

SAFEGUARDING POLICY

Bedford Tutor (Ravenswoode Limited)

Policy Review

This policy will be reviewed in full by Helena Walker & Annabel Walker annually.

The policy was last reviewed and agreed by Helena Walker & Annabel Walker on August 16th 2017

It is due for review on *August 16th 2018*.

Signature Date

Annabel Walker (Director & Owner)

Signature Date

Helena Walker (Director)



1. INTRODUCTION

Safeguarding is 'everyone's responsibility'. This policy sets out Bedford Tutor's responsibilities under the Children Act 2004 to ensure children, young people and adults at risk are kept safe from harm.

Terminology:

Safeguarding and promoting the welfare of children refers to:

- **protecting children from maltreatment**
- **preventing impairment of children's health or development**
- **ensuring children are growing up in circumstances consistent with the provision of safe and effective care**

The aim of **safeguarding** is to enable children to have optimum life chances and to enter adulthood successfully.

What's the difference between Safeguarding and Child Protection?

Safeguarding is an 'umbrella' term that incorporates child protection. **Child Protection** is the process and activities undertaken to fulfil statutory obligations to protect specific children who have been identified as suffering, or at risk of significant harm. All agencies and individuals should proactively **safeguard and promote** the welfare of children so that the need for action to protect children from harm is reduced.

This policy is available on the Bedford Tutor website at <http://bedfordtutor.co.uk/important-documents.html>

2. PRINCIPLES AND AIMS

Our Principles:

- The welfare of children, their wishes and feelings are afforded consideration when developing and carrying out activities in the Bedford Tutor venue.
- All children will have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture.
- All tutors have a professional role to identify and respond to the needs of children and report any concerns immediately.

We aim:

- To provide all tutors with the necessary information / training to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To provide parents, guardians and children with information about Bedford Tutor's arrangements to keep children safe.
- To ensure safe and consistent best practice across Bedford Tutor.
- To demonstrate Bedford Tutor's commitment with regard to safeguarding children.

3. FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

<ul style="list-style-type: none">• Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust, Bedfordshire Safeguarding Children http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board.aspx
<ul style="list-style-type: none">• Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools, DfE (February 2015) www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006
<ul style="list-style-type: none">• Guidance for Safer Working Practice, Safer Recruitment Consortium (September 2015)
<ul style="list-style-type: none">• Information Sharing: Advice for practitioners, DfE (March 2015)
<ul style="list-style-type: none">• Keeping Children Safe in Education, DfE (2016) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
<ul style="list-style-type: none">• Sexual Offences Act , HM Government (2003)
<ul style="list-style-type: none">• Teachers' Standards 2012, DfE (2011) These standards set the minimum requirements for teachers' practice and conduct. Teachers, including tutors should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- **What to do if you're worried a child is being abused**, DfE (March 2015)
Non-statutory advice which helps everyone who works with children to identify abuse and neglect and take appropriate action
Found under 'Important Documents' in the Bedford Tutor computer file.
- **Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children**, DfE (2015)

4. SAFEGUARDING THEMES

Anti-Bullying

Bedford Tutor recognises the right of our children and young people to develop with confidence in an environment that is safe and free from the emotional and physical distress that can be seen as a result of bullying. It is the responsibility of Bedford Tutor to ensure that procedures are in place that will monitor and address anti-bullying issues.

Bedford Tutor's Anti-Bullying Policy can be found in the public file in The Swallow Room and is available online at: <http://bedfordtutor.co.uk/important-documents.html>

Child-Protection

All Child Protection concerns will be managed in accordance with the 'Bedford Borough Safeguarding Children Board'. A copy of these procedures can be found at http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board.aspx

Bedford Tutor's Child Protection Statement can be found in the public file in The Swallow Room and is available online at: <http://bedfordtutor.co.uk/important-documents.html>

Complaints

Please speak to a director if you wish to make a complaint; this will be recorded as part of Bedford Tutor's Complaints Procedure. A letter detailing what has been done in response to the complaint will be sent within 28 working days.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a tutor will be dealt with under the specific procedures for Managing Allegations Against Tutors. **Please see Appendix 1, Part A.**

Confidentiality

All information held on children will be kept strictly confidential and shared only with Annabel Walker, Helena Walker and the parent / guardian of the child/children. This information will be permanently destroyed/deleted when the child ceases tuition at Bedford Tutor.

All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that information being released into the public domain does not compromise evidence. Safeguarding information will be stored and handled in line with the Data Protection Act 1998. The DSP will normally obtain consent from the child/parent to share sensitive information with outside agencies. Where there is good reason to do so (e.g. to help to protect a child), the DSP may share information without consent and will record the reason for this. Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and

parents do not have an automatic right to see them. Bedford Tutor will only share information about children with adults who have parental responsibility for a pupil.

E-Safety

No photographs of children are taken without prior written consent from a parent / guardian and no children under 18 have access to computer technology or the internet during their lessons at Bedford Tutor.

Health and Safety

Bedford Tutor has two thorough risk assessments in place, one for The Swallow Room and one for The Dove Garden. Copies of these can be found on: <http://bedfordtutor.co.uk/important-documents.html>

Bedford Tutor's Health & Safety Policy can be found in the public file in The Swallow Room and is available online at: <http://bedfordtutor.co.uk/important-documents.html>

Inclusion and Diversity

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Bedford Tutor's ethos promotes and accepts the differences between all children and adults. In practice this is about ensuring inclusion of individuals and treating them fairly and equally, no matter the diversity of their race, gender, age, disability, religion or sexual orientation.

Promoting equality and diversity in education is essential for both tutors and children. The aim is to create a tuition environment where both children and tutors can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way.

In line with Keeping Children Safe in Education (DfE 2016), to ensure that all of our pupils receive equal protection, we will also give special consideration to additionally vulnerable groups, for example children with disabilities or special educational needs. **Please see Appendix 1, Part B.**

Managing Allegations Against Tutors

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children attending sessions at Bedford Tutor. We do recognise that sometimes the behaviour and actions of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

Bedford Tutor's Child Protection Policy can be found in the public file in The Swallow Room and is available online at: <http://bedfordtutor.co.uk/important-documents.html>

All Child Protection concerns will be managed in accordance with the 'Bedford Borough Safeguarding Children Board'. A copy of these procedures can be found at http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board.aspx

In addition, all tutors should understand that, under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child, even if the behavior is consensual. **Please see Appendix 1, Part C.**

Partnership with Parents

Bedford Tutor is committed to working in partnership with parents/guardians to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

Bedford Tutor shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. Bedford Tutor will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with Annabel Walker and/or Helena Walker.

Safer-Working Practise

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

The Teachers' Standards (DfE,2011) are augmented by standards of personal and professional conduct e.g. ethics and behaviour, in and out of Bedford Tutor's Premises. Tutors are expected to 'uphold public trust in the teaching profession by showing tolerance and respect for the rights of others, not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability'.

The link below will direct you to the current government guidance on safer working practice which we share with staff:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf>

Security

The security measures put into place at Bedford Tutor have taken into account the need to balance the need to remain a welcoming environment whilst ensuring the safety of all our children and tutors. A visual tuition venue risk assessment will be completed and reviewed weekly and the whole policy will be reviewed on an annual basis (or earlier if deemed necessary). The findings will be used in the review of this security policy and shared with tutors.

Access to buildings:

Bedford Tutor will take all reasonable efforts to control access to the buildings and grounds of the venue to prevent unauthorised access to children and ensure the personal safety of tutors. The access control procedures for the buildings are:

- All doors remain locked with keys hung next to the door in case of fire.
- Parents ring a bell when it is time for them to pick up their child.
- The outdoor area is fenced off from the road.
- No child is allowed out of the building perimeter unless accompanied by their parent / guardian or in an emergency situation such as a fire.

Visitors, contractors and maintenance personnel:

The control of visitors, contractors and maintenance personnel is a fundamental part of our site security policy for the safeguarding of both people and property.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into the Bedford Tutor venue. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

Bedford Tutor will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the Bedford Tutor venue.

Appendix 1

Part A: Complaints Procedure Statement from Annabel Walker and Helena Walker

As a tutor, I aim to work in close partnership with all parents to meet the needs of their children. However, if there is any aspect of my service that does not meet your expectations I am happy to discuss this with you. If you would like to communicate this verbally we can hopefully resolve the issue right away. If you would like to make a complaint in writing you can put this forward to my email address or by post.

It is a condition of my registration to investigate all written complaints relating to the safeguarding and welfare requirements of children. I will notify the complainant of the outcome within 28 days of receipt of the complaint.

I will record the following information:

- the name of the person making the complaint;
- the tutoring requirement to which the complaint relates;
- the nature of the complaint;
- the date/time of the complaint;
- any action taken in response to the complaint;
- the outcome of the complaint investigation;
- details of the information and findings that were given to the person making the complaint, including any action taken.

Part B: British Values Statement from Annabel Walker and Helena Walker

As a tutor, I can also build children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

I will provide suitable opportunities which encourage children to respect each other's views and values, to understand that their views count, and to talk about their feelings. Activities will involve turn taking, sharing and collaboration. Children will be encouraged to understand their own and others' behaviour and its consequences. They will have an input in creating rules and codes of behaviour. An ethos of total acceptance of all views, faiths, cultures and races will be created, where children will appreciate and respect their own and others' cultures.

Part C: Whistle-Blowing Procedure Statement from Annabel Walker and Helena Walker

In my role as a tutor, I have a duty to report unacceptable behaviour to the relevant authorities; including that of assistants who may be working with me, other tutors, childcare workers and other professionals working with children. This action is necessary when their actions are detrimental to children, have placed a child at risk, caused actual harm to a child or are clearly illegal.

I will follow the listed procedure if I suspect any of the above has taken place:

- Identify the bad practice;
- Record exactly what was observed;
- Establish witnesses wherever possible;
- Keep copies of all correspondence and relevant information;
- Seek support from colleagues;
- Ask to be informed about the outcome.

In these situations I may need to contact the police, social workers, the care inspectorate (http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board.aspx) and any other relevant bodies, then pass on any information known to me.