

Advancement Tutoring

Safeguarding Children Policy and Procedure

1.0 Statement of Commitment

1.1 Our mission is to professionalise and legitimise private tutoring; our ambition is to help our students to perform at their best, building long-term academic resilience and life-long intellectual curiosity.

1.2 The very nature of this work will bring our employees and self-employed tutors into contact with children, this includes providing tutoring and educational services in the students' home, online and elsewhere. It is our duty, together with our employees and self-employed tutors to protect them and promote their welfare. It is always unacceptable for anyone to experience abuse of any kind, including through social media or other online activity. Children and young people have a legal right to protection from all forms of abuse. Advancement Tutoring Limited takes its responsibilities to safeguard and protect the interests of all young children very seriously. We will always act in the best interest of the child.

1.3 Advancement Tutoring welcomes our responsibility to safeguard and promote the welfare of all children and young people. We are committed to safeguarding practices and procedures which protect them and to provide a welcoming and safe environment in which they can engage with the tutoring activities undertaken by and on behalf of Advancement Tutoring and by the tutors that we introduce to clients.

1.4 This statement of commitment also extends into Modern Slavery. This takes many forms including forced and compulsory labour, slavery, servitude and human trafficking. It is the violation of human rights and Advancement Tutoring has a zero-tolerance approach to Modern Slavery. We will also take any concerns in this area seriously.

2.0 Aims

2.1 Advancement Tutoring;

- Recognises that the welfare of children is 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 children have a positive and enjoyable experience in a safe and child centred environment;
- Promote and prioritise the safety and wellbeing of children and young people;
- Acknowledge that some children, including disabled children and 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.

2.2 Advancement Tutoring will;

- Do their best to protect children and young people from abuse whilst participating in any tutoring activity;
- Promote and prioritise the safety and wellbeing of children;
- Create a culture with employees and self-employed tutors who interact or engage with children who may have a concern are encouraged to report their concerns;

- Ensure that all employees and self-employed tutors are clear regarding their duties and responsibilities to safeguard children and are provided with the knowledge and understanding to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people;
- 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 concerns;
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored;
- Prevent the employment/deployment of unsuitable individuals;
- Ensure robust safeguarding arrangements and procedures are in operation;
- To make sure the procedures are widely promoted and are mandatory for everyone in Advancement Tutoring. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in employment sanctions;
- Reinforce the importance of working with all partner agencies with the aim of achieving the best possible outcomes for those whom we are aiming to protect from risk of abuse;
- Provide the details about the action that will be taken by Advancement Tutoring when a safeguarding concern is reported;
- Ensure there is a safeguarding governance structure in place with assigned roles and responsibilities including the identification of a Designated Safeguarding Lead. The purpose is to ensure safeguarding runs as a thread throughout all our activities at both strategic and operational levels.

3.0 Application

3.1 These procedures(these are identified at 6.0) apply to all employees, workers, volunteers and self-employed tutors of Advancement Tutoring.

3.2 All employees, workers, volunteers and self-employed tutors of Advancement Tutoring must be sent a copy of this policy and signify they have received it and are conversant with the content. It is crucial the Designated Safeguarding Lead promotes this policy and ensures safeguarding is embedded into the culture of the company.

4.0 Legislation & Statutory Guidance

4.1 The practices and procedures within this policy are based on the principles contained within UK legislation and Government Guidance and have been developed to complement Strategic Partnership Board policy and procedures.

4.2 They take the following into consideration:

- Human Rights Act of 1998
- Children Act 1989
- Sexual Offences Act of 2003
- Children Act 2004

- Serious Crime Act 2015
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- Data Protection Act of 2018

5. Definitions & Terminology

The following definitions are referred to in this policy;

5.1 Child¹ :

In England, Northern Ireland and Wales a child is someone under the age of eighteen whether living with their families, in state care, or living independently (Working Together to Safeguard Children 2018).

This generally applies in Scotland but in some cases, for example for parts of the Scottish Child Protection Process, it will be 16.

5.2 Safeguarding and promoting the welfare of children:

Protecting children from maltreatment, preventing harm to children's health or development; ensuring children grow up with the provision of safe and effective care; and taking action to enable children to have the best outcomes

5.3 Safeguarding concern:

When there is information that a child, young person or an adult at risk has been harmed, or is at risk of being harmed, by their own or someone else's behaviour.

¹ Defined by the Children Act 1989

5.4 Safeguarding allegation:

Where a person who is either an employee or self-employed tutor of Advancement Tutoring has:

- Behaved in a way that has harmed a child or an adult at risk, may have harmed a child or an adult at risk, or behaved in a way that might lead to a child or an adult at risk being harmed;
- Possibly committed or is planning to commit a criminal offence against a child or an adult at risk or related to a child or an adult at risk, or;
- Behaved towards a child or an adult at risk in a way that indicates they are or would be, unsuitable to work with children or adults at risk

5.5 Abuse of Trust

The Sexual Offences (Amendment) Act 2000 Section 3 created the offence of abuse of trust. It is an offence for a person aged 18 or over to have sexual intercourse with a person under 18 or to engage in any other sexual activity with, or directed towards such a person if in either case, that person is in a position of trust in relation to the under 18-year-old. This applies even if the relationship is consensual.

A person aged 18 or over ("Person A") is in a position of trust in relation to a person under that age ("Person B") if any of four conditions are satisfied. One relates to the education field and is as

follows: "Person A" looks after persons who are under 18 and are receiving full-time education in an institution and "Person B" is receiving such education within that institution.

It is a defence to show the person charged did not know, or could not reasonably have known, that the other party was a person in relation to whom he or she was in a position of trust.

Whilst this legislation does not apply to Advancement Tutoring if employees or Self-employed tutors breach the principles of this legislation this will be viewed as a breach of the Code of Conduct.

5.6 Abuse2:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. They may be abused by an adult or adults or by another child or children.

5.7 Please see Appendix B for types of abuse

2 Working Together to Safeguard Children 2018

5.8 Poor practice:

Sometimes, concerns may relate to poor practice, where an adult's or another young person's behaviour is inappropriate and may be causing distress to a child or young person. In the application of this policy, poor practice includes any behaviour which contravenes the principles of this document or Advancement Tutoring Safeguarding Code of Conduct 2019. Where poor practice is serious or repeated this could also constitute abuse and should be reported immediately. Examples of poor practice towards children, which should never be sanctioned include:

- use of excessive, physical or humiliating punishments;
- failure to act when you witness possible abuse or bullying;
- spending excessive amounts of time alone with young people away from others;
- whilst not engaged in tutoring inviting or allowing a young people into your home where they will be alone with you;
- engaging in rough, physical or sexually provocative activity;
- allowing young people to use inappropriate language unchallenged;
- making sexually suggestive comments even in fun;
- reducing a person to tears as a form of control;
- allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- doing things of a personal nature for young people that they can do for themselves;

6. Advancement Tutoring Child Safeguarding Procedures

6.1 The aim of these procedures is to detail how Advancement Tutoring should respond (please see Appendix C) if:

- they suspect that a child is suffering abuse;

- a child makes a disclosure or reports that they, or someone else, has been abused;
- the behaviour of an adult or child towards a child gives them cause for concern;
- they identify a breach of the Safeguarding Code of Conduct;
- to detail the action that will be taken by the Designated Safeguarding Lead when a safeguarding concern is reported.

6.2 For further advice and guidance please see What to do if you're worried a child is being abused : <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

6.3 Advancement Tutoring definition of a safeguarding concern is:

Any situation when there is information that a child or an adult at risk has been harmed, or is at risk of being harmed, by their own or someone else's behaviour.

If the information identifies the involvement of an employee or self-employed tutor of Advancement Tutoring this will be known as a 'Safeguarding Allegation'. This will apply (Please see separate Guidance for the procedure) where a person in connection with their employment or is working on behalf of Advancement Tutoring or is working with a family introduced to the tutor by Advancement Tutoring has:

- Behaved in a way that has harmed a child or an adult at risk, may have harmed a child or an adult at risk, or behaved in a way that might lead to a child or an adult at risk being harmed;
- Possibly committed or is planning to commit a criminal offence against a child or an adult at risk or related to a child or an adult at risk, or;
- Behaved towards a child or an adult at risk in a way that indicates they are,
- or would be, unsuitable to work with children or adults at risk.

6.4 The Safeguarding Code of Conduct outlines the behaviour expected of employees and self-employed tutors of Advancement Tutoring when they are engaging with children. Following the Safeguarding Code of Conduct will help to protect children from abuse and/or inappropriate behaviour.

6.5 Any breach of the Safeguarding Code of Conduct should be reported to the Designated Safeguarding Lead. Serious breaches of the Code of Conduct may also result in a referral being made to the police or a Local Authority if it is thought the breach amounts to a risk of harm to a child and/or constitutes a crime.

6.6 All employees and self-employed tutors have a responsibility to be alert to the fact that vulnerable people are abused and that they MUST report safeguarding concerns.

6.7 By following the four simple safeguarding principles of recognising, respond, report and record, Advancement Tutoring can keep those children who may be at risk of abuse safe from harm.

RECOGNISE

RESPOND

That a child is being harmed or is at risk of harm or neglect.

Respond appropriately to what you are being told or what you see.

Table 1: Safeguarding Principles.

6.8 Recognise

6.9 Signs and indicators of abuse and Neglect

6.10 We should all be alert for the signs and indicators that children and young people who interact or engage with Advancement Tutoring (employed and self-employed) may be suffering abuse. We should remember that children may be abused by other children and young people as well as by adults.

6.11 Indicators that a child may be being abused may include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- An injury for which the explanation seems inconsistent;
- The young person describes what appears to be an abusive act involving him/her;
- Someone else (a young person or adult) expresses concern about the welfare of another;
- Unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, changes in educational progress);
- Inappropriate sexual awareness;
- Engaging in sexually explicit behaviour;
- Sudden or unusual distrust of adults, particularly those with whom a close relationship would normally be expected;
- Having difficulty in making friends;
- Being prevented from socialising with other young people;
- Displaying variations in eating patterns including overeating or loss of appetite; or a sudden weight change;
- Becoming increasingly dirty or unkempt.

6.12 It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. A good working relationship with parent/guardians will help to identify any other concerns that a young person may be experiencing. For example, a family bereavement, which could cause some of the changes listed above.

REPORT

RECORD

Concerns that you have to the Designated Safeguarding Lead

Be accurate and comprehensive.

6.13 Respond

6.14 It is always difficult to hear about or witness harm or abuse experienced by a child or young person. The following points will be helpful for both you and the child should they choose to disclose abuse to you:

- Stay calm.
- Listen carefully to what is said and try not to interrupt.
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow them to continue at their own pace.
- Ask questions for clarification only and avoid asking questions that suggest an answer (leading questions).
- Reassure them that they are not to blame and have done the right thing in telling you. If the concern is serious explain that you will need to get support from other trained people to help keep the child safe. This must be shared even if the child doesn't want you to tell anyone else.
- Tell them what you will do next and with whom the information will be shared. If they are adamant that they do not wish the information to be shared, explain that you will have to tell the Designated Safeguarding Lead and that it will be discussed further with them.
- Be aware of the possibility of forensic evidence if the disclosure relates to a recent incident of physical harm or injury and try to protect any supporting materials e.g. bedding or clothing.

6.15 Report the disclosure to the Designated Safeguarding Lead at the earliest opportunity.

6.16 Where you are unable to contact Designated Safeguarding Lead, advice can be sought from statutory agencies or the NSPCC Helpline(0808 800 5000 help@nspcc.org.uk).

6.17 All serious concerns must be referred to statutory agencies.

6.18 Where the concern or allegation is about an employee or self-employed tutor, this just like all other concerns must be reported to the Designated Safeguarding Lead (DSL). The DSL if they consider the concern to be serious, for example potentially child abuse or a crime they must report the incident to the Local Authority Designated Officer or the Police.

6.19 When a safeguarding concern or poor practice has been identified concerning a specific child (unless informing them will put the child at further risk) the parents/guardians/carers of that child should be notified. Where the DSL has reported the incident to the statutory authority's advice should be sought from them regarding this duty before notifying the parents/guardians/carers.

6.20 Report

Remember it is not the responsibility of an employee or self-employed Advancement Tutoring Tutor or anyone assisting in their activities with children, to decide

if child abuse is occurring, but it is their responsibility to act on any concerns by reporting them.

6.21 Report concerns that you have to the Designated Safeguarding Lead. Any member of staff can contact the Designated Safeguarding Lead for advice, support or guidance. This includes seeking advice on how to complete the Advancement Tutoring Safeguarding Report Form (see 6.27).

6.22 If a member of staff is working, for example in a school or within a Further Education College, in partnership with another organisation the Safeguarding Policy of that organisation should be followed and in addition the matter should also be reported to Advancement Tutoring Designated Safeguarding Lead using the report format Appendix D.

6.23 Safeguarding concerns MUST be reported immediately (or where this is not possible at the earliest opportunity) so that the report can be assessed, and action taken to protect the person involved. If any person is at immediate risk of harm or requires medical attention, then the emergency services should be contacted immediately by telephoning 999.

6.24 If a member of the public, parent/guardian, police or Local Authority Services reports a safeguarding concern to Advancement Tutoring then the matter must be referred to the Designated Safeguarding Lead for assessment no later than the next working day.

6.25 If for any reason the Designated Safeguarding Officer Lead cannot be contacted, the following organisations can be contacted for advice:

- Concern about a child - You should contact the Local Authority Children Services. Use the <https://www.gov.uk/find-local-council> website to find the Local Authority Services for your area.
- Local Police - Telephone 101 for non-emergency referrals and 999 for emergency response.

6.26 Record

6.27 It is important that you keep an accurate written record of any safeguarding concern that you have or that someone raises with you. Your written record must:

- be made as soon as possible after the event/concern is raised;
- contain the date, time, people present, anything said (verbatim if possible);
- detail the behaviour and demeanour of the person disclosing the safeguarding issue.
- detail any action you have taken (for example how you have reduced risk or whether you have referred the matter to the Designated Safeguarding Lead)
- be a factual account of what has happened;
- be accurate and comprehensive

6.28 Do not record any opinion about what has happened. You are not there to judge or ascertain whether what you are being told is correct.

6.29 You should record your concern(s) on Advancement Tutoring Safeguarding Report Form (Appendix D). Once you have recorded your concerns you should sign and date the report or record the date and time the concern was recorded on the report.

6.30 All Safeguarding Reports must be emailed to:

tony@advancementtutoring.com

7.0 Confidentiality and sharing information

7.1 Effective and timely sharing of information is essential for the early identification of a child's needs and to ensure that the most appropriate services are provided in order to keep them safe.

7.2 Those with concerns should be proactive in sharing information as early as possible to help the Designated Safeguarding Lead and other professionals identify, assess and respond to risks or concerns about the safety and welfare of children.

7.3 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety, of children, which must always be the paramount concern. The Data Protection Act (2018)³ and/or the General Protection Regulations (2018) do not prevent you from sharing information in relation to safeguarding.

7.4 You should not assume that someone else will pass on information that you think may be critical to keeping a child safe.

7.5 Advancement Tutoring Staff or those acting on their behalf should aim to gain consent to share information but should be mindful of situations where to do so would place a child at increased risk of harm.

7.6 Information may be shared without consent if a practitioner has reason to believe that there is a good reason to do so and that the sharing of information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, practitioners should record who has been given the information and why.

7.7 The Designated Safeguarding Lead and Company Director must always be contacted before the information is shared with an external organisation except in cases where there is a risk of immediate or serious harm and an emergency referral is necessary.

3 The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

Advancement Tutoring will manage the process of sharing information with the police, local authority services and/or any third-party organisation.

7.8 Information should be kept confidential and should only be shared with Advancement Tutoring staff members and those working on their behalf who need to know the information. If there is any doubt about whether to share information or whom to share it with, the Designated Safeguarding Lead should be contacted for advice by telephoning or emailing the following before disclosing any information:

Designate Safeguarding Lead: 02890 912774 / tony@advancementtutoring.com

NSPCC Helpline: 0808 800 5000 (24hrs) / help@nspcc.org.uk

8.0 Action by the Designated Safeguarding Lead

8.1 The Designated Safeguarding Lead will manage the safeguarding process and respond to any safeguarding concern. Their role is not to investigate the concern reported or to make judgements about the individuals or allegations involved but to ensure that appropriate referrals are made to statutory agencies and effective internal action is taken to keep people safe.

8.2 When a safeguarding concern has been reported the Designated Safeguarding Lead will:

- Assess the information received;

- identify any risks to individuals contained within the report;
- Decide if immediate action is needed to remove, reduce or control the risks identified;
- Take such action if it is required;
- Decide whether the information in the safeguarding concern constitutes a safeguarding allegation against a member of staff or person working on behalf of Advancement Tutoring;
- Decide whether a referral to the police and/or Local Authority Services is required;
- Decide what further action by Advancement Tutoring may be needed for the management of the investigation;

8.3 Where it is decided that the information contained in the safeguarding concern constitutes a Safeguarding Allegation the Designated Safeguarding Lead will follow Advancement Tutoring procedure for the Management of a Safeguarding Allegation.

8.4 When a safeguarding concern is raised the Designated Safeguarding Lead will determine what action is needed. The action taken may include monitoring the situation, a referral to children social care or the police or taking no action. Whatever decision is taken they will record this together with a rationale, even if no further action is to be taken. A decision to take no further action, monitor, or defer a decision is taken as seriously as a decision to make a referral.

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8.5 Any referrals to statutory services must be made by the DSL by the next working day, unless it is an emergency, or they consider it better for another person to make the referral and report back.

8.6 Any referrals to statutory services must be followed up in writing within 48 hours and feedback received/sought within 3 working days of having made the referral to check what action is being taken. It is the responsibility of the DSL to ensure this takes place and to ensure that comprehensive records are maintained.

8.7 Each local authority has a process for receiving referrals and Advancement Tutoring must use the relevant process in their area. The member of staff making the referral should complete the local authority's referral form when making a formal referral about child protection.

9.0 Escalation Policy

9.1 If, after reporting on a concern, it is evident that the local authority or other agency has not taken appropriate next steps in relation to the safeguarding concern, then the DSL or Deputy will determine if the matter needs escalating.

9.2 The Child Safeguarding Strategic Partnerships will have specific procedures to be followed in such instances where escalation is warranted. A record of any decisions and outcomes must be kept by the DSL or Deputy.

10.0 Procedural implementation and review:

10.1 These procedures were implemented on 18th June 2019.

10.2 These procedures will be reviewed on an annual basis or in response to changes in safeguarding legislation and/or best practice.

10.3 The following additional policies are also relevant to this document:

- Advancement Tutoring Code of Conduct
- Advancement Tutoring Safeguarding Structure, Roles and Training
- Bullying
- Female Genital Mutilation
- Peer on Peer Sexual Abuse
- Managing a Safeguarding Allegation
- Whistle Blowing
- Safe Recruitment
- Sexting

Appendix A

Key contacts

Advancement Tutoring Designated Safeguarding Lead

Designated Safeguarding Lead: Tony Campbell

Telephone: 02890 912774

Email: tony@advancementtutoring.com

NSPCC

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

Appendix B

Types of Abuse

Physical abuse⁴: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child.

Emotional abuse⁴: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse⁴: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

Neglect⁴: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4 Working together to Safeguard Children 2018

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

Bullying

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves.

The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development and can be a source of significant harm, including self-harm and suicide. Bullying can include emotional and/or physical harm to such a degree that it constitutes significant harm.

The four main types of bullying are:

- Physical abuse: hitting, kicking, stabbing and setting alight including for filming with mobile telephones and theft, commonly of mobile phones
- Verbal or mobile telephone / online (internet) message abuse (e.g. racist, sexist or homophobic name-calling or threats: this type of physical bullying may include sexual harassment
- A mobile telephone or online (internet) visual image abuse: these can include real or manipulated images
- Emotional abuse e.g. isolating an individual from the group or emotional blackmail

Information and Communication Technology (ICT) based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages (NSPCC, 2017).

Child Sexual Exploitation which can include Human Trafficking

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (WTSC, 2018).

Criminal Exploitation

Criminal exploitation is also known as 'County Lines' and is when gangs and organised crime networks threaten or trick children into trafficking their drugs for them. They might threaten a young person physically or they might threaten the young person's family or friends. The gangs might also offer something in return for the young person's cooperation, this could be money, food, alcohol, drugs, clothes and jewellery, or improved status.

Gangs target vulnerable children who are homeless, living in care, or trapped in poverty. These children are unsafe, or unable to cope, and the gangs take advantage of this.

Hate crimes

Hate incidents and hate crime are acts of violence or hostility directed at people because of who they are or whom someone thinks they are.

For example, it includes being verbally abused by someone in the street because of disability or sexual orientation.

Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence. There are no medical reasons to carry out FGM. It does not enhance fertility and it does not make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health

Domestic Violence & Abuse

The cross-Government definition of domestic violence and abuse are:

Any incident of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual

- financial
- emotional

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

Forced Marriage

A Forced Marriage (as distinct from a consensual "arranged" marriage) is defined as one which is conducted without the valid consent of both of the parties and where duress is a factor. Duress includes both physical and emotional pressure and cannot be justified on religious or cultural grounds. Forced marriage is child abuse and can put children and young people at risk of physical, emotional and sexual violence including rape. Forced marriage can have a negative impact on a child's health and development (Forced Marriage Unit, 2018)

Appendix C

Safeguarding Concern - Process

Employee, Advancement Tutoring, Self-Employed Tutor or any third party have a concern about a child.

Notify Designated Safeguarding Lead.

Complete the Safeguarding Report Form.

Is the child in immediate threat of harm or need urgent medical treatment?

If yes, dial 999

Designated Safeguarding Lead or Deputy Reviews Safeguarding Report.

No action required

Monitor situation

Make a Referral

In addition, make a Referral to the LADO if the concern is a Safeguarding Allegation

Appendix D

Safeguarding Report Form

You must report any safeguarding concern to the Designated Safeguarding Lead by telephone as soon as possible and at the latest by the next working day. Complete as much detail as possible. For advice completing this form please contact the DSL.

Complete as much detail as possible. For advice completing this form please contact the DSL or Deputy. If a child or adult is at immediate risk of harm or needs medical attention contact the emergency services on 999.

Part 1. Details of the child/ren or adult at risk

Name(s):

And/or:

Age:

Date of Birth:

Religion:

Ethnicity:

Sex:

Telephone:

Email:

Additional needs (e.g. disability, language is spoken, interpreter required)

Home address of child/ren or adult at risk:

Parent or Carer(s) name(s) and contact telephone number:

Any other relevant information

Part 2. Where relevant details of Advancement Tutoring Employee or self-employed tutor about whom the allegation has been made, or concern has been raised about.

Name:

Age and Date of Birth:

Role:

Home Address:

Contact Telephone and/or email:

Part 3. Your details (the person making the report)

Name:

Or:

Role: Click here to enter text.

Contact telephone and email:

Date and Time you are making a report:

Date and time you first received information or identified a concern:

Part 4. Safeguarding Report

Are you reporting your own concerns or responding to concerns raised by someone else?

If responding to concerns raised by someone else please provide their name, role and contact details (if known):

Please add any other relevant information known about the family/child/adult at risk circumstances:

Referral Background:

When was the referral made, by whom, in what form?

Concern Raised/Allegation:

What is the allegation, or the nature of the concern raised? Include as much detail as possible.

Has the child or adult at risk given an account of what happened? (e.g. of any incident, injury, disclosure, behaviour) (give details):

Please provide details of the person alleged to have caused the incident/injury if known (e.g. names(s) /address/ incident address /relationship to child or adult at risk etc.):

Please provide details (name, role contact details if known) of any witnesses to the incident/concerns:

Part 5. Actions taken

State any risk of immediate danger:

Identify any action taken already e.g. contact with police, manager, children's

Referred to:

Police

Social Services

or adult social care services etc.

Designated Safeguarding Lead

Deputy Designated Safeguarding Lead

Other

Is the child/children/adult at risk or family/carer or accused person aware that a report has been made:

Child/ren or adult at risk

Family or carer

Accused person

Any known previous history of concerns or abuse or allegations:

Any further information or comments:

Thank you for your report.

Please email this form to tony@advancementtutoring.com

If handwritten please hand to the Designated Safeguarding Lead

To be completed by Designated Safeguarding Lead:

Part 6: Immediate action and decisions by Designated Safeguarding Lead

Date & time

Name

Notes