

Child Protection Policy and Procedures

All reports regarding child protection or safeguarding should be made directly to the Tutors Green Designated Safeguarding Lead (DSL) on **07946223269 (Name of DSL: Matthew Briars)**. This number is used for child protection issues and is monitored between 9am and 9pm, seven days a week by the DSL. If you can't get hold of the DSL, please contact the appointed Deputy Designated Safeguarding Lead (DDSL) on **07951216882 (Name of DDSL: Nicola Barnham)**.

Call 999 if a child is in immediate danger.

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1. Aims of the Tutors Green Child Protection Policy and Procedures

Tutors Green is committed to the safeguarding of children and vulnerable adults. Children are defined as anyone up to the age 18 years. This policy creates a framework to ensure that appropriate measures are taken by both Tutors Green staff and tutors; and both are aware of their responsibilities to identify, report and manage incidents of abuse or potential abuse against children or vulnerable adults.

This includes:

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Ensuring that everyone involved is child centred - i.e. the needs and views of the children are paramount

2. Policy Basis

This policy has been compiled with reference to the following key Legislation/Guidance:

- United Nations Convention of the Rights of the Child (1989)
- The Education Act 2002
- Sexual Offences Act 2003
- The Children Acts 1989 & 2004
- The Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Safeguarding Children and Safer Recruitment in Education (DfE 2006)
- Childcare (Disqualification) Regulations 2009
- Working together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education (DfE 2023)
- Domestic Abuse Act (2021)

3. Types of Abuse

The Department for Education (DfE) defines 4 types of abuse:

3a. Physical Abuse

Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also include fabricating the symptoms of, or deliberately inducing, illness.

3b. Emotional Abuse

Persistent emotional maltreatment of a child causing severe and adverse effects to emotional development. Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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 participating in normal social interaction.
- Seeing or hearing the ill treatment of another (for example violence in the home).
- Serious bullying (including cyber bullying), 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.

3c. Sexual Abuse

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.

Sexual abuse 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.
- 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 (including via the internet).
- Discussions relating to sexual behaviour, human reproduction or interpersonal interaction between humans of both/either sex where it is not relevant to the specific lessons being undertaken

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3d. 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 include:

- Maternal substance abuse during pregnancy.
- 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.
- Neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues that may indicate abuse include:

- Bullying including cyber-bullying
- Child criminal exploitation (county lines)

- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation/extremism
- Sexting
- Teenage relationship abuse
- Trafficking
- Young runaways

4. Additional vulnerabilities

It is important to be aware that children who have additional vulnerabilities may be more susceptible to abuse. Therefore, such children may need further safeguards in place to reduce the potential risk of abuse and neglect. Working Together to Safeguard Children 2018 provide useful guidance on children and young people who may be particularly vulnerable to abuse:

- The child is disabled and has specific additional needs.
- The child is a young carer.
- The child is at risk of being radicalised or exploited.
- The child is in a family circumstance presenting challenges for the child, such as domestic violence, adult mental health issues or drug/alcohol abuse by the parents.
- The child is a looked after child or has recently returned home after being in care.
- The child frequently goes missing from home.

This is not an exhaustive list.

5. Looked after Children

A child who is subject to a care order (or an interim care order) or who is accommodated by the local authority (looked after by a local authority) is referred to as a looked-after child.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL and DDSL will ensure that staff and tutors have the skills, knowledge and understanding necessary to keep looked after children safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Appropriate staff will be provided with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff will also be given appropriate information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

6. Online Safety

Tutors Green is committed to the online safety of students, tutors and staff. Our Online Tuition Policy and Procedures outlines best practice and procedures for online tuition, codes of conduct for students and tutors, and guidance for parents/carers keeping children safe online.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

Content, Contact and Conduct

1. Content- being exposed to illegal, inappropriate or harmful material, for example:

- pornography
- fake news

- racist material
- or radical and extremist views.

2. Contact - being subject to harmful online interaction with other users, for example:

- commercial advertising
- as well as adults posing as children or young adults

3. Conduct - personal online behaviour that increases the likelihood of, or causes, harm. For example:

- making, sending and receiving explicit images
- or online bullying.

Lessons conducted online must take place on a secure platform, agreed with by the family and the DSL/DDSL. Tutors must take precautions to safeguard students from online harm, and report any alleged breaches of online safety to the DSL/DDSL immediately.

7. Roles and Responsibilities - Tutors Green Designated Safeguarding Lead (DSL)

The DSL is the lead officer responsible for Child Protection within Tutors Green. This includes:

- Reporting all allegations made against staff or candidates to the Local Authority Designated Officer (LADO)
- Referring all cases of suspected abuse to the relevant local authority or school child protection officer
- Briefing the board of any relevant child protection issues that arise
- Managing child protection related information. Ensure child protection files are stored appropriately and respond to requests for information sharing from the local authority or other agencies
- Providing support, advice and expertise to staff and tutors on matters of safety and safeguarding and when deciding whether to make a referral by liaising with other relevant agencies
- Ensuring continuous development and review of child protection policies and procedures
- Ensuring all staff and tutors receive adequate training and support re-

lating to child policy and procedures so that policies are known and used appropriately

- DSL and DDSL undergoing appropriate child protection training at least every two years
- Ensuring the DSL contact number is covered during prescribed hours either personally or by a named deputy who is appropriately trained or resourced to carry out all described duties.

The DSL has the status and authority within the organisation to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff and tutors.

8. Roles and Responsibilities - All staff, tutors and volunteers

All Tutors Green staff and tutors have a responsibility to:

- Read and understand provided materials relating to child protection;
- Ask questions or seek clarifications where required policy and guidance are not understood;
- Follow guidance and procedures appropriately, including responding to disclosures, escalating all referrals or related information to the DSL immediately and respecting confidentiality.

Tutors Green staff must pay close attention to the requirements set out for safer recruitment, following associated guidance and procedures during the recruitment stages of staff and tutors.

Safeguarding should be an agenda item at meetings and discussed routinely. Tutors Green promotes an open culture where everyone feels comfortable and confident raising concerns about safety and welfare in the knowledge that they will be listened to and taken seriously. Tutors Green also encourages staff to suggest new ideas for improving practice, and understand that ongoing vigilance is vital to keeping everyone safe.

9. Child Protection Procedures - Responding to a Disclosure

All staff and tutors must be aware of how to respond to a disclosure of information, which leads to child protection concerns. A disclosure can be made by a child or adult about themselves or another child or adult.

When information is shared with you, which causes concerns of possible abuse, your requirement is to accept the information being shared without influencing it, as well as providing support and reassurance to the child and managing expectation. When information is disclosed you must:

- Be clear that confidentiality cannot be guaranteed. The safety of children overrules confidentiality concerns.
- Avoid leading questions. Listen carefully to what is being said and allow the child to speak without interruption as much as possible.
- Accept what you are being told without judgement and avoid overreacting with a strong emotional response, it is important to remain calm during the disclosure.
- Offer support and explain to the child they have not done anything wrong by sharing the information with you.
- Clearly and calmly explain what you will do next and that you will need to share what has been discussed with another adult who can help.
- Immediately after the disclosure make a written record of events (using the Tutors Green 'Safeguarding Concern Report Form' - Appendix). Be as clear and precise as you can, use the same words the child used, make note of the date, time, venue, who was present and the behaviours, mood and actions of the child during the disclosure. Do not create this record during disclosure. Your full attention should be given to the disclosure itself and making notes may influence what information is shared.
- It is not your role to investigate. **You must always refer, never investigate yourself.**

What to do if you have a concern relating to child protection as a result of disclosure, observation of behaviour (of a child or adult), something another adult has said to you or any other reason for concern:

1. Tell the child what you will do next. Do not promise to keep the information a secret, reassure the child you will need to tell somebody else who can help.
2. Write down what you have been told / have observed. Do this as soon as possible

after the event using the Tutors Green 'Safeguarding Concern Report Form'. Try to avoid placing your own values on the record of events; use their own words and phrasing, not your own. Document the date, time and place of the event as well as who else was there. Make note of actions, behaviours and mood during the event.

3. Call 07946223269 and speak with the Tutors Green DSL or DDSL on 07951216882. In the unlikely event you cannot contact someone using the DSL number, contact the Tutors Green office and ask to speak with a senior manager.
4. Tutors Green DSL will review the referral and, where appropriate, share the information with the relevant child protection officer at the school/learning trust/virtual school/local authority and other agencies or LADO (Local Authority Designated Officer). The DSL will confirm to you what actions have been taken, who is the lead officer in charge of investigating and responding to the information and inform you what further involvement may be required of you. Await instruction, do not make independent decisions regarding, for example, informing the parents or other staff - the relevant authority (e.g. Tutors Green DSL or DDSL, School DSL/LA DSL/LADO/etc.) will manage a coordinated response and inform you of the decisions taken.
5. The Tutors Green DSL will create a regularly updated child protection log of the incident, inform relevant authorities of any disclosure and update the Tutors Green management team. Information will only be shared with relevant staff if there is a clear need for them to become involved.

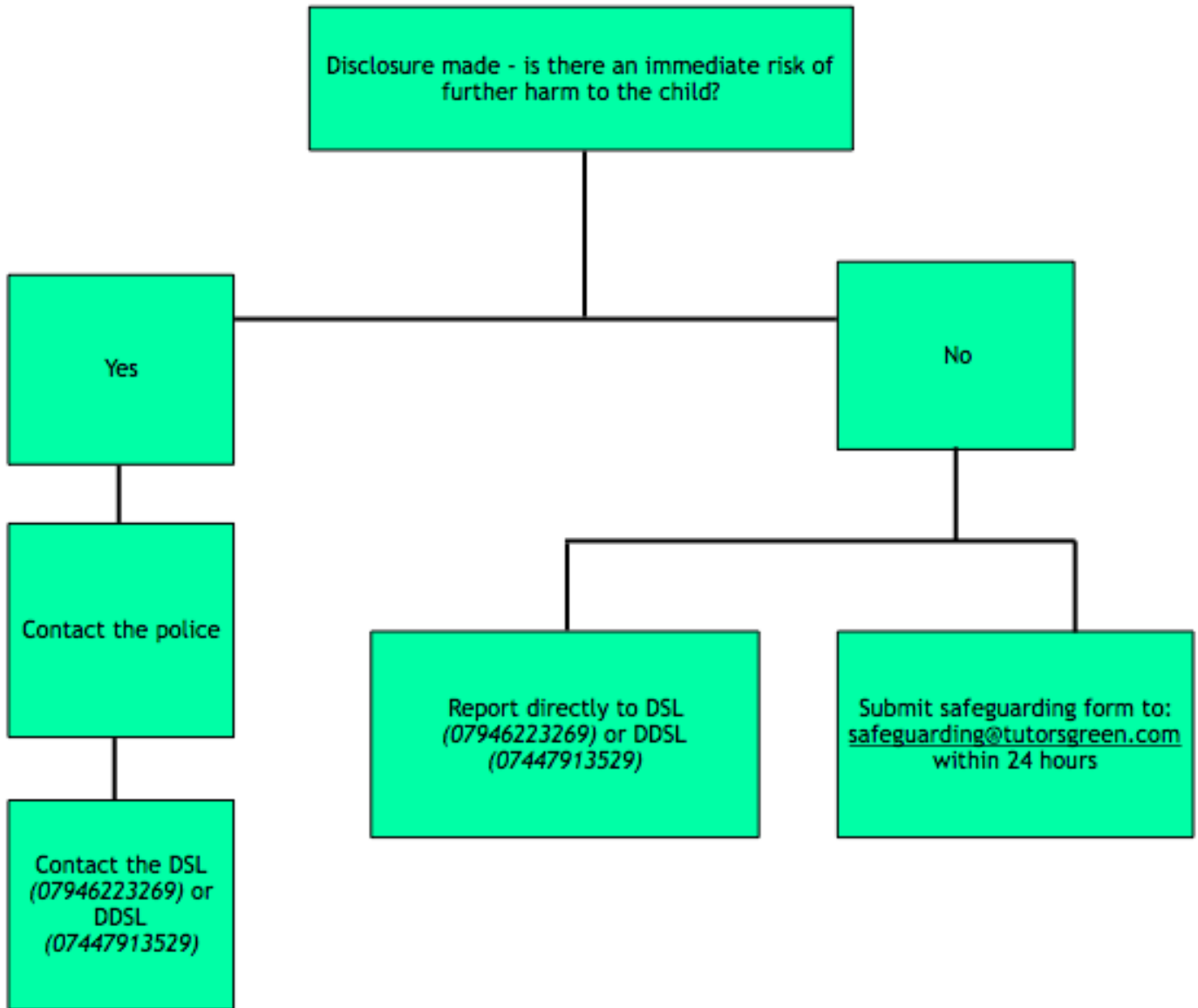
When information is shared internally, consideration will be given to the confidentiality of the child involved and information sharing will be limited to clearly relevant details only. All information sharing will be logged as part of the child protection file.

10. Child Protection Procedures - At Schools

Some of our work is at or for schools, either online or in-person. It is essential that tutors follow the specific safeguarding protocol at any school they are working with. Tutors attend a school-specific training induction before deployment at a school, where they are introduced to the school's DSL and receive their contact details for safeguarding purposes.

It is vital that tutors remain vigilant in their safeguarding practice when working at schools, and maintain that it is everyone's responsibility to safeguard children and young people. Any safeguarding concerns must be reported to Tutors Green's DSL/DDSL as well as the school's.

11. Flowchart of procedure after a disclosure is made



12. Support for employees

Tutors Green recognises that it can be upsetting when a child or young person discloses that they have suffered abuse. Employees/volunteers who have received a disclosure or who are being asked to participate in an investigation into poor practice or abuse can request wellbeing support from the Designated Safeguarding Officer.

13. Safer Recruitment

Everyone has a role to play to support the safeguarding of children. The following policy outlines specific measures taken by Tutors Green to ensure that: unsuitable people are not recruited into a position of trust with children, complaints or allegations against staff and tutors are investigated appropriately, and a clear code of conduct for staff and candidates is in place.

Tutors Green is committed to preventing people who pose a risk of harm from working with children. All our in-person tutors are thoroughly vetted and suitable steps are taken to prevent unsuitable candidates being registered with Tutors Green. This includes the following for all tutors:

- Interviews with two members of staff, which include an exploration of candidates' attitudes and approaches towards safeguarding.
- Review of work history and investigation of employment gaps.
- Satisfactory references from appropriate institutions commenting on the applicants suitability to work with children
- Using the Employer Access Service to check for Secretary of State Prohibition Orders where appropriate
- A person shall not commence work without a UK police check (Enhanced DBS) for all in-person tutors:
 - Police Records of Convictions, Cautions, Reprimands and Warnings, Information from the list held under Section 142 of the Education Act 2002, DBS Children's Barred List information, DBS Adults' Barred List information, Other information disclosed at the Chief Police Officer(s) discretion
 - Appropriate risk assessment carried out with DSL and at least one other suitable member of staff for any DBS containing information.
- Overseas Police Checks where appropriate.
- Verification of a candidate's identity, right to work in the UK and relevant quali-

fications verified through original documents.

- Signing of a declaration relating to the relevant 'Disqualification by Association' requirements.

On all appointment panels, we ensure that at least one staff member has undertaken accredited Safer Recruitment Training.

All Tutors Green staff undergo child protection training in line with this policy during their induction period and are given a copy of the child protection policy and procedures. Staff who visit schools or student premises as part of their core role are also subject to police checks as described above.

14. Training and Supervision

All staff, tutors and volunteers are required to attend a timetabled induction before commencing work with Tutors Green. Safeguarding is a central feature of this induction, as well as training on Tutors Green's own child protection policy and procedures. All new starters receive a copy of Tutors Green's training manual and attend a training session before they can commence work. Staff and tutors are required to attend refresher safeguarding training annually, as well as continuous CPD throughout the year.

Once a new Enhanced DBS check has been processed and cleared, Tutors Green Tutors must sign up to the DBS Update Service, whereby Enhanced DBS checks are processed annually, and can be checked any time online. Staff and tutors will not be permitted to work in regulated activity at Tutors Green until these checks have been refreshed.

Tutors are supervised through regular lesson and planning observations. Following a lesson observation, each tutor attends a one-to-one with a member of Tutors Green's Senior Leadership Team (SLT).

The DSL and DDSL are to take refresher child protection courses every two years. The DSL and DDSL will actively update their knowledge and skills, and keep up-to-date with developments in national safeguarding policy. The DSL and DDSL have a monthly meeting where they discuss current safeguarding news, Tutors Green's safeguarding practice from the previous month (including any areas for improvement), and notable changes in policy.

15. Allegations against Staff or Candidates

Allegations of abuse against staff or candidates can be made by either a child or an adult and should be made immediately to the DSL. Allegations made against the DSL should instead be made to another member of the senior management team or the appointed deputy DSL on **07951216882**, who will inform the other team members. Another suitable senior member of staff or the appointed deputy will then be appointed to take the place of the DSL in response to the allegation.

Following the notification of any allegation made against staff/candidates/a tutor, the DSL and DDSL will have an internal meeting to discuss next steps. Tutors Green may conduct an investigation into the allegations, where necessary, and will use national guidelines and frameworks for safeguarding investigations throughout this process.

Allegations will be referred to the relevant LADO by the DSL and the subject of the allegation will have their working arrangements reviewed. Suspension will be considered if:

- It is considered continuation may place a child at significant risk
- The allegations will require police investigation
- There are potential grounds for dismissal due to the seriousness of the allegations.

16. Whistleblowing Policy

Whistleblowing refers to making a protected disclosure under the Public Interest Disclosure Act 1998.

Whistleblowing is when someone 'raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation' (NSPCC).

By encouraging a culture of openness, Tutors Green wants to encourage staff to raise issues which concern them at work. Staff have a right and duty to raise matters of concern they may have about the services being offered by Tutors Green or serious malpractice associated with them. Staff may be worried that by reporting such issues they will be opening themselves up to victimisation or detriment, or risking their job security. However, all staff are protected by law, if they raise concerns in the right way. Provided they are acting in good faith, it does not matter if they are mistaken.

Issues raised by staff will be addressed quickly and effectively. Although this list is not exhaustive, examples of situations in which a disclosure might be made are:

- A criminal offence has been committed, is being committed or is likely to be committed.
- Improper conduct or unethical behaviour.
- A legal obligation has been breached.
- The health or safety of any individual has been endangered.
- Attempts to conceal any of the above

Any allegation of misconduct by staff, tutors or volunteers at Tutors Green must be reported immediately to the DSL/DDSL.

If unable to raise concerns internally, please consult the NSPCC Whistleblowing Helpline on 0800 028 0285.

17. Code of Conduct

Tutors Green is committed to safeguarding the welfare of children and requires its tutors to share this commitment.

Tutors are required to provide a safe learning environment for the student and themselves during lessons and immediately refer safeguarding concerns to the Tutors Green Designated Safeguarding Lead (DSL), this includes but is not limited to:

- Never asking a student personal questions about their background.
- Acting as a positive role model, displaying consistently high standards of behaviour and being aware of the position of trust.
- Ensuring that lessons take place in an appropriate location.
- Ensuring that you are not alone with the student. This applies before, during and after the lesson.
- Not promising to keep secrets.
- Not providing transport for the student to or from the lesson, or organising transport on the students' behalf.
- Not sharing personal contact details such as mobile phone number or email address (unless it's an exceptional circumstance in which the exchange of contact information has been agreed/signed off by the Local Authority/DSL and parent/carer).

- Ensure all communication with persons under 18 is conducted with parental consent. Any text messages or emails with children or young people must be for the sole purpose of facilitating arrangements. It is better practice to jointly communicate with the parent/carer/school and child.
- Staff, tutors and volunteers will not exchange social media contact information. In a scenario where a young person tries to communicate with a staff member, tutor or volunteer on social media, it should not be responded to and it must be reported to DSL/DDSL immediately.
- Not making physical contact with students.
- Always use language that is child appropriate and socially acceptable.
- Maintaining appropriate professional boundaries with children and young people, and not displaying behaviour that could be misinterpreted. This includes contact between tutors/staff with students/families/carers to arrange lessons, which must be at appropriate times of day.
- Contact between student and tutor ends once a pairing has ended, as it can no longer be monitored by Tutors Green. As an exception to this, Year 11 and 13 students are permitted to contact their tutors after the August Results Day each year regarding their results.
- Treat all children and young people equally and with respect and dignity.
- Always put the welfare of the child or young person first.
- Immediately referring suspected signs of neglect and abuse (including physical or emotional or sexual) to the DSL. **You must always refer, never investigate yourself.**

18. Misconduct includes but is not limited to:

The following are regarded as poor practice when working with children and all employees, workers, volunteers must avoid such behaviour:

- Promising confidentiality to young people in any situation.
- Allowing abusive or concerning practices, allegations or disclosures to go unreported or not acted upon. If you have reported the matter to the relevant person within Tutors Green and it has not been dealt with correctly, consult the Whistleblowing procedure in this document.
- Spending unnecessary amounts of time alone with children and young people away from others.
- Taking children or young people to your home or any location where they will be alone with you.

- Engaging in rough, physical or sexually provocative games of any type, even those which you may consider to be simply ‘horseplay’ or ‘banter’. This is never appropriate and should be avoided.
- Encouraging, allow or engage in inappropriate touching of any form.
- Placing children in potentially compromising and uncomfortable situations with adults (e.g. inappropriate use of social media with a young person).
- Allowing children or young people to use inappropriate language or action without being challenged or corrected, for example hazing or bullying.
- Buying gifts for children or young people. In an instance where a student requires supplies in order to fulfill tuition (eg. Paper and pens, laptop) tutors must contact the DSL/DDSL.
- Making sexually suggestive comments to a child or young person.
- Doing things of a personal nature that the child or young person can do for themselves.
- Responding to any online communication from a young person, for example on a social networking site.
- Giving continued and unnecessary preferential treatment to individuals.
- Taking photographs of young people.

Please note that lists 17 and 18 are not exhaustive but merely providing examples of the types of behaviour you should promote or avoid respectively.

19. Neutral Notification (Low-Level Reporting)

The following is taken from Keeping Children Safe in Education September 2023:

‘407. As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

408. Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or col-

lege are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

409. The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- *is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.*

410. Examples of such behaviour could include, but are not limited to:

- *being over friendly with children;*
- *having favourites;*
- *taking photographs of children on their mobile phone;*
- *engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,*
- *using inappropriate sexualised, intimidating or offensive language.*

411. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

412. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.’

Rationale

1. It is accepted that there are occasions when staff and tutors have to act in a particular way in order to protect the health, safety and welfare of their students. Such situations could put the adult in a potentially vulnerable position and perhaps cause them, with hindsight, to consider that they might have chosen to act in a different manner.

2. There may be occasions when an incident occurs which is out of the ordinary and which causes a member of staff to have doubts about the behaviour of an adult towards a student or another child [Such doubts which fall below the threshold for a Safeguarding Concern Report].
3. There may also be occasions when a member of staff has concerns about how their own behaviour in a specific situation might be misinterpreted. It is important that any occasions or incidents which might give rise to such concerns are reported to the DSL. In the vast majority of cases, there will be a perfectly innocent and reasonable explanation for what has occurred.

Procedure

The procedure for self-reporting or reporting a concern of this nature is called 'Neutral Notification'.

The purpose of Neutral Notification is to protect both students and tutors, and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

The circumstances in which tutors should make a Neutral Notification are as follows:

- any incident where they feel that their actions or behaviour towards a student could be misinterpreted;
- any incident which a tutor/staff member is aware of actions of a colleague towards a student which could be misinterpreted;
- any incident of which a tutor/staff member is aware where the interactions of a colleague with a student are not appropriate to the pupil's age or need at that time;
- inadvertent email, messaging, use of social media sites or other communication between adults and students outside agreed protocols;
- any unsupervised contact with a student other than in the context of a one-to-one lesson or discussion about academic, extracurricular or pastoral issues or other situations which fall within expected boundaries of professional conduct;
- any inadvertent and potentially inappropriate social contact with students outside of school (such as restaurants or pubs);

This is not an exhaustive list but representative.

Anything which causes staff to have a 'nagging doubt' about the way in which other adults behave or interact with students (or their own actions could be viewed) should be notified, in order to protect both students and the members of staff involved.

Where a member of staff is the subject of a notification [self-notification or by a colleague] they will suffer no detriment or stigma. Notifications of these types are a neutral act, and the DSL will, on receipt of a notification, determine how to best approach the issue.

How to make a Neutral Notification report

1. Neutral Notifications can be made verbally/in person in the first instance.
2. The person reporting a Neutral Notification may then be asked to complete a Neutral Notification Form (the Neutral Notification form is available to all staff/tutors by email, and is in the Appendix of the Tutors Green Child Protection Policy and Procedures).
3. The completed Neutral Notification Form should be sent to the DSL.
4. The DSL will then log the Neutral Notification and monitor where necessary.

The DSL will receive all Neutral Notifications. Such records will be kept confidentially and shared with the relevant safeguarding team and relevant agencies only in cases where it leads to a Safeguarding Report being generated and such liaison / reporting is required.

A staff member who makes a Neutral Notification in good faith will suffer no detriment as a result but failure to make a Neutral Notification could, however, constitute misconduct and lead to the implementation of the Tutors Green's Disciplinary Procedure.

NB. Where there is evidence that a professional boundary has been broken and the threshold for a Safeguarding Concern Report has been met, Neutral Notification must be bypassed and the usual Safeguarding Concern reporting lines must be followed.

20. Minor incidents

If a staff member or tutor notices something that happens during a session which they feel should be reported - even if it does not meet the threshold of a safeguarding concern - they must complete an Incident Report Form (Appendix 3). The completed form must be sent to the DSL/DDSL within 24 hours of the session. The DSL and DDSL will then have an internal meeting about next steps, and may share this form with the relevant authorities.

APPENDIX 1 - SAFEGUARDING CONCERN REPORT FORM

Logging a concern about a child's safety and welfare

(All concerns must be recorded in this form but the Designated Safeguarding Lead (DSL) (Matthew Briars - 07946223269) or Deputy Designated Safeguarding Lead (DDSL) (Nicola Barnham - 07951216882) at Tutors Green must be informed immediately about all disclosures by a child of abuse and any situation where a child may be at immediate risk of harm at the end of their tuition lesson or at the end of the school day. This form should then be filled in and emailed to the DSL as soon as possible after the DSL or DDSL has been informed by telephone).

Pupil's Name:	Pupils Date of Birth:	Year Group:	
Date:	Time (of writing this record):		
Name of person completing this form (please print):			
Job Title:			
Signature:			
Reason(s) for recording the incident/concern (headline):			
Record the following factually: <u>When</u> (date & time of incident or concern arising)? <u>Where</u> did your concerns arise? <u>Who else</u> - were any other people present? <u>What exactly</u> did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks.			
NB if additional pages are used, these must be attached securely to this form			

Additional, relevant observations: Facts of the incident/concern should be recorded in the box above. Please record any additional relevant observations/impressions here (e.g. something you have noticed previously). Please be detailed in your response and use examples if applicable.
Action taken, including names of everyone spoken to about the incident/concern:
Name of Designated Safeguarding Lead this form was passed to:
Date and time incident/concern was shared with Designated Safeguarding Lead:

(Please check to make sure your report is clear)

NOW PLEASE EMAIL THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD FOR COMPLETION OVERLEAF *(NB by end of working day at latest if child is not at immediate risk of harm)*

(Following sections to be completed by Designated Safeguarding Lead)

Time & date information received by DSL and from whom	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
DSL's analysis of presenting issues/concerns and advice received	

<p>Action taken (referral to or consultation with Learning Trust/Virtual School/School/Organisation/Local Authority or Local Children’s Services team/ monitoring advice given to appropriate staff/ Early Help etc.) If decision not to refer, state reason.</p> <p>Note time/date/names/ who information shared with and when etc.</p>	
<p>Outcome</p> <p>(Include names of individuals/agencies who have given you information regarding outcome of any referral (if made))</p>	
<p>Parents informed Yes/no - reasons if no</p>	
<p>Where can additional information regarding child/ incident be found? (E.g. pupil file, serious incident book)</p>	
<p>Signed</p>	
<p>Printed Name</p>	
<p>Date</p>	



Date/time/how member of staff submitting this form received feedback about action taken from DSL (please circle below as appropriate)		Date:	Time:
Face to face	Phone call	Email (copy retained)	
Signature of reporting M of S	Signature of reporting M of S		

APPENDIX 2 - NEUTRAL NOTIFICATION FORM

Neutral Notification Report Form

Name of person completing form:	
Name of person form concerns:	
Date and time of incident:	
Date and time of writing this record:	
Name of Designated Safeguarding Lead this form was passed to:	

Notification: Include details of situation below:

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APPENDIX 3 - MINOR INCIDENT REPORT FORM

Name of person completing form:	
Name of person form concerns:	
Date and time of incident:	
Date and time of writing this record:	
Name of Designated Safeguarding Lead this form was passed to:	
Date this incident was passed to the Designated Safeguarding Lead:	

Record: Description of the incident:

N.B. When recording an incident involving a child/young person (CYP), under no circumstances should you take a photograph of the CYP without the permission of a legal guardian. In the rare circumstance that you are required to take a picture, there must be evidence of the guardian's consent for this photo to be taken eg. A signature. This evidence must be available to share with Tutors Green when requested.



Action taken:

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Date:

Signature: