

Enjoy Education's

Safeguarding and Child Protection Policy

2020

Contents

1	Enjoy Education Safeguarding and Child Protection Policy 2020	2
2	Key Contact Personnel at Enjoy Education	2
3	Enjoy Education’s Ethos and the Purpose of this Policy	2
4	Definition of Safeguarding	3
5	Key Responsibilities	4
5.1	Designated Safeguarding Lead (DSL)	4
5.2	Enjoy Education Safeguarding Committee.....	5
5.3	Other Enjoy Education Members of Staff	5
5.4	Tutors	5
6	Context	6
7	Related Safeguarding Policies	7
8	Recognition and Types of Abuse and Neglect.....	7
9	Disclosures.....	8
10	Reporting Procedures, Record Keeping and Making Referrals	8
10.1	Reporting.....	8
10.2	Record Keeping	9
11	What to do if you have a welfare concern at Enjoy Education.....	11
12	Referrals	12
13	Early Help.....	12
14	Multi-agency Working.....	13
15	Confidentiality and Information Sharing	14
16	Safer Recruitment Procedures.....	14
16.1	Disclosure and Barring Service (DBS) checks	15
17	Staff Induction, Awareness and Training	16
18	Code of Conduct for Staff and Tutors.....	16
18.1	Physical contact and care.....	17
19	Allegations Against Members of Staff and Tutors.....	18
19.1	Whistleblowing	19
20	Points of Contact.....	19
Appendix 1: Definitions and indicators.....		21
Definitions of significant harm and the four types of abuse.....		21
Possible indicators of abuse and neglect		21
Definitions, signs and symptoms of other safeguarding issues.....		22

1 Enjoy Education Safeguarding and Child Protection Policy 2020

This is a core policy that forms part of the induction for all staff and tutors. It is a requirement that all members of staff and all tutors have access to this policy. The policy is available on Enjoy Education's website and also in hard copy form in the Enjoy Education office.

Date written: January 2020

Date agreed and ratified by: March 2020

Date of next review: January 2021

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

2 Key Contact Personnel at Enjoy Education

Designated Safeguarding Lead:

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3 Enjoy Education's Ethos and the Purpose of this Policy

Enjoy Education is a community of learners and all those directly connected to students (staff, tutors, parents, families, guardians and peers) have an essential role to play in making students feel safe and secure. Enjoy Education recognises the importance of helping to foster an ethos and environment within teaching environments that will help children to be safe and feel safe.

This policy sets out how Enjoy Education will meet its statutory duty under Chapter Two of Working Together to Safeguard Children 2018 to safeguard and promote the welfare of children

and help them to achieve good outcomes.¹ Enjoy Education will achieve this by ensuring staff and tutors have the skills and knowledge to recognise when children are at risk and how to get help when they need it.

- Our core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children (i.e. those up to the age of 18).
 - All children, regardless of age, gender, ability, culture, race, language, religion or sexuality, have equal rights to protection.
 - It is all our responsibility to safeguard and promote the welfare of children.
 - The wellbeing and welfare of the child must come at the centre of our work. This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.
 - We recognise the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
 - All children have a right to be heard and to have their feelings considered.
 - All our staff and tutors understand safe professional practice and adhere to our safeguarding policies.

4 Definition of Safeguarding

- According to statutory guidance, safeguarding and promoting the welfare of children is defined 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; and
 - taking action to enable all children to have the best outcomes.
- The term 'children' includes everyone under the age of 18.
- Additional barriers can exist when recognising abuse and neglect in children with **Special Education Needs and Disability (SEND)**. Children with SEND may have difficulties in understanding and recognising abuse and then effectively communicating this to the relevant people. Staff and tutors should therefore be extra vigilant when working with students with SEND and should avoid making assumptions that do not take indicators of abuse seriously. Any concerns should be brought to the attention of the Designated Safeguarding Lead (DSL).
- **Contextual Safeguarding** recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. They may encounter risk in school or college, in the local community, in their peer groups, or online. Contextual safeguarding looks at how we can best understand these risks, engage with children and help to keep them safe. All staff and tutors, but especially the DSL and deputy DSLs, should consider the context in which safeguarding incidents and

¹ Working Together to Safeguard Children (2018), p.71.

behaviour occur and how they can be associated with factors outside the tutoring environment.

5 Key Responsibilities

- Enjoy Education has a Designated Safeguarding Lead. This nominated individual will take the lead role in ensuring that the company has an effective policy which interlinks with other related policies; that agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The CEO of Enjoy Education will ensure that the DSL is properly supported in their role.
- The Enjoy Education Safeguarding Committee is made up of the DSL and three deputy designated safeguarding leads, who have all undertaken the same training as the DSL.

5.1 Designated Safeguarding Lead (DSL)

- The role of the designated safeguarding lead and deputy DSLs is to take lead responsibility for safeguarding and child protection within the company and to be available during office hours for staff and tutors to discuss safeguarding concerns.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and deputy DSLs' training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:

- Read and understand [Keeping Children Safe in Education \(2019\)](#).
- Act as the central **contact point** for all staff and tutors to discuss any safeguarding concerns.
- Maintain a confidential **recording system** for safeguarding and child protection concerns.
- **Coordinate** safeguarding action for individual children.
- Ensure that locally established **referral procedures** are followed as necessary.
- Liaise with and manage **referrals to relevant agencies** such as the relevant Multi-Agency Safeguarding Hub (MASH), the relevant Local Authority Designated Officer (LADO), the Police, and the Disclosure and Barring Service (DBS).
- Ensure the company's safeguarding and child protection policies are **up to date** and **consistent** with local policies.
- Ensure that **safer recruitment** practice is followed when recruiting new members of staff and tutors.
- Ensure that procedures are in place to deal with **allegations** made against tutors or members of staff.
- Ensure all staff and tutors have access to **safeguarding training and updates** in line with the recommendations within [Keeping Children Safe in Education \(2019\)](#).
- Ensure **regular reporting** on safeguarding activity and systems in the company to the CEO. The CEO will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

5.2 Enjoy Education Safeguarding Committee

The members of the safeguarding committee have a responsibility to:

- Be aware of the key points of Child Protection procedures, outlined in [Keeping Children Safe in Education \(2019\)](#).
- Be prepared to identify children who may benefit from **early help** (see section 13).
- Understand the **early help process** and their role in it.
- Understand Enjoy Education's **safeguarding policies and systems**.
- Undertake appropriate **training** which is regularly updated.
- Be aware of the process of **making referrals** to children's social care and statutory assessment under the Children Act 1989. If in need of guidance, staff and tutors should refer to the statutory guidance, What to do if you're Worried a Child is Being Abused (2015).
- Know what to do **if a child tells them** that he or she is being abused or neglected.
- Know how to maintain an appropriate level of **confidentiality**.
- Be aware of the **indicators of abuse and neglect** so that they are able to identify cases of children who may be in need of help or protection.
- Refer to [London's thresholds and eligibility criteria](#) to help make decisions on the child's level of need and the appropriate service to refer on for services. Committee members will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referrals.
- **Review** all safeguarding policies on an annual (minimum) basis and maintain an oversight of all child protection procedures in the business.
- Remain **updated** on safeguarding and child protection matters in the news (via e-bulletins).

5.3 Other Enjoy Education Members of Staff

Outside of the Safeguarding Committee, Enjoy Education staff have the responsibility to:

- Be aware of the key points of Child Protection procedures, outlined in [Part 1 and Annex A of Keeping Children Safe in Education \(2019\)](#).
- Be prepared to identify children who may benefit from **early help**.
- Understand Enjoy Education's **safeguarding policies and systems**.
- Undertake regular and appropriate **training** which is regularly updated.
- Know what to do **if a child tells them** that he or she is being abused or neglected.
- Know how to maintain an appropriate level of **confidentiality**.
- Be aware of the **indicators of abuse and neglect** so that they are able to identify cases of children who may be in need of help or protection.
- Enjoy Education will ensure that, where possible, a child has at least two emergency contacts saved to their file. Parents will be asked to update the company on any changes to their contact details, especially their mobile number. This is so that parents can be contacted if a student has poor attendance (either at school or in their home-schooling programme). More information on **Children Missing Education (CME)** can be found in Appendix 1.

5.4 Tutors

All tutors have a responsibility to:

- Be aware of the key points of Child Protection procedures, outlined in [Part One and Annex A of Keeping Children Safe in Education \(2019\)](#).
- Understand Enjoy Education's **safeguarding policies and systems**.

- Undertake regular and appropriate **training** which is regularly updated.
- Be prepared to **raise concerns** over a child's welfare with an Enjoy Education team member;
- Know what to do **if a child tells them** that he or she is being abused or neglected.
- Know how to maintain an appropriate level of **confidentiality**.
- Be aware of the **indicators of abuse and neglect** so that they are able to identify cases of children who may be in need of help or protection.

6 Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - Keeping Children Safe in Education (2019, Department for Education)
 - Working Together to Safeguard Children (2018, Department for Education)
 - Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
 - Disqualification under the Childcare Act (2006)
- Enjoy Education acknowledges that its safeguarding and child protection procedures relate to a range of specific safeguarding issues, including (but not limited to):
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (County Lines)
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Sexual Violence and Sexual Harassment
 - Upskirting
 - Youth produced sexual imagery or "Sexting"

See appendix 2 for definitions of some of these safeguarding issues. See Annex A within [Keeping Children Safe in Education \(2019\)](#) for important additional information on abuse and neglect within these areas and what to look out for.

7 Related Safeguarding Policies

- This policy is one of a series in Enjoy Education’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - [Keeping Children Safe in Education \(2019\)](#)
 - Enjoy Education’s Staff and Tutor Code of Conduct
 - Safer Recruitment
 - Reporting Procedures
 - Data Protection and Information Sharing

8 Recognition and Types of Abuse and Neglect

- All staff and tutors should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Staff and tutors have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a student are reported to the DSL.
- Staff and tutors should refer to **Appendix 1** of this policy for a full definition of significant harm (including the four types of abuse) and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Members of staff and tutors should be aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Furthermore, issues are rarely stand-alone events that can be covered by one definition or label. In a lot of cases, multiple issues will overlap with one another.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours may also indicate child abuse or neglect, so staff and tutors should also be alert to parent-child interactions or concerning parental behaviours.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn’t automatically mean a child is being abused.

9 Disclosures

If a pupil discloses to a member of staff or tutor that they are being abused, the member of staff or tutor should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the child's local authority (see section 12);
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the DSL.

10 Reporting Procedures, Record Keeping and Making Referrals

10.1 Reporting

- Staff and tutors working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff and tutors should always act in the best interests of the child.
- If staff or tutors have any concerns about a child's welfare, they should act on them immediately. See section 11 for a flow chart setting out the process for staff when they have concerns about a child.
- In the **absence of the availability of the DSL** to discuss an immediate and urgent concern, staff and tutors can seek advice from the Deputy DSLs. They may also seek advice from the NSPCC or other advisory services (see section 20). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- If staff or tutors have a concern about a child **outside of office hours**, they can contact social services directly or the police if a crime has been committed and/or the child is at immediate risk.
- If a member of staff or a tutor senses that a child is in **immediate danger or at risk of harm**, they should call the police and make an immediate referral to the child's local child protection service. If the child is *not* in immediate danger, they should follow safeguarding policies and procedure (see section 11), which may involve contacting the child's [local child protection services](#).
- Where a pupil makes a disclosure of **FGM** or where there are indicators that FGM has/is about to take place, Enjoy Education will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the statutory guidance available [here](#).

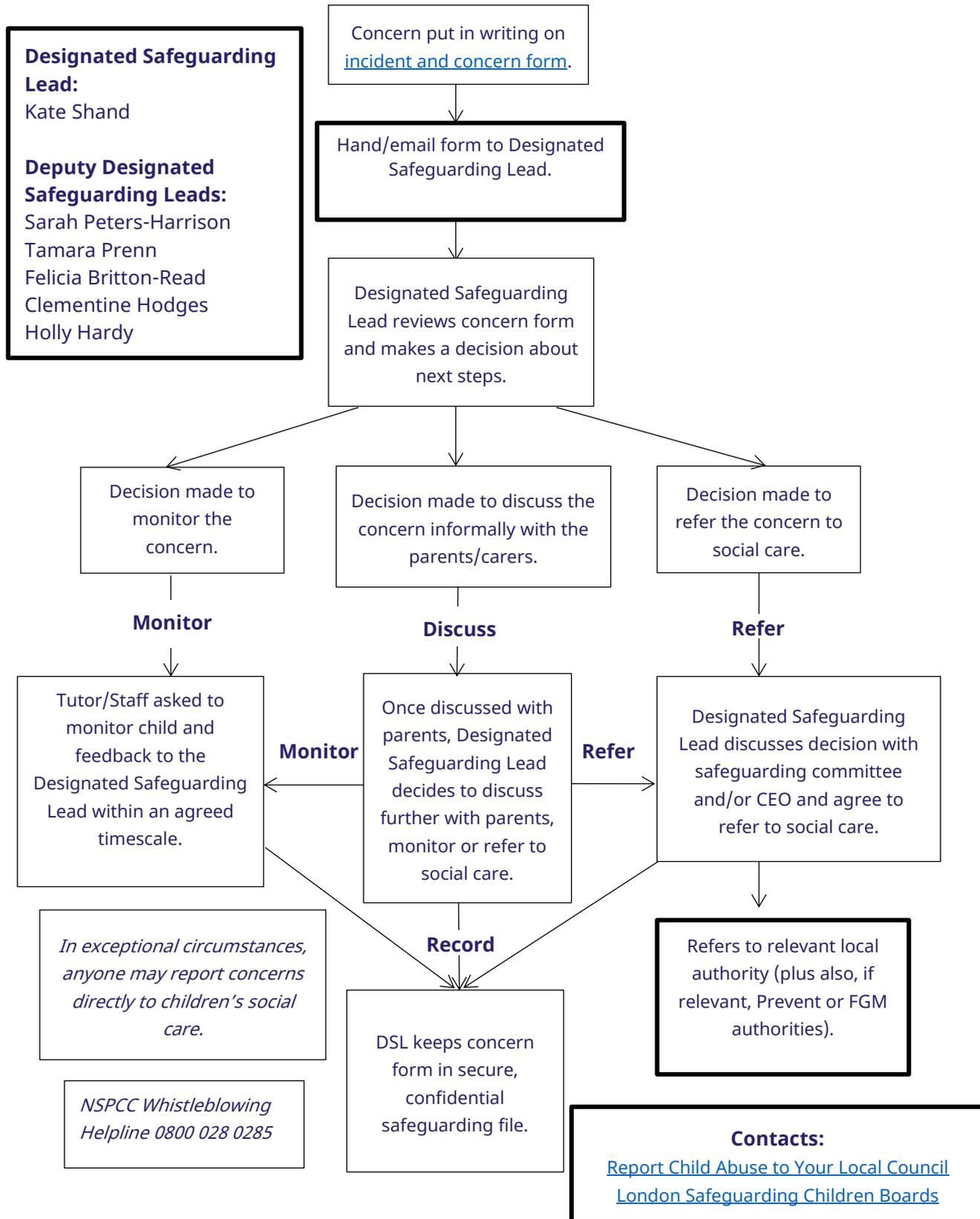
- Staff members and tutors have a duty to report disclosures on FGM about a female under 18 personally to the police. Should staff have concerns around FGM, including any disclosure made by a pupil, we advise that they discuss these with the DSL, who will support them with action taken and particularly in reporting it to the police.
- Where there are concerns that a young person might be considering **extremist ideologies** and/or may be **radicalised**, or that they may be at risk due to their parent's radicalisation, this should be reported to the DSL and the DSL will endeavour to follow the requirements of the **PREVENT duty**, details of which can be found [here](#). If a DSL has concerns that are extremism-related, they can call the Counter-Extremism Helpline (020 73407264). Further information is also available on the [Government's Educate Against Hate website](#).
- If a staff member or tutor suspects that a child may be **privately fostered** (see Appendix 1), they should notify the DSL. The DSL should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.
- If there are concerns that a child has poor attendance at their school or that they are not receiving a suitable full-time education in either a home or a school setting, these concerns should be made known to the DSL or deputy DSLs. The DSL and deputy DSLs will follow the local authority guidance of the area where the child lives and, if necessary, report the situation directly to them. See Appendix 1 for a definition of **Children Missing Education (CME)**.
- If staff or tutors become aware of peer-on-peer abuse or incidences of sexting (see Appendix 1), they should immediately take their concerns to the DSL or deputy DSLs.
 - When an allegation is made by a student against another student, the safeguarding committee should consider if the issues raised indicate that the child and/or alleged perpetrator may have emerging needs, serious needs or child protection concerns and follow the necessary referral process.
 - In cases of allegations of sexting or sexual harassment, the DSL will hold an initial review meeting to determine the best course of action, referring to the [UKCCIS 2016 guidance on sexting](#) and the [DfE 2018 guidance on sexual harassment between children in schools and colleges](#).

10.2 Record Keeping

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Staff and tutors will record any welfare concern that they have about a child on the Enjoy Education [incident and concern form](#) (with a body map if injuries have been observed) and pass them without delay to the DSL, preferably by email (but, if this is not possible for whatever reason, by bringing it into the office in person). Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff or tutor. If there is an immediate concern the member of staff or tutor should consult with a DSL as this needs to take priority.

- Any verbal conversation (either with other members of staff/tutors or with the child concerned) should be promptly recorded in writing using the [incident and concern form](#).
- Incident and concern forms should be emailed to the DSL. If this is not possible, they should be brought into Enjoy Education's office in person and handed to the DSL.
- Incident/Welfare concern forms can be accessed via [Google Drive](#), the tutor portal, or (for staff) the staff intranet. They can also be found in the Enjoy Education office.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff and tutors on a 'need to know' basis only.
- The CEO will be kept informed of any significant issues by the DSL.
- On occasion, staff members or tutors may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff and tutors should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered.
 - If, following this process, the staff member or tutor remains concerned, it is the responsibility of that staff member or tutor to follow the company's escalation process (see section 20).

11 What to do if you have a welfare concern at Enjoy Education



12 Referrals

- **Enjoy Education recognises that its role in situations where there are child protection concerns is not to investigate, but to recognise and refer.**
- Enjoy Education adheres to the London Safeguarding Children Board child protection procedures. The full London procedures and additional guidance relating to specific safeguarding issues can be found on the website: www.londoncp.co.uk.
- After an incident or concern is reported to the DSL, the next steps will include one or more of the following actions:
 - The safeguarding committee and relevant staff/tutors managing support for the child internally;
 - The safeguarding committee conducting an early help assessment (see section 13); and/or
 - The DSL making a referral to statutory services (in cases where the child is in need, is suffering, or is likely to suffer harm).
- Referrals must be made to the child's local authority. This will differ from family to family, as Enjoy Education works with families from multiple locations. The online tool [Report Child Abuse to Your Local Council](#) will direct the DSL to the relevant local children's social care contact number. Contacts for London Local authorities can also be found on the London Safeguarding Children Board website, [here](#).
- If verbal referral is made to local children's services, then this should be followed up by a written referral as soon as possible, ideally within 48 hours.
- **In all but the most exceptional circumstances, parents/carers of the student will be made aware of the concerns for their child at the earliest possible stage.** In the event of making a referral, parents/carers will be informed and consent to this will be sought in line with guidance provided by [Keeping Children Safe in Education \(2019\)](#), unless there is a valid reason not to do so (for example, if to do so would put a child at risk of harm or would undermine a criminal investigation). A referral will be made regardless of consent being given in cases where there are safeguarding concerns about the child and making a referral is a proportionate response to those concerns. See section 15 for further guidance on consent.
- All members of staff are made aware of the local early help support services (see section 13). Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for more support if the situation does not appear to be improving or is getting worse.

13 Early Help

- Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in

a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.

- Enjoy Education staff and tutors will endeavour to identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating.
- Effective early help relies upon tutors, staff and local partnerships working together to:
 - Identify children and families who would benefit from early help
 - Undertake an assessment of the need for early help, using the [London Threshold Document](#).
 - Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child
- Staff and tutors should, in particular, be alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs
 - Has special educational needs
 - Is a young carer
 - Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child
- If the child requires an early help service, Enjoy Education will make a referral to the Early Help service of the child's local authority. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

14 Multi-agency Working

- Enjoy Education recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance, outlined in Working Together to Safeguard Children (2018).
- Education providers are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Enjoy Education recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The DSL and Safeguarding Committee will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15 Confidentiality and Information Sharing

- Enjoy Education recognises that all matters relating to child protection are confidential. The DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- Fears about sharing information must not be allowed to stand in the way of the need to protect a child. This includes allowing practitioners to share information without consent, if for the purposes of keeping children safe.
- All staff and tutors must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- Staff and tutors should refer to the 'seven golden rules to sharing information' of the [DfE Guidance on Information Sharing \(July 2018\)](#) for guidance.
- Whilst all staff and tutors should, wherever possible, seek consent and be open and honest with the individual from the outset as to why, what, how and with whom, their information will be shared, there may be some circumstances where it is not appropriate to seek consent, either because the individual cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put a child or young person's safety or well-being at risk.
- ***Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.***

16 Safer Recruitment Procedures

- Enjoy Education is committed to ensure that all steps are taken to ensure that the tutors that are placed with students and the staff members that are recruited are all safe to work with children. We are committed to:
 - safeguarding and protecting all children by implementing robust safer recruitment practices;
 - identifying and rejecting applicants who are unsuitable to work with children;
 - responding to concerns about the suitability of applicants during the recruitment process;
 - responding to concerns about the suitability of tutors and staff members once they have begun their role;
 - ensuring all new staff and tutors have access to an induction which includes training in core safeguarding procedures.
- The Safeguarding Committee is responsible for ensuring that Enjoy Education follows safe recruitment processes.

- We advise all staff and tutors to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- Members of staff or tutors working with children under-8 years old must inform Enjoy Education that they are not disqualified from working according to the **Disqualification under the Childcare Act (2006)**. If there are any changes to their status, they must inform Enjoy Education. See the [statutory guidance](#) for disqualification criteria.
- If someone who has applied to tutor through Enjoy Education is barred from working with children, Enjoy Education will notify the police.
- If an applicant has not been barred from working with children but the checks have raised concerns (for example if they have a criminal record), Enjoy Education's recruitment team will carry out a risk assessment to ascertain whether the applicant is suitable to work with children.
- Enjoy Education's recruitment team will only share information about an applicant's criminal record with those who need to know. The applicant will be told who in the organisation knows about his/her record.

16.1 Disclosure and Barring Service (DBS) checks

- All new tutors and members of staff are to undergo Enhanced DBS checks, even if they will not be directly working with children under the age of 18. In cases where checks have been carried out prior to joining Enjoy Education, the tutor or member of staff must show their certificate to a member of the recruitment team. The check must be no more than two years' old and it must be Enhanced.
- Tutors and staff must provide Enjoy Education with the necessary documentation to process a DBS and they must comply with all the relevant steps of the process in a timely manner. By signing up to tutor through Enjoy Education, tutors agree to cover the cost of their DBS check.
- Repeat Enhanced DBS checks must be carried out every two years (unless a subscription has been made to the government update service, in which case an online check will be performed by the recruitment team every two years).
- Tutors who only tutor online are still required to provide Enjoy Education with an Enhanced DBS certificate.
- Enjoy Education must see the original Enhanced DBS certificate in order to confirm that an applicant has undergone the appropriate checks.
- Failure to renew or obtain a DBS will prevent a tutor from starting or continuing tuition placements.
- Enjoy Education has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff or tutor has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity², or would have been removed had they not left. The DBS will consider whether to bar the

² The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. A summary of the definition can be found on p.32 of [Keeping Children Safe in Education \(2019\)](#).

person. If these circumstances arise in relation to a member of staff or tutor, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

- The DSL will consult [government guidance](#) on DBS referrals when making the decision of whether to refer.

17 Staff Induction, Awareness and Training

- All members of staff and tutors have been provided with this policy and a copy of Part One and Annex A of [Keeping Children Safe in Education \(2019\)](#) which covers Safeguarding information for all staff and tutors. The Safeguarding Committee will read the entire document.
- The DSL will ensure that all new staff (including temporary staff) are aware of the Enjoy Education's internal safeguarding processes. New staff and tutors will be issued this safeguarding policy during their induction.
- All staff members and billing tutors will have access to online safeguarding training to ensure they are aware of a range of safeguarding issues. The safeguarding committee will maintain an up-to-date register of who has been trained. Refresher training will be completed on an annual basis.
- All staff members receive regular safeguarding and child protection updates, at least annually.
- All staff members and tutors will be made aware of Enjoy Education's expectations regarding safe and professional practice via this policy (see section 18).
- The DSL will provide an annual report to the CEO detailing safeguarding training undertaken by all staff and tutors.
- Any member of staff or tutor affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- Enjoy Education will provide appropriate training and support to ensure that all staff and tutors are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.

18 Code of Conduct for Staff and Tutors

- Staff and tutors should always prioritise the welfare of children. They should report all concerns about abusive behaviour (including behaviour being displayed by an adult or child and directed at anybody of any age) to the DSL.
- Staff and tutors must treat children fairly and without prejudice or discrimination.
- They should promote relationships that are based on openness, honesty, trust and respect.
- Staff and tutors should exercise caution when discussing sensitive issues with children.
- If a member of staff or tutor is alone with a child, they should ensure that they are within sight or hearing of another adult. Where possible, they should leave the door open.

- Tuition should be conducted in the student's home or a public space that is appropriate for learning (e.g. a public library). If this is not possible, alternative arrangements should be discussed with the Enjoy Education Client Manager.
- When working with children tutors and staff must not smoke, consume alcohol or illegal substances, take unnecessary risks, or put the child's safety at risk.
- Tutors and staff must not develop inappropriate relationships with children. They should make every effort to ensure that their own behaviour cannot be brought into question and that they maintain professional boundaries.
- Tutors and staff must not let children have their personal contact details (mobile number, email or postal address) and they must not have contact with them via a personal social media account.
- Staff and tutors should not offer lifts in their car to Enjoy Education students.
- Tutors and staff must only take photos of a student if the student and parents/guardians are happy for them to do so. They must only publish images of pupils where they and their parent have given explicit written consent to do so.
- Tutors and staff must not promise to keep secrets for children.
- Tutors and staff must not engage in behaviour that is in any way abusive, including having any form of sexual contact with the child.
- If a tutor or member of staff behaves inappropriately, Enjoy Education will review their suitability to work around children and – depending on the seriousness of the situation – may also make a report to statutory agencies such as the police and/or the local authority child protection services.

18.1 Physical contact and care

- Tutors and staff should be aware that even well-intentioned physical contact may be misconstrued by the pupil or an observer. There may be occasions when it is appropriate to have physical contact with a child, however it is crucial that **any physical contact is in response to the child's needs at the time and is appropriate to their age, stage of development, gender, ethnicity and background**. Staff and tutors should use their professional judgement at all times. Extra caution may be required where it is known that a child has suffered previous abuse or neglect.
- Tutors and staff should not use any form of degrading or humiliating treatment (e.g. sarcasm, demeaning or insensitive comments) to punish a child.
- Tutors and staff should not use physical intervention as a form of punishment.
- Tutors and staff will not be accused of inflicting corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.
- Tutors and staff should always seek to defuse situations and avoid the use of physical intervention wherever possible. Where physical intervention is necessary, they should only use minimum force and for the shortest time needed.
- In all cases where physical intervention has taken place, tutors and staff are encouraged to record the incident and report it to the DSL and the child's parents using the [incident and concern form](#) (see section 10.2).

- Where it can be anticipated that physical intervention is likely to be required, Enjoy Education will help the tutor or member of staff to put in place a plan which the student and parents are aware of and agree to.
- Tutors and staff should only provide personal care in an emergency and they should make sure there is more than one adult present if possible. An exception to this is if it has been agreed that the provision of personal care is part of their role and they have been trained to do this safely.
- Tutors and staff should **not** administer medication to a child, unless this has been agreed by the family and they have been trained to do this safely.

19 Allegations Against Members of Staff and Tutors

- Detailed guidance on handling allegations of abuse made against staff members and tutors can be found in Part Four of [Keeping Children Safe in Education 2019](#).
- Enjoy Education recognises that it is possible for staff and tutors to behave in a way that might cause harm to children and takes seriously any allegation received. If a member of staff or a tutor has a concern about another adult, including someone who works at Enjoy Education, they should report immediately to the DSL or a deputy DSL in their absence.
- In cases of allegations made against members of staff or tutors, the DSL should review the information available and consideration should be given as to whether the case meets the threshold of harm/risk of harm.
 - If it is decided it meets the threshold of harm/risk of harm and therefore is an allegation they should follow the procedures below and notify the LADO³ **within one working day**. If appropriate, the police should also be notified within one working day – or immediately if necessary;
 - If it is decided that the incident does not meet the threshold of harm/risk of harm and is a concern only, then they should take steps to ensure any conduct or behaviour issues are addressed with the member of staff or tutor through normal company procedures. The decision and a justification for it should be recorded by the DSL and safeguarding committee;
 - If the designated safeguarding lead is unclear whether the incident meets the threshold of harm/risk of harm they may wish to seek advice from the LADO.
- A clear and comprehensive summary of allegations and details of the subsequent actions taken should be kept on the confidential file of the accused. Details of allegations against staff or tutors that are found to have been malicious should be removed from records.
- The DSL should inform the accused person about the allegation as soon as possible after consulting the safeguarding committee (and, if necessary, relevant authorities). The DSL should provide the accused person with as much information as possible at that time. However, where a strategy discussion⁴ is needed, or police or children's social care services need to be involved, the DSL should not do that until those agencies have been consulted. Enjoy Education must consider carefully whether the circumstances of a

³ Local Authority Designated Officer (contact details differ according to region)

⁴ See pages 38-41 of [Working Together to Safeguarding Children](#) (2018)

case warrant a person being suspended from contact with Enjoy Education students or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

- When an allegation is made, Enjoy Education will ensure that every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- In the event of concerns or allegations about the DSL, CEO or Enjoy Education's handling of safeguarding concerns, allegations should be reported directly to the LADO. Contacts for London Local authorities can also be found on the London Safeguarding Children Board website, [here](#).

19.1 Whistleblowing

- All staff and tutors should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Safeguarding Committee.
- In the event of concerns or allegations about the DSL or Enjoy Education's handling of safeguarding concerns, allegations should be reported directly to the LADO. The same applies when there are concerns or allegations about the CEO.
- All members of staff and tutors should be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and tutors can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

20 Points of Contact

As Enjoy Education works across boroughs in London and with students in multiple locations, local points of contact cannot be listed in this policy. In order to find the relevant local authority or point of contact, reference should be made to the online tool for finding relevant contact details: [Report Child Abuse to Your Local Council](#)

Support for staff and tutors

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- National Association for People Abused in Childhood (NAPAC): napac.org.uk
- Mothers of Sexually Abused Children (MOSAC): www.mosac.org.uk

- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Child Exploitation and Online Protection (CEOP): www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 1: Definitions and indicators

Definitions of significant harm and the four types of abuse

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Safeguarding and Social Care have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

- **Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.
- **Physical abuse:** causing physical harm or injury to a child.
- **Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.
- **Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect

- Inadequate or inappropriate clothing
- Appears underweight and unwell and seems constantly hungry
- Failure to thrive physically and appears tired and listless
- Dirty or unhygienic appearance
- Frequent unexplained absences from school
- Lack of parental supervision

Physical abuse

- Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury
- Injuries in unexpected places or that are not typical of normal childhood injuries or accidents
- High frequency of injuries
- Parents seem unconcerned or fail to seek adequate medical treatment

Sexual abuse

- Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development
- Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend or girlfriend
- Continual, inappropriate or excessive masturbation
- Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, or pregnancy
- Unwillingness to undress for sports

Emotional abuse

- Developmental delay
- Attachment difficulties with parents and others
- Withdrawal and low self-esteem

Indirect indicators of abuse and neglect

- Sudden changes in behaviour
- Withdrawal and low self-esteem
- Eating disorders
- Aggressive behaviour towards others
- Sudden unexplained absences from school
- Drug/alcohol misuse
- Running away/going missing

Parental attributes

- Misusing drugs and/or alcohol
- Physical/mental health or learning difficulties
- Domestic violence
- Avoiding contact with school and other professionals

Definitions, signs and symptoms of other safeguarding issues

Child Sexual Exploitation (CSE) (2017, statutory definition)

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

Signs and Symptoms of CSE

Some of the following signs and symptoms may be indicators that a child is being sexually exploited:

- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Contracting sexually transmitted infections or becoming pregnant;
- Displaying mood swings or changes in emotional well-being;
- Misusing drugs and alcohol;
- Receiving odd calls and messages from outside their normal social network;
- Being secretive about who they are talking to and where they are going;
- Going missing for periods of time or regularly coming home late; and
- Regularly missing school or education or not having any education at all.

Criminal Exploitation of Children and County Lines

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Signs and Symptoms of Child Criminal Exploitation

Some of the following signs and symptoms may be indicators that a child is being criminally exploited:

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

Children Missing Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Peer-on-Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Honor-based Violence (HBV)

Honour-based violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. Forced marriage, female genital mutilation, and practices such as breast ironing are considered types of honour-based violence.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Signs and symptoms that a child may be at risk of FGM:

- Knowing that a mother or older sibling has undergone FGM;
- A girl talks about plans to have a 'special procedure' or to attend a special occasion/celebration to 'become a woman';
- A girl's parents state that they or a relative will take the child out of the country for a prolonged period, or school holidays or when attending for travel vaccinations.
- A girl may talk about a long holiday to her country of origin or another country where the practice is present⁵; and
- The girl is a member of a community that is less integrated into UK society and whose country of origin practices FGM.

Signs and symptoms that a child may have already undergone FGM:

- Difficultly walking, sitting or standing;
- Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- Soreness, infection or unusual presentation noticed by a practitioner when changing a nappy or helping with toileting;
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems;
- Having frequent unusual menstrual problems;
- Prolonged or repeated absence from school or college;
- A prolonged absence from school or college with personal or behaviour changes e.g. withdrawn, depressed;
- Being particularly reluctant to undergo normal medical examinations; and
- Asking for help or advice but not being explicit about the procedure due to embarrassment or fear.

⁵ For a list of countries where FGM is often practised, see page 9 of ['Multi-agency statutory guidance on female genital mutilation'](#) (2016).

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities or mental incapacity, cannot) consent to the marriage and violence, threats or any other form of coercion is involved. Coercion may include emotional force, physical force or the threat of physical force and financial pressure.