, or does not ensure that the child is safe or exposes them to undue extremes of temperature or risk of injury.

Sexual abuse – Occurs when males and females use children to meet their own sexual needs. Examples include forcing a child to take part in sexual activity such as sexual intercourse, masturbation, oral sex, anal intercourse, fondling or exposure to pornographic material. This also includes suggestions that sexual favours can help (or refusal can hinder) a career.

Related issues

In addition to the above categories, there are other forms of harm or abuse that should involve the police and other organisations working together to protect children. These include:

- Child Sexual Exploitation
- Hate crimes
- Abuse in domestic settings
- Honour based violence
- Forced marriage
- Human trafficking

- Exploitation by radicalisers who promote violence
- Membership of gangs inclined to use violence.

All forms of **bullying**, both verbal and physical from other children is also a form of abuse and there is a requirement for all within the sport to ensure that there are sufficient mechanisms to report instances of bullying.

There is also the **abuse of trust** – Where young people are indoctrinated with attitudes to learning, drugs and cheating, or social, political or religious views which are unacceptable to the student's family or community.

Identifying Child Abuse

Dealing with child abuse is rarely straightforward. In some cases, a child's disturbed behaviour, or an injury may suggest that the child is being abused. In many situations however, the signs will not be clear cut and decisions about what action to take can be difficult. Possible signs include:

- Uncharacteristic changes in the child's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
- Gossip from the side-lines.
- Bruises and injuries not typical of the sport or injury for which the explanation seems inconsistent.
- Signs of discomfort and pain.
- Reluctance to remove outer clothing.
- The child becomes increasingly dirty or unkempt.
- The child loses weight for no apparent reason.
- Nervousness when approached or touched.
- Fear of particular adults – especially those with whom a close relationship would normally be expected.
- The child wishes to discontinue tutoring sessions without reasonable explanation.
- Inappropriate sexual awareness.
- Children who are always alone and unaccompanied and/or are prevented from socialising with other children.
- Children who are reluctant to be left at their home after sessions.

It must be recognised that the above list is not exhaustive, and the presence of one or more indicators is not necessarily proof that abuse is actually taking place.

It is not the responsibility of those tutoring to decide that child abuse is occurring, but it is a responsibility to follow through on any concerns.

Definitions of Adult Safeguarding

The Care Act 2014 sets out the following principles that should underpin safeguarding of adults

Empowerment – People being supported and encouraged to make their own decisions and informed consent. “I am asked what I want as the outcomes from the safeguarding process and these directly “inform what happens.”

Prevention – It is better to take action before harm occurs. “I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”

Proportionality – The least intrusive response appropriate to the risk presented. “I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.”

Protection – Support and representation for those in greatest need. “I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”

Partnership – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse. “I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”

Accountability – Accountability and transparency in delivering safeguarding. “I understand the role of everyone involved in my life and so do they.”

Types of Abuse and Neglect in Adults

There are different types and patterns of abuse and neglect and different circumstances in which they may take place. The Care Act 2014 identifies the following as an illustrative guide and is not intended to be an exhaustive list as to the sort of behaviour which could give rise to a safeguarding concern.

Self-neglect – this covers a wide range of behaviour: neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding.

Modern Slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Domestic Abuse & coercive control – including psychological, physical, sexual, financial and emotional abuse. It also includes so called 'honour' based violence. It can occur between any family members.

Discriminatory Abuse – discrimination is abuse which centres on a difference or perceived difference particularly with respect to race, gender or disability or any of the protected characteristics of the Equality Act.

Organisational Abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Physical Abuse – including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions, or failing to protect someone from harm.

Sexual Abuse – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting. This also includes “revenge porn”, where sexually explicit images or videos of a person are forwarded to others or posted on the Internet, typically by a former partner, without the consent of the subject and in order to cause them distress or embarrassment.

Financial or Material Abuse – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Neglect – including ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Emotional or Psychological Abuse – this includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Not included in the Care Act 2014 but also relevant:

Cyber Bullying – cyber bullying occurs when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums with the intention of harming, damaging, humiliating or isolating another person. It can be used to carry out many different types of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities) but instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

Forced Marriage – forced marriage is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of a third party in identifying a spouse. The Anti-social Behaviour, Crime and Policing Act 2014 make it

a criminal offence to force someone to marry. The forced marriage of adults with learning disabilities occurs when the adult does not have the capacity to consent to the marriage.

Mate Crime – a ‘mate crime’ as defined by the Safety Net Project as ‘when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.’ Mate Crime is carried out by someone the adult knows and often happens in private. In recent years there have been a number of Serious Case Reviews relating to people with a learning disability who were murdered or seriously harmed by people who purported to be their friend.

Radicalisation – the aim of radicalisation is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be direct through a relationship, or through social media.

Identifying Abuse in Adults

Abuse can take place in any context and by all manner of perpetrator. Abuse may be inflicted by anyone who a student/parent/guardian comes into contact with.

There are many signs and indicators that may suggest someone is being abused or neglected, these include but are not limited to:

- Uncharacteristic changes in the student’s behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
- Gossip in class.
- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Reluctance to remove outer clothing.
- Someone losing or gaining weight / an unkempt appearance. This could be a student/parent/guardian whose appearance becomes unkempt, damaged/misplaced clothing and deterioration in hygiene.
- Nervousness when approached or touched.
- Someone who’s belongings or money are going missing.
- Someone who is not attending / no longer enjoying their sessions. You may notice that a student/parent/guardian suddenly begins missing sessions and is not responding to reminders and contact, or is evasive when is asked.
- A change in the behaviour or confidence of a person. For example, a student/parent/guardian may be looking quiet and withdrawn when their brother comes to collect them from sessions, in contrast to their friends whom they greet with a smile.
- They may self-harm.
- They may have a fear of a particular group or individual.
- Not meeting their own wellbeing needs.
- Someone intentionally striking a student/parent/guardian.
- A someone who sends unwanted sexually explicit text messages to another party (especially a vulnerable person).
- Inappropriately detrimental / harsh coaching comments when together.

- A person threatening another person with physical harm and persistently blaming them for poor performance.
- They may tell you / another person they are being abused – i.e. a disclosure.

As with child abuse, it must be recognised that the above list is not exhaustive, and the presence of one or more indicators is not necessarily proof that abuse is actually taking place.

It is not the responsibility of Natasha Jones Professional Tutor to decide that abuse is occurring, but it is a responsibility to follow through on any concerns.

By promoting good practice by Natasha Jones Professional Tutor and in the wider context of tuition, it is possible to reduce situations for the abuse.

In addition to the procedures described above it, is the Safeguarding Officer's responsibility to ensure that the appropriate DBS checks are carried out and re-checked at most every 2 years. References may be sought on commencement of working with Natasha Jones Professional Tutor where appropriate.

Roles

For effective implementation of this policy, the deliverer of tuition must work in closely along the guidelines listed below to ensure the protection of everyone in their care.

The role of Natasha Jones Professional Tutor will be as follows:

- To accept that all parties associated with Natasha Jones Professional Tutor have responsibilities in this area and be prepared to respond to any indication of abuse.
- To be ready to respond to bad practise.
- To implement any recommendations of organisations such as the NSPCC relating to this area.
- To maintain confidentiality of the student and the accused.
- To ensure the completion of a DBS check & regular re-checks.
- To receive and advise on reports from other individuals.
- To initiate action, ensuring all appropriate persons have been contacted.
- To provide support and guidance to the Child Protection / Safeguarding Officials.
- To make decisions on misconduct.
- To inform all appropriate individuals and bodies of their decision.
- To monitor the policy.

Everyone has the responsibility to maintain awareness and openness with regard to child protection & safeguarding issues.

Responding to Complaints & Alleged or Suspected Incidents

If you have concerns about a student's safety and or wellbeing you must act on these.

It is not your responsibility to decide whether or not someone has been abused. It is however your responsibility to act on any concerns. Abuse may become apparent in a number of ways:

- A student may tell you.
- A third party may have reported an incident, or may have a strong suspicion.
- You may have a suspicion.

If you are concerned someone is in immediate danger or requires medical attention, Natasha Jones Professional Tutor should call the emergency services on 999. For children under 18 you can also ring the NSPCC helpline on 0808 800 5000 to report immediate risks. Where you suspect that a crime is being committed, you **must** involve the police.

This is an immediate responsibility. In these circumstances, you **must** alert the Safeguarding Officials urgently.

If an allegation is brought to your attention:

Step 1 – Listen and Reassure

DO

- Stay Calm – do not rush into inappropriate action.
- Reassure – especially with children or vulnerable adults, it's important to reassure that they are not to blame and confirm that you know how difficult it must be to confide.
- Listen and believe – to what they say and show that you take them seriously.
- With children, only allow one adult to talk to the child – as any discrepancies in statements may lead to legal problems.
- Keep questions to a minimum – in many cases it may be more appropriate to nod and acknowledge the account. If you must question, then use open ended questions i.e. those where more than a yes/no response is required. The law is very strict and child abuse cases have been dismissed if it appears that the child has been led or words and ideas have been suggested.
- Ensure you clearly understand what they have said – so that you can pass it on to the appropriate agencies.
- Consult with the identified Child Protection / Safeguarding Official – ensuring you communicate all the information accurately.
- Maintain confidentiality.

DO NOT

- Panic
- Make promises you cannot keep – explain that you may have to tell other people in order to stop what is happening whilst maintaining maximum possible confidentiality.
- Make them repeat the story unnecessarily
- Delay.
- Take sole responsibility for further action.

Step 2 – Record

- Record what has been said and/or your concerns legibly and accurately. Details should include:
 - The concerned party's name, address and date of birth.
 - Date and time of the incidents and or nature of allegations.
 - Your observations e.g. describe the behaviour and emotional state of the student and/or bruising or other injuries.
 - The student's account – if it can be given – of what has happened.
 - Any action that you took as a result of your concerns e.g. comments made to the student, whether the parents/carer have been informed for incidents involving children / vulnerable adults.
- Record whether the person writing the report is expressing their own concerns, or passing on those of someone else.
- Sign and date the report.
- Keep a copy of the report.

Please note that when a disclosure is made, it is the person to whom the disclosure is made that the authorities (police/social services) will come to for an account of what was said. This first-hand account is of primary importance.

Step 3 – Involve the appropriate people

Once you have completed your report you must ensure that the Child Protection / Safeguarding Officials have been informed so a decision can be made as to the most appropriate action.

If you are unhappy with the Child Protection / Safeguarding Official's handling of the incident, this person should then contact social services and/or the police immediately. A record of the name and designation of the official informed, together with a date and time of the call should be kept, in case further contact is required.

In all cases do not delay, you must contact the authorities (police and/or social services). If the case involves children under 18 and you are unsure what to do, advice can be obtained from the NSPCC free helpline on 0808 800 5000 or contact your local social services department. See Appendix A for the flowchart for concerns and disclosure for child / vulnerable adult abuse, and Appendix B for concerns and disclosures for adults.

List of Offenders

Natasha Jones Professional Tutor shall keep a confidential list of offenders who have been barred, restricted or warned. All affiliated areas and other association bodies shall have the right to have the list checked by written request. The list shall only record the offenders name, Date of Birth and LMA reference file number.

Responsibilities

Natasha Jones Professional tutor will not accept responsibility for any fees, expenses or other costs incurred by either or any party bringing or defending the action and shall have no liability to award any compensation for harm done or suffering by either party.

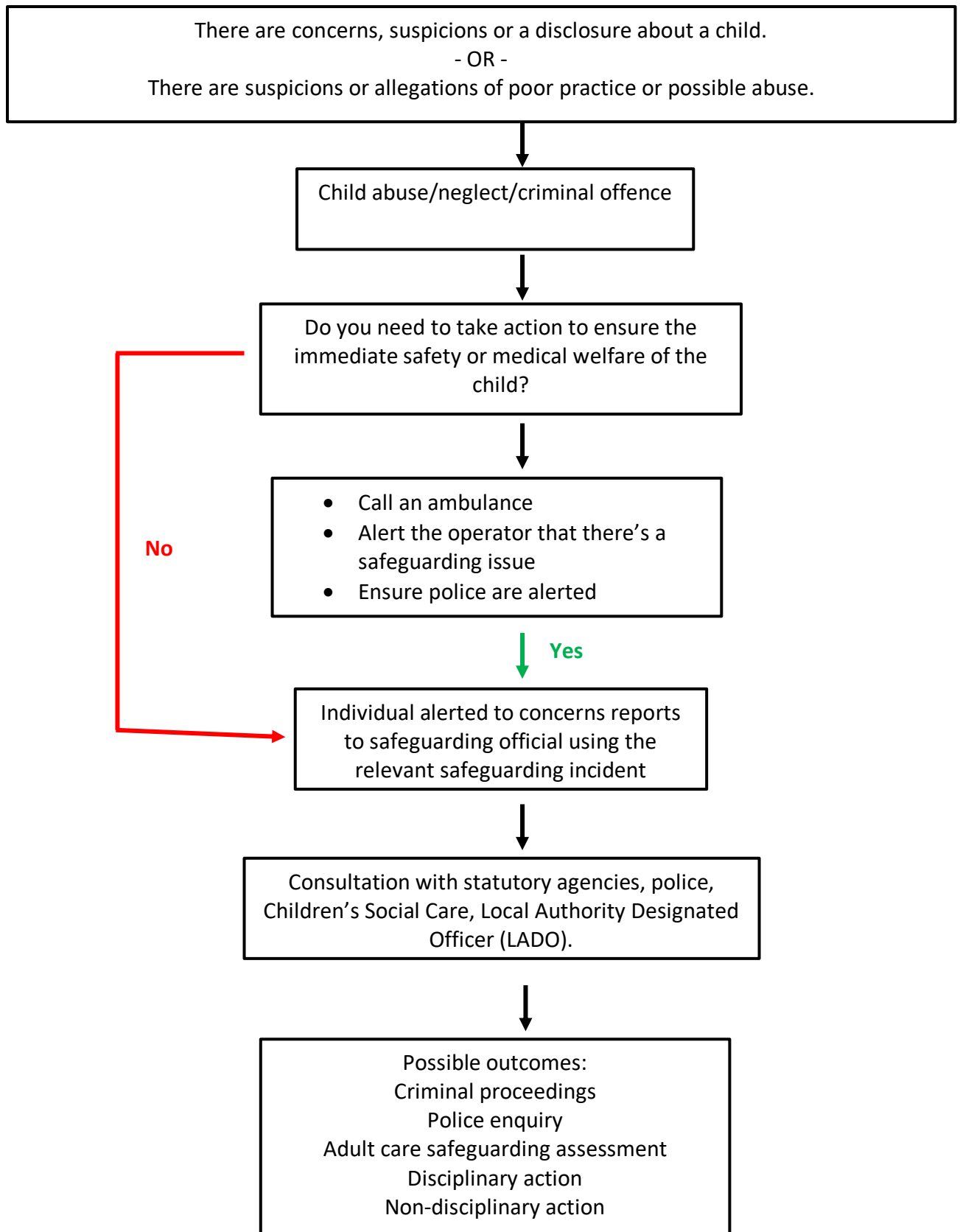
Monitoring of the Policy

It will be the responsibility of Natasha Jones Professional Tutor to monitor the policy by:

- Keeping records of the cases brought and their outcomes.
- Requesting comments on a regular basis, about the ease of implementation and the effect of the policy.

Appendix A: Safeguarding Flowchart for Children or Vulnerable Adults

Natasha Jones Professional Tutor **MUST** assume the role of the Safeguarding Officer in the flowchart below.



Appendix B: Code of Conduct for People working with Children

To ensure that all forms of abuse are prevented and to help protect people who work with young people the following guidelines should be followed:

- Always be publicly open when working with children. Avoid situations where you and an individual child are completely unobserved.
- If a student needs to be touched, it should be provided openly and the student should be asked first. Care is needed, as it is difficult to maintain hand positions when providing manual support if the child is constantly moving. Some parents are becoming increasingly sensitive about touching children and their views should always be carefully considered.
- Where possible, parents should take responsibility for their children in changing rooms. If groups are to be supervised in changing rooms, always ensure the adults work in pairs.
- Volunteers and professionals must respect the rights and dignity and worth of all and treat everyone with equality.
- Volunteers and professionals must place the wellbeing and safety of the student above the development of performance. They should follow the guidelines laid down by Natasha Jones Professional Tutor and be adequately insured.
- Adults must ensure that the activities which they direct are appropriate for the age, maturity and ability of the performer.
- Adults should always promote the positive aspects of their teaching/learning
- Adults must consistently display high standards of personal behaviour.
- Adults should never overtly criticise learners or use sarcasm where it may cause the child to lose self-esteem or confidence.
- You must discourage over-enthusiastic kisses or embraces.

Everyone should also be aware that as a general rule it does not make sense to:

- Spend amounts of time alone with children away from others.
- Take children alone on car journeys however short.
- Take children to your home.

If you accidentally hurt a child, or cause distress in any manner, or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something you have done, report the incident as soon as possible. Parents/carers should also be informed of the occurrence.

You should never:

- Engage in rough physical or sexually provocative games, including horseplay.
- Share a room with a child.
- Permit or engage in any form of inappropriate touching.
- Permit children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child even in fun.
- Allow allegations made by a child to go unchallenged, unrecorded or acted upon.

- Do things of a personal nature that the child can do for them self.
- Agree to meet a student on their own.

Appendix C: Advice for young people on how to avoid misconduct by others in tutoring & what to do about it

What is misconduct?

Very broadly, any form of unacceptable behaviour towards you such as sexual misbehaviour, physical acts, inappropriate remarks, suggestive gestures, pictures or other material, or some other forms of abuse such as physical violence and all forms of bullying.

What can you do to avoid such misconduct?

- Listen to the advice of your parents.
- Avoid being left alone with anyone.
- If you have to leave a group tell someone – where you are going, why you are going, how long you are likely to be, and report to them when you return.
- Do not allow anyone to talk to you about something personal concerning themselves or yourself if it has nothing to do with their job or work within tutoring. If they still persist, walk away and complain to Natasha Jones Professional Tutor.
- Do not agree to meet anyone on your own time.
- Do not accept a lift from anyone.
- Do not be over friendly towards those who work with you within tutoring.
- Do not walk home alone at night.
- Be especially wary of parked cars with the engine running.
- Do not tolerate any form of bullying.

If misconduct happens what should you do?

- Tell that person to stop at once.
- Tell others who may be present what happened.
- If they actually saw what happened remember who they are so they can be your witnesses. If the misconduct continues, tell that person again to stop at once then leave if you can or shout for help. If this is not possible then you must report the matter as soon as possible, to another official or adult.
- Tell your parents as soon as possible.
- Keep a record of the date, time and place and what happened, and make a list of any witnesses.
- If any of your group or fellow students have suffered the same sort of experience, ask them to make a similar record. Ask any witnesses to do the same.
- Talk to your parents and decide to whom to make a formal complaint. You should at least report it to Natasha Jones Professional tutor.

What you should definitely not do:

- Do not wrongly complain if nothing happened.
- Do not exaggerate if something did happen.

- Do not ignore behaviour that makes you uncomfortable.
- Do not keep to yourself what happened.
- Do not delay before complaining.
- Do not agree to hush up or hide what happened.
- Do not be afraid or embarrassed to tell your parents or a friend.

In all cases if you are not sure what to do you can gain help from the NSPCC 24 hour helpline on 0808 800 5000.