



Primary Tutoring Services



CHILD PROTECTION POLICY

DESIGNATED SAFEGUARDING LEAD:	Joanna Leggett
--------------------------------------	----------------

ABC Primary Tutoring is a complementary/alternative education provider currently operating as a single teacher, Joanna Leggett.

Reviewed: February 2022

Next review: February 2023

Contents

1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Children potentially at risk of greater harm
6	Procedures
7	Training
8	Professional confidentiality
9	Records and information sharing
10	Interagency working
11	Allegations about members of the workforce
12	Promoting positive mental health and resilience
13	Use of reasonable force
14	Whistleblowing
Appendix A	Children and Families Service Map and Key Contacts
Appendix B	Essex Windscreen of Need and levels of intervention
Appendix C	Designated Safeguarding Lead training certificate

Appendix D	Additional safeguarding arrangements for COVID-19.
Appendix E	ABC Primary Tutoring E- safety policy
Appendix F	Essex County Council Missing Child Protocol

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests of the child**.

(Keeping Children Safe in Education – DfE, 2021)

ABC Primary Tutoring acknowledges its responsibilities of and the duty of care for safeguarding and protection of children in its care and the importance of immediate response to any concerns in any setting. Safeguarding facilitates children and young people growing up in safe and effective care and education provisions.

This Child Protection policy is applicable to all children and young people staff of ABC Primary Tutoring and all parents/carers involved. It forms part of the safeguarding arrangements for ABC Primary Tutoring and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2021)
- The Relationships policy
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

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

2. Statutory framework

There is government guidance set out in [Working Together \(DfE, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB).

In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county. For children being supported by ABC Primary Tutoring who live in Suffolk the procedures set by [Suffolk Children's Safeguarding Board](#) will apply.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. ABC Primary Tutoring is an alternative education provision and is therefore identified as an independent organisation in respect of safeguarding.

In Essex, all professionals must work in accordance with the [SET Procedures](#). ABC Primary Tutoring also works in accordance with the following legislation and guidance:

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2021\)](#)

[Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)

[Teaching on-line safety in schools \(DfE, 2019\)](#)

[Education Access Team CME / Home Education policy and practice \(ECC, 2018\)](#)

[Understanding and Supporting Behaviour - good practice for schools \(ECC, 2021\)](#)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. Joanna Leggett **is trained to act as a Designated Safeguarding Lead** and currently there are no other employees at ABC Primary Tutoring.

Joanna Leggett is responsible for managing child protection referrals following Essex Safeguarding Child Board referral guidelines.

As the Designated Safeguarding Lead (DSL), Joanna Leggett will:

- Ensure that policies and procedures at ABC Primary tutoring are effective, legal and in line with all guidance and that the Child Protection policy is reviewed on an annual basis.
- Contribute to effective interagency communication to ensure a holistic and child-centred approach to effective provision.
- Inform the Local Authority of the ABC Primary Tutoring's safeguarding arrangements as part of the LA's Quality Assurance procedures
- Keep detailed and accurate records of any safeguarding concerns and referrals in line with General Data Protection Regulation (2018).
- Undergo safeguarding training as a Designated Safeguarding Lead on a two-yearly basis and e-learning on an annual basis to ensure knowledge and skills remain up to date.
- Ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures

Recruitment

This policy applies to the sole employee Joanna Leggett and at time of writing there are no plans to recruit any adults or to involve any other adults in the care of the children. Joanna Leggett has an Enhanced DBS which is on the Update Service. Details to access this information are shared with the parent, school and referring agency.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2021) describes abuse in the following way:

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

ABC Primary Tutoring (Jo Leggett) is aware of the signs of abuse and neglect and is able to identify children who may be in need of help or protection. She is aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). She understands that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap. She is aware of safeguarding issues that can put children at risk of harm and understands that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual / non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk. ABC Primary Tutoring will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. She will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

Peer on peer abuse

ABC Primary Tutoring recognises that in children who require alternative education provision, this may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst in a 1:1 alternative provision, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. ABC Primary Tutoring recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. ABC Primary Tutoring will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. ABC Primary Tutoring will take swift action to intervene where there may be any indicators that abuse of this type is occurring. ABC Primary Tutoring will support children's understanding in an age-appropriate way to understand what abuse is and to encourage the child to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. ABC Primary Tutoring understands the different gender issues that can be prevalent when dealing with peer on peer abuse. ABC Primary Tutoring recognises that, even though peer on peer abuse / harmful sexual abuse may not be reported, it is likely that it is occurring and are clear there is a zero tolerance to inappropriate or abusive behaviour. We understand the barriers which may prevent a child from reporting abuse and work actively to remove these.

Serious violence

ABC Primary Tutoring is aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from sessions, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. ABC Primary Tutoring recognises that a child missing education is a potential indicator of abuse or neglect and will follow the safeguarding procedures for children unable to access the educational provision delivered by ABC Primary Tutoring. It is also recognised that, when not accessing education provision, children may be vulnerable to or exposed to other risks, so ABC Primary Tutoring work with parents and other partners to keep children in their educational provision whenever possible.

An attendance log is kept in order to report attendance to the referring school or Local Authority (LA) on a weekly basis. Parents should always inform ABC Primary Tutoring of the reason for any absence. Where contact is not made on the day, the referring school or LA will be informed immediately or if appropriate as a sole education provider, a referral may be made to another appropriate agency ([Education Access Team](#), Social Care or Police). Parents/carers are required to be present during tuition within the home and where tuition is provided in a library or other community location, ABC Primary Tutoring must be provided with at least two emergency contact numbers, to enable Jo Leggett to communicate with the agreed contacts if needed. ABC Primary Tutoring works in accordance with the Essex Protocol for children who go missing during the school day (see Appendix F), to ensure that there is an appropriate response to children who go missing.

Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE 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. 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. ABC Primary Tutoring will work with key partners locally if required, to prevent and respond to child criminal exploitation.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. ABC Primary Tutoring is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. Joanna Leggett, as the Designated Safeguarding Lead for ABC Primary Tutoring, will lead on these issues and work with other agencies as appropriate. This [one page process map](#) sets out arrangements for CSE in Essex.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside of ABC Primary Tutoring's educational provision. ABC Primary Tutoring is aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, ABC Primary Tutoring will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. ABC Primary Tutoring recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. ABC Primary Tutoring works with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. ABC Primary Tutoring will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. ABC Primary Tutoring understands how to report concerns where this may be an issue.

Mental health

ABC Primary Tutoring is 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. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences,

this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and we recognise that all educators play a key part in this. ABC Primary Tutoring aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of pupils involved in our service. Parents should share any concerns about the well-being of their child with ABC Primary Tutoring, so appropriate support and interventions can be identified and implemented.

Online safety

ABC Primary Tutoring recognises that children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any child can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. ABC Primary Tutoring wants to equip children with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The range of online risks could be categorised as:

content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, suicide, racist or radical and extremist views;

contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams

ABC Primary Tutoring seeks to help children keep themselves safe online in a range of ways - further information about our approach to online safety is available in our E- safety policy (Appendix E)

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, education providers are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires educators to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. ABC Primary Tutoring completes the PREVENT e-learning annually and works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where ABC Primary Tutoring has concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

5. Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

ABC Primary Tutoring understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

6. Procedures

ABC Primary Tutoring works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a 'child in need' or a 'child protection' plan).

ABC Primary Tutoring has a duty to identify and respond to suspected / actual abuse or disclosures of abuse and **will** report it immediately to the designated safeguarding lead if the child is on roll at a school and take action independently of the school in conjunction with the school DSL (or, in their absence, the deputy designated safeguarding lead). Where a child is not on roll at a school, ABC Primary Tutoring has a duty to identify and respond to suspected / actual abuse or disclosures of abuse with immediate action.

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)/ Suffolk Safeguarding Children Board <https://suffolksp.org.uk/working-with-children-and-adults/children/child-protection/>
- <https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding/>
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal. ABC Primary Tutoring may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, ABC Primary Tutoring will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, ABC Primary Tutoring will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If ABC Primary Tutoring continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, ABC Primary Tutoring will press for re-consideration of the case with the Children's Social Care / if the child lives in Suffolk we follow the Escalation Policy <https://www.suffolksp.org.uk/assets/Working-with-Children-Adults/Policies-CYP/Escalation-Policy/2020-02-01-SSP-Escalation-Policy-v5.pdf>

Safeguarding contact details for both Essex and Suffolk are carried by ABC Primary Tutoring and phone numbers stored on work mobile phone to ensure access to safeguarding support, should it be required.

7. Training

Joanna Leggett (ABC Primary Tutoring) is the Designated Safeguarding Lead undertakes Level 3 Child Protection training at least every two years. In addition, safeguarding and child protection update training is completed at least annually to provide Jo Leggett with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept securely on file for parents/carers, referring school and shared with LA staff.

8. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. ABC Primary Tutoring must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead where a child is on school roll and may require referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases will be shared only on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and information sharing

Well-kept records are essential to good child protection practice. ABC Primary Tutoring is clear about the need to record any concern held about a child or children with ABC Primary Tutoring and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and ABC Primary Tutoring's online privacy notices accurately reflect the use of data for child protection purposes.

ABC Primary Tutoring on receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. If the child is on roll at a school, this concern is discussed with the Designated Safeguarding Lead (or the school's deputy DSL), who with ABC Primary Tutoring will decide on appropriate action and record this accordingly.

2.2.1 Professionals in all agencies have a responsibility to refer a child to local authority children's social care when it is believed or suspected that the child:

- *Has suffered significant harm (see Part A, chapter 1, Responding to Concerns of Abuse and Neglect);*
- *Is likely to suffer significant harm (see Part A, chapter 1, Responding to Concerns of Abuse and Neglect);*
- *Has a disability, developmental and welfare needs which are likely only to be met through provision of social work led family support services (with agreement of the child's parent) under the Children Act 1989;*
- *Is a Child in Need whose development would be likely to be impaired without provision of services.*

The referrer should outline their concerns and will be asked to provide information to explain what they are concerned about and why, particularly in relation to the welfare and immediate safety of the child. See 2.4.4 for details of the information that might be requested. The referrer should not refrain from making a referral because they lack some of the information as the welfare of the child is the priority.

Information recorded and shared in referral:

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren in the household; Family address and (where relevant) school/nursery attended;
- Identity of those with parental responsibility;
- Names and date of birth of all household members and frequent visitors;
- Where available, the child's NHS number and education UPN number.
- Ethnicity, first language and religion of children and parents;
- Any special needs of children or parents, including any disability, speech, language or hearing difficulties;
- Any significant/important recent or historical events/incidents in child or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of alleged perpetrator, if relevant;
- Referrer's relationship and knowledge of child and parents;
- Known involvement of other agencies/professionals (e.g. GP);
- Information regarding parental knowledge of, and agreement to, the referral;
- The child's views and wishes, if known;
- Any need for an interpreter, signer or other communication aid;
- Background information relevant to referral e.g. positive aspects of parents care, previous concerns, pertinent parental issues (such as mental health, domestic abuse, drug or alcohol abuse, threats and violence towards professionals);
- Check systems using the name, dates of birth and aliases of any person identified on the referral to establish if they are previously known to social care and if so obtain those records.

Any records related to child protection are kept in an individual child protection file (marked 'confidential') for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained securely until they transfer to another school / educational setting.

In line with statutory guidance, where a child transfers from ABC Primary Tutoring to another school/ educational setting, their child protection records will be forwarded to the new educational setting. These will be marked CONFIDENTIAL (Official Sensitive) and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held by ABC Primary Tutoring. Where appropriate, ABC Primary Tutoring may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives. Where a pupil engages with ABC Primary Tutoring and remains on roll with a school, we will request information about any child protection concerns on a 'need to know' basis or similarly if the child is currently in between schools from the previous educational establishment (if none are received).

10. Interagency working

It is the responsibility of Joanna Leggett as the Designated Safeguarding Lead for ABC Primary Tutoring to ensure that the organisation is represented at, and that a report is submitted to, any child protection conference called for children ABC Primary Tutoring are working with or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s) using a recommended report format. Joanna Leggett (ABC Primary Tutoring) who will be in attendance will be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If ABC Primary Tutoring is part of the core group, Jo Leggett as the Designated Safeguarding Lead will attend and provide appropriate information and contribute to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's social worker immediately and then record that they have done so, and the actions agreed.

11. Allegations about members of the workforce

ABC Primary Tutoring is fully aware of the boundaries of appropriate behaviour and conduct and works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

ABC Primary Tutoring follows the SET procedures/ Suffolk guidance for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence) of the school the child attends. This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential, and the school operates within statutory guidance around Data Protection. Where the concern involves the headteacher, it would be reported direct to the Chair of Governors.

In Essex: Essex duty LADO (Local Authority Designated Officer) Telephone: **03330 139 797** and in Suffolk: Local Authority Designated Officers can be contacted for allegations against all staff and volunteers via Email on LADO@suffolk.gov.uk or LADO central telephone number **0300 123 2044**.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

If a concern is raised about another professional involved with the child (outside of the school), then ABC Primary Tutoring will inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day.

12. Promoting positive mental health and resilience

The emotional health and wellbeing of the children we work with is central to the ethos of ABC Primary Tutoring, with positive mental health at the heart of the holistic approach to alternative education provision. ABC Primary Tutoring aims to develop the emotional wellbeing and resilience of all pupils within the organisation, as well as provide specific support for parents/carers in understanding needs of the child. It is of utmost importance that parents other agencies involving in supporting the child work in partnership with a consistent and child-centred holistic approach. ABC Primary Tutoring understands that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of children ABC Primary Tutoring work with. Parents/carers should share any concerns about the well-being of the child with ABC Primary Tutoring and the referring school/ local authority, so appropriate support and interventions can be identified and implemented if within the role of ABC Primary Tutoring as a complimentary or alternative education provider.

13. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed.

ABC Primary Tutoring works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context. Safety and wellbeing of the child remains at the forefront of ABC Primary Tutoring's approach.

The document '[Positive environments in which children can flourish](#)' (Ofsted, 2018) sets out that staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and them safe. Good practice is identified as:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.

ABC Primary Tutoring fully understands the 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency situation, action must be taken and this may include a physical intervention. Any action taken will be dependent on the level of risk and the assessment that is made at that moment in time. Where children show dangerous or harmful behaviour, identified with parents/carers and the referring school/LA through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm.

14. Whistleblowing

Whistleblowing is 'passing on information concerning wrongdoing' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others; for example pupils in the school or members of the public. ABC Primary Tutoring is aware of the duty to raise concerns about the attitude or actions of staff or members of the public and would refer to the policy of the individual's place of work or, if appropriate, local police.

However, if we feel unable to raise concerns locally, or where we feel concerns have not been addressed, we may contact the [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

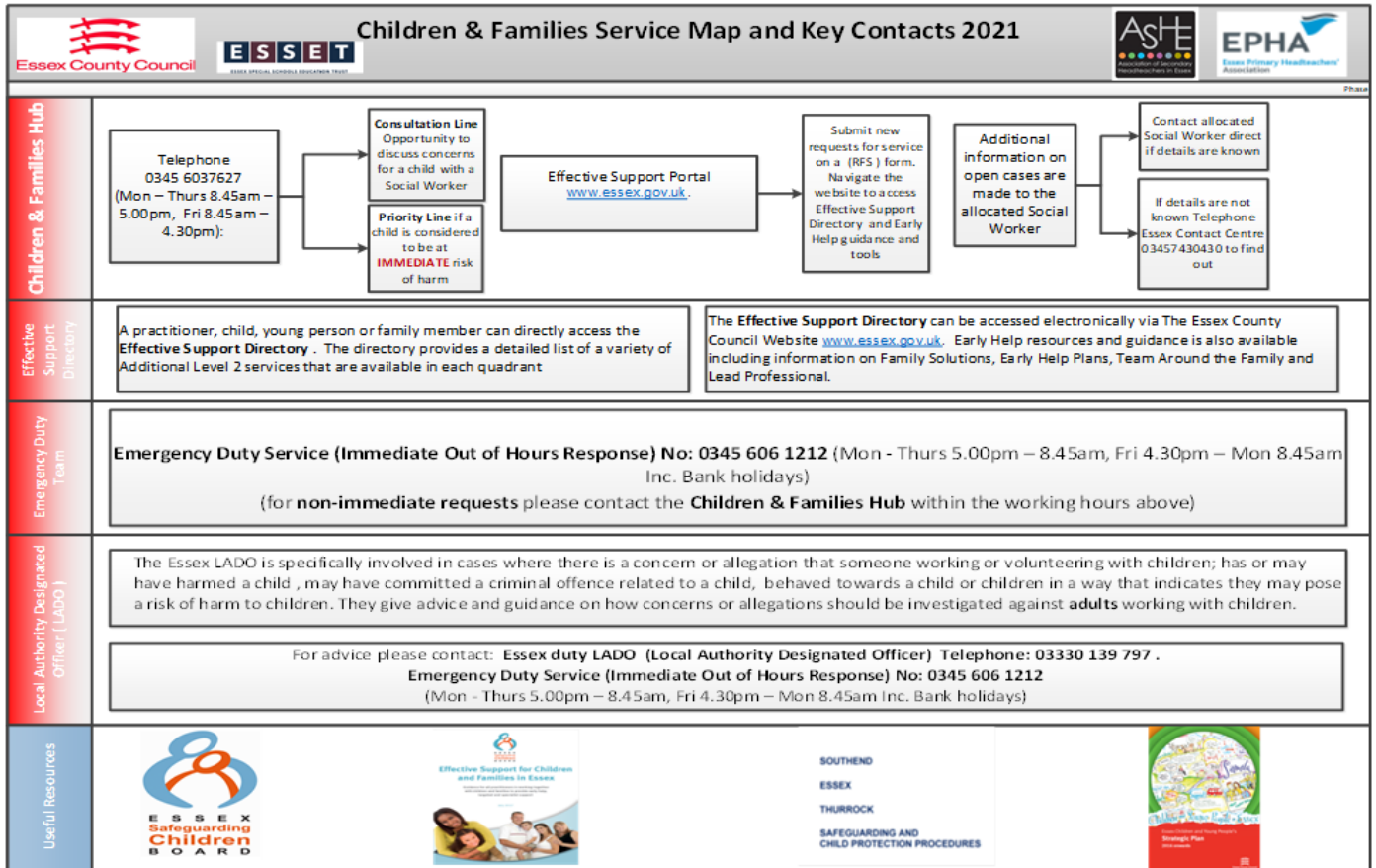
Written: November 2020

To be reviewed: November 2021, February 2023

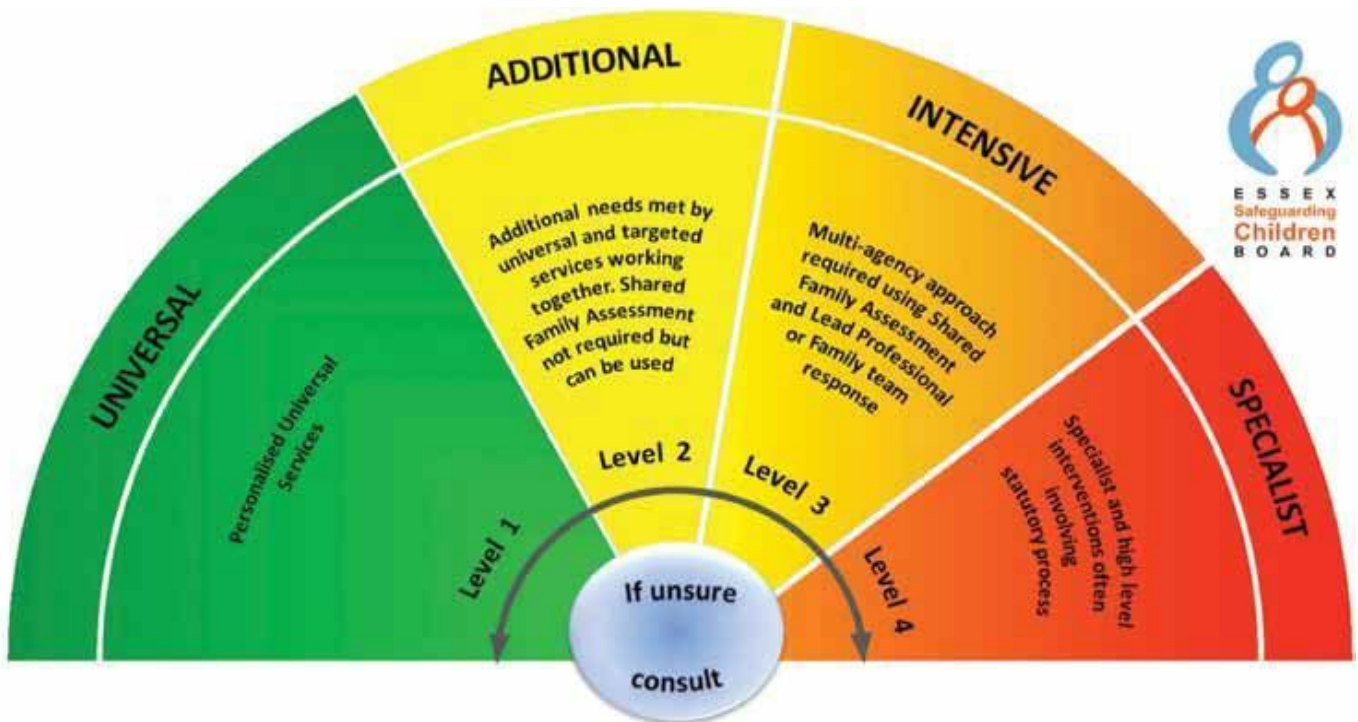
Appendices:

- Appendix A: Children and Families Service Map and Key Contacts
- Appendix B: Essex Windscreen of Need and levels of intervention
- Appendix C: Designated Safeguarding Lead training certificate
- Appendix D: Additional safeguarding arrangements for COVID-19.
- Appendix E: ABC Primary Tutoring E- safety policy
- Appendix F: Essex Missing Child Protocol

Appendix A: Children and Families Service Map and Key Contacts



Appendix B: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Appendix C: Designated Safeguarding Lead training certificate



Enabling teachers to teach

Certificate of attendance

This is to certify that

Jo Leggett
attended

Designated Person for Child
Protection in Education -
Safeguarding Level 3

Course Date(S)

19 March 2020



Keren Prior
Operations Director

Juniper Education
Enabling teacher to teach

Appendix D: Additional safeguarding arrangements during COVID-19

When schools and educational establishments were instructed to close, ABC Primary Tutoring considered the needs of children engaging in ABC Primary Tutoring as a service and ways to support children and their families in the future, in addition to our usual safeguarding arrangements.

As a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements will be in place to ensure the safety of children engaged with ABC Primary Tutoring.

Where myself (Joanna Leggett) or a child ABC Primary Tutoring is working for needs to self-isolate, or there are local restrictions requiring pupils to remain at home, the DfE expects schools to be able to immediately offer access to remote education. In this instance, ABC Primary Tutoring tuition will revert to an online learning format until it is practicable to return to face-to-face sessions.

Keeping pupils and teachers safe during remote education is essential. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Further DfE guidance for parents is available here: [support for parents and carers to keep children safe online](#). It is important that parents make ABC Primary Tutoring aware of any concerns they may have about the online activity of their child, or any particular vulnerability they may have in this respect.

ABC Primary Tutoring is aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. We will be vigilant to any signs that that this may be occurring and report any concerns in the usual way.

Appendix E: ABC Primary Tutoring E-safety Policy



Primary Tutoring Services



E- SAFETY/ ACCEPTABLE USE POLICY

Adapted from NSPCC

Written: October 2020

To be reviewed: October 2021, February 2023

The policy should be read in conjunction with ABC Primary Tutoring's Safeguarding and Child Protection Policy.

Purpose of This Policy

ABC Primary Tutoring works with children and families to provide tuition and an alternative education provision. We understand that we play a key role in ensuring the safety and wellbeing of children when young people or children are using the internet, social media or mobile devices. ABC Primary Tutoring ensures that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

How ABC Primary Tutoring Promotes the Safe Use of Technology

- Both parents and children (KS2) and parents on behalf of their child (KS1) sign an Acceptable Use Agreement when their time with ABC Primary Tutoring commences.
- Supervised access to an iPad or laptop may be incorporated into sessions, via a secure guest account with high-level filters to ensure only appropriate content can be accessed.
- If YouTube is used as a learning resource, videos will be watched by Joanna Leggett prior to the session in order to assess suitability. During the session, YouTube will be accessed via <https://safeyoutube.net/>
- If a library computer is used, this will be supervised and accessed via the child's individual library account login.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

Summaries of the key legislation and guidance are available below:

- Online Abuse: <https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>
- Bullying: <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>
- Child Protection: <https://learning.nspcc.org.uk/child-protection-system>

ABC Primary Tutoring Believes:

- Children and young people should never experience abuse of any kind
- Children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

ABC Primary Tutoring Recognises:

- The online world provides everyone with many opportunities; however it can also present risks and challenges.
- We have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online.
- We have a responsibility to help keep children and young people safe online, whether or not they are using ABC Primary Tutoring's network and devices.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

ABC Primary Tutoring Will Seek to Keep Children Safe By:

- Supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.
- Developing an online safety agreement for use with young people and their parents/carers.
- Developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person.
- Reviewing and updating the security of our information systems regularly
- Ensuring that user names, logins, email accounts and passwords are used effectively.
- Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If Online Abuse Occurs, ABC Primary Tutoring Will Respond to it By:

- Having clear and robust safeguarding procedures in place for responding to abuse (including online abuse).
- Engaging in regular training on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation.
- Making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account.
- Reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Further Information

- ABC Primary Tutoring- Safeguarding and Child Protection policy.
- NSPCC - E-safety at schools. <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools>
- NSPCC - Safeguarding and Child Protection. <https://learning.nspcc.org.uk/safeguarding-child-protection>

Useful Websites

- [CEOP](#) (Child Exploitation and Online Protection)
- [Childnet](#)
- [Internet Matters](#)
- [Net Aware](#)
- [NSPCC](#)

- [Parent Info](#)
- [Safer Internet](#)

Appendix A- KS2 Child's Acceptable Use Agreement

Primary Tutoring Services Acceptable Use Agreement – KS2

This Acceptable Use Agreement is intended to ensure that:

- Young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- Systems used/ users are protected from accidental or deliberate misuse that could result in individual and security systems being at risk.
- Young people will have good access to digital technologies to enhance their learning and in return, expect students to agree to be responsible users.

This is how we stay safe when we use computers and other devices in sessions:

- I will be responsible for my behaviour when using the internet, including social media platforms, games and apps.
- I will ask Jo if I want to use my own computer or tablet
- I will not reveal my passwords to anyone.
- I will only use activities/websites that Jo has told, or allowed, me to use
- I will take care of the computer/tablet I am allowed to use
- I will ask for help if I am not sure what to do or if I think I have done something wrong
- I will tell Jo or my parents if I see something that upsets me on the screen
- I will listen when rules about online safety are explained so that I know what to do if there is a problem.

Signed (child):

Signed (parent):

Date:

Appendix B- Parent/Carer Acceptable Use Agreement



Acceptable Use Agreement – Parent/Carer

This Acceptable Use Agreement is intended to ensure that:

- Young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- Systems used/ users are protected from accidental or deliberate misuse that could result in individual and security systems being at risk.
- Parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their online behaviour.

ABC Primary Tutoring endeavours to ensure that your child will have good access to digital technologies to enhance their learning and will, in return, expect your child to agree to be a responsible user. A copy of the Key Stage Two Acceptable Use agreement is attached to this permission form, so that parents / carers will be aware of the expectations of the young people in our care. However if your child is KS1, you are signing this Acceptable Use Agreement upon their behalf.

Parents are requested to sign below to show their support of Therapeutic Teaching in this important aspect of the provider's work.

Parent / Carers Name:

Student / Pupil Name:.....

As the parent / carer of the above student I give permission for my son / daughter to have access to the internet during lessons (at home or in the local library) and to a tablet or laptop device owned by ABC Primary Tutoring used under supervision during lessons.

I know that my son / daughter has signed an Acceptable Use Agreement (if KS2) and has received, or will receive, online safety education as part of the provision and with my support to help them understand the importance of safe use of technology and the internet – both in and out of lessons.

I understand that Jo Leggett (ABC Primary Tutoring) will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that Jo Leggett (ABC Primary Tutoring) cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's / daughter's activity on the systems will be monitored and that Jo Leggett (ABC Primary Tutoring) will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform Jo Leggett (ABC Primary Tutoring) if I have concerns over my child's online safety.

The personal data in this form will only be accessed by Jo Leggett (ABC Primary Tutoring). It will be stored in secure cloud space in the name of ABC Primary Tutoring for the duration of the involvement with your child's educational support, plus three months after case closure in the event of re-involvement. It will then be destroyed by deletion in the cloud storage.

Signed: (Parent/ carer)

Date:

Appendix F: Missing Child Protocol

Arrangements for children who go missing during the school day

Definition of Missing

The definition of missing used in Essex is ‘anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed’.

(College of Policing Authorised Professional Practice Guidance)

1. Introduction

This guidance sets out the procedures to follow when children go missing from schools and other educational settings, hereafter referred to as educational settings.

Missing children are among the most vulnerable in our community. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with the educational setting’s Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- [Essex Schools Infolink](#) – for the model Child Protection Policy and other resources
- [Essex Safeguarding Children Board](#) – for the SET Procedures and other resources

A child going missing could be a ‘one-off’ incident that, following investigation, does not need further work. However, a child going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

Educational settings should consider missing episodes like any other child protection concern and take action as appropriate, for example, by contacting parents/carers, the Children & Families Hub consultation line, and in an emergency, the priority line or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Advice should be sought and concerns should be escalated if there is no improvement.

Where children missing frequently are open to Children’s Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

2. When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm.** It is important that the police are informed of any

checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed.

After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

3. When the child is found

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the police.

4. Essex Police

On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved.

Essex Police will conduct a vulnerability interview for all children who have been missing and have returned. It may be that the child refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance, etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk

Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk