



Total Maths Tutoring Child Protection Policy

Total Maths Tutoring believes that all children and young people have the right to learn in a safe and caring environment. This includes the right to protection from all types of abuse. Those of us in a position of trust have to do everything possible to foster these rights. To do this, certain protections need to be in place to protect children, as well as those who work with them. Total Maths Tutoring takes seriously its responsibility towards safeguarding all children who engage with the company, with the focus being on their safety and welfare.

This policy is guided and referenced against the DfE's publication '*Keeping Children Safe in Education 2020*' and the '*NSPCC Website November 2020*'.

Who does the Total Maths Tutoring Child Protection Policy apply to?

Child protection and promoting the welfare of children applies to everyone who is employed by or is delivering services for Total Maths Tutoring. These include employees (full time and part time), tutors, volunteers, interns and contractors. This Child Protection Policy is available to all Total Maths Tutoring personnel who will be required to familiarise themselves with it. In addition, when Total Maths Tutoring enters into a partnership with another organisation relating to work with children, the partner will be required to observe Total Maths Tutoring's Child Protection Policy, and in turn, Total Maths Tutoring will receive a copy of the partner's policy if there is one.

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Policy Statement

General Principles

Total Maths Tutoring acknowledges it has a responsibility for the safety of children receiving our services. It also recognises that good safeguarding and child protection policies and procedures are of benefit to everyone involved with our work, including tutors and other staff, as they can help protect them from erroneous or malicious allegations. The purpose of the Total Maths Tutoring Child Protection Policy is to establish an environment in which the children with whom Total Maths Tutoring personnel come into direct or indirect contact are protected from abuse, are safe and are treated with dignity and to create an atmosphere in which children feel able to discuss openly any concerns they may have or any circumstances which may constitute abuse. The Child Protection Policy seeks to achieve this by setting out a series of behavioural guidelines and a management structure to implement the policy.

Total Maths Tutoring is committed to providing a safe environment for children.

- The child's welfare is paramount
- All children whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity, have the right to protection from abuse
- All suspicions and allegations of inappropriate behaviour will be taken seriously and responded to swiftly and appropriately
- As defined in *Keeping Children Safe in Education 2020*, anyone under the age of 18 years is considered to be a child

Total Maths Tutoring is committed to practices which promote the welfare of children and protects children from harm. All staff who have supervised or unsupervised access to or contact with children are required to:

- Recognise and accept their responsibilities;
- Develop awareness of the issues which can cause children harm; and
- Report concerns following procedures set out below.

Total Maths Tutoring will endeavour to safeguard children by:

- Adopting safeguarding procedures and will ensure that any individual that represents Total Maths Tutoring has read and understood *Keeping Children Safe in Education 2020 Part 1* and *Total Maths Tutoring Guidance on Conduct and Behaviour*;
- Reporting concerns to the appropriate authorities;
- Following carefully procedures for recruitment and selection of staff, tutors and volunteers
- Providing effective management for staff, tutors and volunteers through support and training.

Total Maths Tutoring is also committed to reviewing its Child protection Policy and Guidance on Conduct and Behaviour at regular intervals.

It is Total Maths Tutoring's policy that:

- Everybody working on behalf of Total Maths Tutoring accepts the responsibility to promote the welfare of children who come into contact with Total Maths Tutoring and that they will report any concerns about a child or somebody else's behaviour, using the procedures laid down.
- There is a Designated Safeguarding Lead (DSL) responsible for safeguarding and a Deputy DSL to act in their absence within Total Maths Tutoring, who will take action following any expression of concern.
- The DSL and their deputy know how to make appropriate referrals to statutory child protection agencies.
- All those who are involved with children on behalf of Total Maths Tutoring should adhere to the *Guidance on Conduct and Behaviour* in relation to children.
- Information relating to any allegation or disclosure will be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time scales for passing it on.
- The Children Act 2004 states "everyone has a duty to co-operate to improve the well-being of children". This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm.
- Total Maths Tutoring's Child Protection Policy will be referred to or included in recruitment, training, moderation and policy materials where appropriate, and the policies are widely available to all personnel and actively promoted within the organisation.
- A culture of mutual respect between children and those who represent Total Maths Tutoring in all its activities will be encouraged, with adults modelling good practice in this context.
- All tutors, staff, volunteers and anyone in paid or unpaid work on behalf of Total Maths Tutoring with supervised or unsupervised access to children will be vetted appropriately.
- It is part of Total Maths Tutoring's acceptance of its responsibility of duty of care towards children that anybody who encounters child protection concerns in the context of their work on behalf of Total Maths Tutoring will be supported when they report their concerns in good faith.



Conduct and Behaviour (Code of Conduct)

For Further guidance on conduct and behaviour please read *Total Maths Tutoring Guidance on Conduct and Behaviour*. This guidance was taken from *Keeping Children Safe in Education (DfE, September 2020)*. A copy of the guidance will be issued to every tutor. A copy is also available to view on Total Maths Tutoring's Tutor area on their website.

Designated Safeguarding Lead (DSL)

Total Maths Tutoring has appointed a Designated Safeguarding Lead (DSL) who is responsible for dealing with any concerns about the protection of children. At Total Maths Tutoring this person is Chantel Sheridan. The Deputy DSL will become responsible in their absence and is Craig Patterson.

The role of the DSL is to:

- Know which outside child protection agency to contact in the event of a child protection concern coming to the notice of Total Maths Tutoring
- Provide information and advice regarding safeguarding and child protection within Total Maths Tutoring and provide regular updates.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover.
- Liaise with local children's social care services and other agencies as appropriate.
- Keep relevant people within Total Maths Tutoring informed about any action taken and any further action required
- Ensure that a proper record is kept of any referral and action taken, and that this is kept safely and confidentially
- Review the operation of the Child Protection Policy regularly to ensure the procedures are working and that it complies with current and best practice.
- The DSL must be appropriately trained and advise Total Maths Tutoring of any significant legislation changes that may affect its operational activities.
- In the DSL's absence, the deputy will carry out DSL duties following all outlined procedures.

Procedure for Reporting Concerns

Staff or tutors could have their suspicion on concern raised in a number of ways, the most likely but not exhaustive of which are:

1. The conduct of a member of Total Maths Tutoring's staff or tutor
2. A child disclosing abuse
3. Bruising or other evidence of physical hurt
4. Unusual behaviour by a child
5. Overhearing a child's conversation with another person

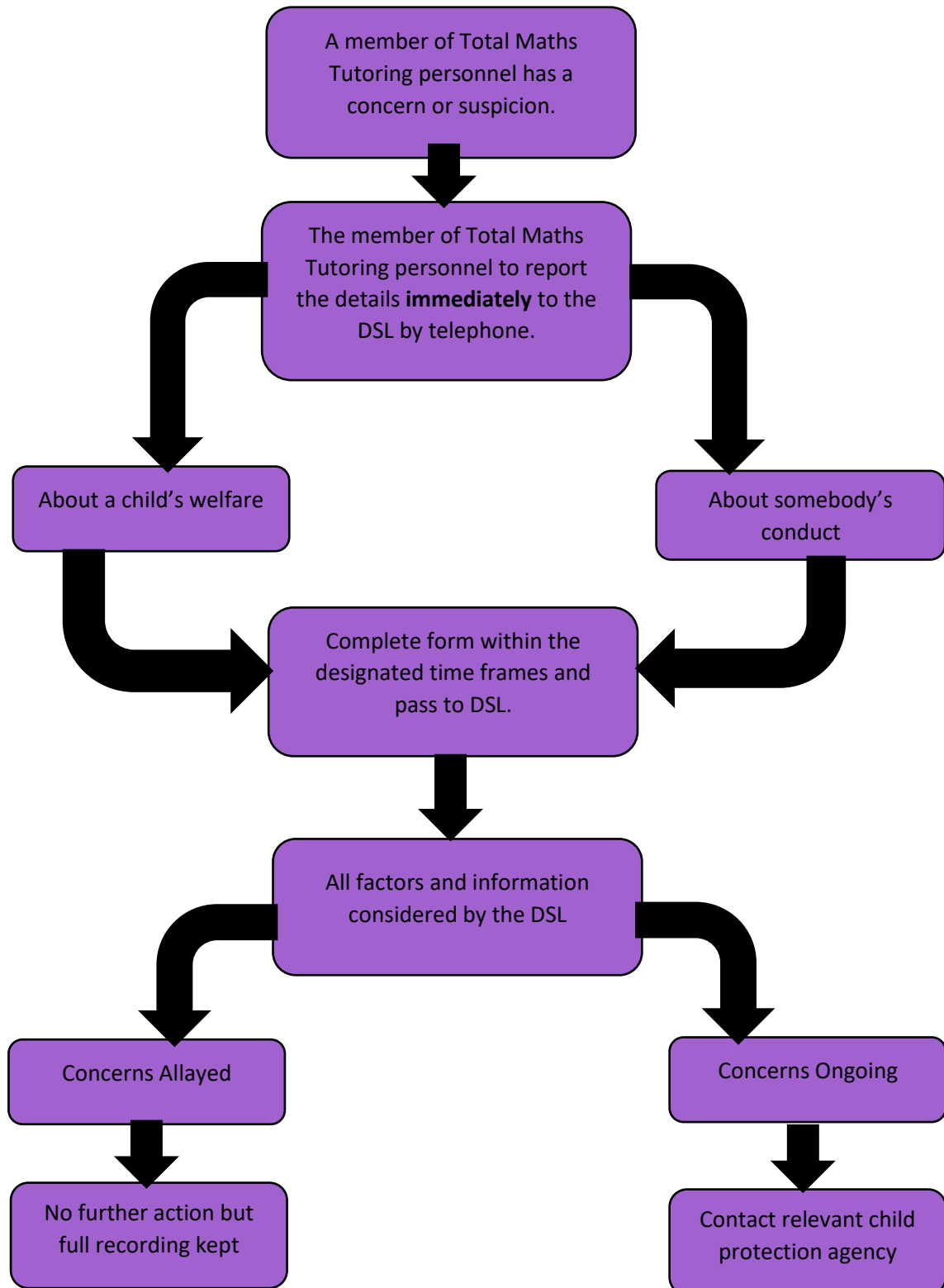
Where a Total Maths Tutoring personnel has a concern they must, in the first instance, contact the Designated Safeguarding Lead in the following way:

- Concerns should be reported immediately by telephone to the DSL and confirmed in writing via email at the earliest opportunity. Delay could prejudice the welfare of a child.
- If the concerns relate to the conduct of a member of staff or tutor, these should also be reported immediately, by telephone to the DSL. If the concern is about the DSL, then report to the Deputy DSL. Steps will be taken to fully support anyone who in good faith reports his or her concerns about a member of Total Maths Tutoring personnel and every effort will be made to maintain confidentiality for all parties while the allegation is considered. The DSL will consider the report and either refer this immediately to the authorities or, after taking appropriate advice, decide not to refer the concerns to the authorities but keep a full record of the concerns.
- All personnel should feel able to raise concerns about poor or unsafe practice and potential failures in Total Maths Tutoring's safeguarding regime, and know that such concerns will be taken seriously.
- Failure to follow Total Maths Tutoring's outlined procedure in reporting concerns may result in a Tutor being removed for Total Maths Tutoring's database or disciplinary action for a member of staff.

Where a member of Total Maths Tutoring personnel feels unable to raise an issue with Total Maths Tutoring or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. They can call the NSPCC Whistleblowing Advice Line on 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk.

Process Flowchart for Reporting Concerns

The below flowchart demonstrates the process by which child protection concerns will be addressed by Total Maths Tutoring.





Staff Training

Total Maths Tutoring ensures that all new staff and tutors undergo safeguarding and child protection training. Training is updated regularly. In addition, all staff and tutors receive safeguarding and child protection updates as necessary and at least annually.

Definitions of Abuse and Neglect

Abuse

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. Children may be abused by an adult or adults or by another child or children.

Sexual Abuse

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 in education.

Neglect

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. 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 Abuse

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.

All Definitions are taken from *Keeping Children Safe in Education (DfE, September 2020)

Definitions Related to Safeguarding Issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

All Definitions are taken from *Keeping Children Safe in Education (DfE, September 2020)



Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important Total Maths Tutoring to recognise the importance of information sharing between practitioners and local agencies. Total Maths Tutoring is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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.

DBS Checks

This procedure sets out Total Maths Tutoring's requirements in respect of carrying out criminal records (DBS Disclosure) checks, checks against the DBS Children's Barred Lists and a breakdown of the administrative arrangements made to ensure that these checks are carried out in accordance with relevant legislation and the DBS Code of Practice for Registered Bodies.

- All personnel who have potential 1:1 contact with children must have an up-to-date enhanced DBS check, which is processed by an authorised company and needs to be renewed every 3 years.
- Single Central Record – A Single Central Record of checks is kept to meet the requirements of the DBS and Safeguarding Policies, detailing all staff with contracts, volunteers and tutors have contact with children.
- Storage & Access – Total Maths Tutoring does not permit the retention of Disclosure information on applicant's personnel files. DBS information is viewed directly by the Designated Safeguarding Lead (DSL) and an authorised staff member only.
- Handling - This information will be dealt with strict confidentiality and conveyed to no other person. It is recognised that it is a criminal offence to convey information of this nature to any other person not entitled to receive it.
- Usage - DBS information is only to be used for the purpose of assessing an applicant's suitability for a role at Total Maths Tutoring regarding DBS checks undertaken.

Recruitment and Selection (Safer Recruitment)

Total Maths Tutoring has adopted appropriate recruitment and selection procedures for staff, tutors and volunteers in the context of safeguarding and child protection and these include the following:

- A clear definition of any role including Child Protection and Safeguarding responsibilities so that the most suitable appointee can be identified.
- Identification of key selection criteria.
- A wide circulation of information about vacancies to ensure equal opportunities.
- Confirmation of the identity of the applicant.
- Requirement to declare previous convictions and obtain an Enhanced with barred list DBS check, for those candidates whose work will bring them into contact with children or who will have a management responsibility in relation to those whose work does bring them into such contact.
- A clear guarantee that disclosed information will be treated in confidence and not used against applicants unfairly, including adherence to the Disclosure and Barring Service code of practice.
- Documentary evidence of qualifications.
- Use of several selection techniques to maximise the chance of safe recruitment, e.g. interview, references, checks.
- Written references not testimonials.
- Dates and organisations of a full career history (to include any gaps and associated reasons)

Responding Appropriately to a Child Making an Allegation of Abuse

- Stay calm.
- Listen carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets.**
- Tell the child that the matter will only be disclosed to those who need to know about it.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next, and with whom the information will be shared.
- Record in writing what was said, using the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Safeguarding Lead in the organisation.
- Report to Total Maths Tutoring's Designated Safeguarding Lead (or equivalent) as soon as is practically possible.

Appendix A – Form for Reporting Child Protection Concerns

CONFIDENTIAL	
Where a referral is made, this form will be sent to the appropriate services as a written confirmation of the referral with a copy retained by the DSL.	
Name of Child:	Age (if known):
Address (of where incident or disclosure occurred):	Date (of where incident or disclosure occurred):
What prompts your concerns? Please be specific and include the dates and time of any incidents.	
Were there any physical or behaviour signs? Any other causes for concern?	
Have you spoken to the child? If so, what was said? Please be specific and include the dates and time of the conversation.	
Have you spoken to the child's parents/carers? If so, what was said? Please be specific and include the dates and time of the conversation.	
Has anybody been alleged to be the abuser? If so give details.	
Your full name:	Your contact details:
Your signature:	Today's date:

This form must be copied to the body of an email and then completed, before being emailed marked "Private & Confidential", to Total Maths Tutoring's Designated Safeguarding Lead. You should not save a completed copy of this form to your personal device or print a physical copy