

Safe Guarding and Child Protection Policy

The Department for Education outlines the following important distinction between child protection and safeguarding:

Safeguarding and promoting the welfare of children is defined as:

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children.

However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This document will deal with both the safeguarding of children and specific child protection in the context of the Clare's Learning Club.

Introduction

Everyone who participates in the Clare's Learning Club is entitled to do so in an enjoyable and safe environment. The Clare's Learning Club has a moral and legal obligation to ensure that, when given responsibility for young people, the teachers and the volunteers provide the children with the highest possible standard of care. The Clare's Learning Club is committed to devising and implementing policies so that the teachers and the volunteers understand that they are responsible for safeguarding children from harm and abuse. The Clare's Learning Club teachers and volunteers need to follow the appropriate procedures to protect children and to report any concerns about their welfare to appropriate authorities. The aim of this policy is to promote good practice, providing children and young people with appropriate safety/protection whilst in the care of the Clare's Learning Club and to allow Clare's Learning Club teachers and volunteers to make informed and confident responses to specific child protection issues.

A child/young person is defined as a person under the age of 18 (Children's Act 1989)

Policy Statement

Clare's Learning Club is committed to the following:

III The welfare of the child is paramount.

III All children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in the Clare's Learning Club in a fun and safe environment.

III All reasonable steps will be taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.

III All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately.

III All Clare's Learning Club teachers and volunteers will be recruited with regard to their suitability for that responsibility, and will be provided with guidance and training in good practice and child protection procedures.

III Working in partnership with parents and children is essential for the protection of children. Monitoring and reviewing the policy and procedures The implementation of procedures should be regularly monitored and reviewed. The welfare officer should regularly make a report which details progress, challenges, difficulties, achievements, gaps and areas where changes are required. This report should be used to review and update procedures when appropriate. The safeguarding and child protection policy should be reviewed every 3 years or whenever there is a major change in the organisation or in relevant legislation.

Tutor online code of conduct

All tutors who volunteer to tutor through Clare's Learning Club online sessions are required to adhere to the following code of conduct:

- Tutors will only conduct online tutoring with their pupils at the designated tutoring times and dates advertised by Clare's Learning Club.
- Tutors will disable to chat feature in order that children can only message the host of the meeting, unless to be used as a teaching tool.
- Tutors will conduct online tutoring either in a workplace or location that does not expose personal information or access to inappropriate background content.
- Tutors will be dressed appropriately in a manner that would be suitable for their attendance at a school in person.
- Tutors will keep their video stream 'on' for the duration of their sessions, unless an agreed break is taking place.
- Tutors will not record video, still images or audio of any tutoring sessions without a prior signed agreement with parents.

- Tutors will never disclose their phone, email or other communication details with their pupil nor request their pupils' through the online platform.
- Tutors will conduct their sessions without disruption (mobile phones should be set to silent and away from gaze) or supervision by any other persons not approved by Clare's Learning Club.
- Tutors will not share any links to online content or websites that contain anything other than educational resources that directly link to the content of their sessions and Clare's Learning Club workbooks. If in doubt of the validity of any websites or material please get in contact with the Clare's Learning Club team.
- Tutors consent to the recording and safe storage of online sessions for up to one term past the date of recording, unless recordings are deemed to be needed by the Designated Safeguarding Officer. This is for monitoring and safeguarding purposes only.
- Tutors consent to the monitoring of all online sessions by Clare's Learning Club staff either live during the tutorial or afterwards in a systematic random review of safeguarding procedures.

Pupil online code of conduct

All parents who sign up with Clare's Learning Club agree to the following code of conduct for their pupils involved in online sessions:

- Pupils will only receive online tutoring at the designated tutoring times and dates advertised by Clare's Learning Club.
- Pupils will be dressed appropriately in either their uniform or appropriate attire for attendance at a school event.
- Pupils will conduct online tutoring either in a workplace or location that does not expose personal information.
- If broadband speed permits, pupils will keep their video stream 'on' for the duration of their sessions.
- Pupils will have any mobile phones on silent and out of gaze during sessions, or completely away as dictated by their school's policy.
- Pupils will not record video, still images or audio of any tutoring sessions.
- Pupils will never disclose their phone, email or other communication details with their tutor nor request those of their tutor through the online platform.
- Pupils will not share any links to online content or websites that contain anything other than educational resources that directly link to the content of their sessions and Clare's Learning Club work books.

- Pupils will not take any screenshots of sessions.
- Pupils consent to the recording and safe storage of online sessions for up to one term past the date of recording, unless recordings are deemed to be needed by the Designated Safeguarding Officer.
- Pupils consent to the monitoring of all online sessions by Clare's Learning Club staff either live during the tutorial or afterwards in a systematic random review of safeguarding procedures.

Promoting Good Practice

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of teachers or volunteers at the Clare's Learning Club to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 4.

This section will help you identify what is meant by good practice and poor practice.

Good Practice

All personnel should adhere to the following principles and action:

- III Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- III Make the learning experience fun and enjoyable: promote fairness, confront and deal with bullying.
- III Treat all young people equally and with respect and dignity.
- III Always put the welfare of the young person first.
- III Avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given.
- III Be an excellent role model, this includes not smoking or drinking alcohol in the company of young people.
- III Always give enthusiastic and constructive feedback rather than negative criticism.
- III Recognising the developmental needs and capacity of the young person and do not risk

sacrificing welfare in a desire for club or personal achievements. This means avoiding excessive pressure or homework and not pushing them against their will.

III secure written parental consent for the club to act in loco parentis, to give permission for the administration of emergency first aid or other medical treatment if the need arises

III keep a written record of any injury that occurs, along with details of any treatment given

Poor Practice The following are regarded as poor practice and should be avoided by all personnel:

III Unnecessarily spending excessive amounts of time alone with young people away from others.

III Taking young people alone in a car on journeys, however short.

III Taking young people to your home where they will be alone with you

III Engaging in rough, physical or sexually provocative games, including horseplay.

III Allow or engage in inappropriate touching of any form.

III Allowing young people to use inappropriate language unchallenged.

III Making sexually suggestive comments to a young person, even in fun.

III Reducing a young person to tears as a form of control.

III Allow allegations made by a young person to go unchallenged, unrecorded or not acted upon.

III Do things of a personal nature that the young person can do for themselves. If during your care you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as soon as possible to another colleague and make a written note of it. Parents should also be informed of the incident.

Defining Child Abuse

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability.

There are four main types of abuse: physical abuse, sexual abuse, emotional abuse and neglect. The abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly or may be responsible for abuse because they fail to prevent another person from harming the young person.

Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood

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Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

Types of Abuse

Ill Physical Abuse: where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, and drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

This category of abuse can also include when a parent/carer reports non-existent symptoms or illness deliberately causes ill health in a young person they are looking after. This is called Munchausen's syndrome by proxy.

Emotional Abuse: the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved and inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse. Emotional abuse in a learning environment may occur when the young person is constantly criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying.

Bullying may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying. It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments). In a learning environment bullying may arise when a parent or coach pushes the young person too hard to succeed, or when another child taunts a child that did not perform as well in a test or task.

Neglect occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. © The Clare's Learning Club 2012. Not to be reproduced in any form or by any means without the written permission of The Clare's Learning Club.

Refusal to give love, affection and attention can also be a form of neglect.

Neglect in a learning environment could occur when a teacher does not keep the young person safe.

Sexual Abuse occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

III Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.

III An injury for which an explanation seems inconsistent.

III The young person describes what appears to be an abusive act involving them.

III Another young person or adult expresses concern about the welfare of a young person.

III Unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper.

III Inappropriate sexual awareness.

III Engaging in sexually explicit behaviour.

III Distrust of adults, particularly those whom a close relationship would normally be expected.

III Difficulty in making friends.

III Being prevented from socialising with others.

III Displaying variations in eating patterns including over eating or loss of appetite.

III Losing weight for no apparent reason.

III becoming increasingly dirty or unkempt Signs of bullying include:

III behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to take part.

III an unexplained drop off in performance

III physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes

III a shortage of money or frequents loss of possessions. It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is NOT the responsibility of those working in the Clare's Learning Club to decide that child abuse is occurring. It IS their responsibility to act on any concerns. Use of Photographic/Filming Equipment at the Clare's Learning Club. Filming or photography will only take place at the Clare's Learning Club with the written consent of the parents and at the discretion of the franchisor. Responding to Suspicions and Allegations It is not the responsibility of anyone working in the Clare's Learning Club in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a responsibility to act on any concerns through contact with the child protection officer so that they can then make inquiries and take necessary action to protect the young person. This applies BOTH to allegations/suspicions of abuse occurring within the Clare's Learning Club and to allegations/suspicions that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions.

Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused, you should:

III Stay calm so as not to frighten the young person.

III Reassure the child that they are not to blame and that it was right to tell.

III Listen to the child, showing that you are taking them seriously.

III Keep questions to a minimum so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.

III Inform the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.

III Safety of the child is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue.

III Record all information

III Report the incident to the club/welfare officer

In all cases that you are not sure of contact: the NSPCC 24 hour help line Tel No: 0800 800 500

Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions.

Information should include the following:

- III the child's name, age and date of birth
 - III the child's home address and telephone number
 - III whether or not the person making the report is expressing their concern or someone else's
 - III the nature of the allegation, including dates, times and any other relevant information
 - III a description of any visible bruising or injury, location, size etc. Also any indirect signs, such as behavioural changes
 - III details of witnesses to the incidents
 - III the child's account, if it can be given, of what has happened and how any bruising/injuries occurred
 - III have the parents been contacted? If so what has been said?
 - III has anyone else been consulted? If so record details
 - III has anyone been alleged to be the abuser? Record detail
- Reporting the Concern All suspicions and allegations MUST be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take. The Clare's Learning Club expects teachers and volunteers to discuss any concerns they may have about the welfare of a child immediately with the club welfare officer and subsequently to check that appropriate action has been taken.

If the nominated club welfare officer is not available you should take responsibility and seek advice from the NSPCC helpline, the duty officer at your local social services department or the police. Telephone numbers can be found in your local directory.

Where there is a complaint against an employee or volunteer, there may be three types of investigation.

- III Criminal in which case the police are immediately involved.
- III Child protection in which case the social services (and possibly) the police will be involved.

III Disciplinary or misconduct in which case the Clare's Learning Club will be involved. As mentioned previously in this document the Clare's Learning Club teachers and volunteers are not child protection experts and it is not their responsibility to determine whether or not abuse has taken place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection. Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

NB: If there is any doubt, you must report the incident: it may be just one of a series of other incidences which together cause concern

Any suspicion that a child has been abused by a Clare's Learning Club teacher or a volunteer should be reported to the child protection officer who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- The Clare's Learning Club will refer the matter to social services department.
- The parent/carer of the child will be contacted as soon as possible following advice from the social services department.
- The franchisor should be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings.
- If the Club welfare officer is the subject of the suspicion/allegation the report must be made to the appropriate manager who will refer the matter to social services.

Allegations of abuse are sometimes made sometime after the event. Where such allegation is made, you should follow the same procedures and have the matter reported to social services. This is because other children in the Clare's Learning Club or outside it may be at risk from the alleged abuser. Anyone who has a previous conviction for offences related to abuse against children is automatically excluded from working with children.

Concerns outside the immediate Learning Environment (e.g. a parent or carer)

III Report your concerns to the Club welfare officer.

III If the Club welfare officer is not available, the person being told or discovering the abuse should contact their local social services department or the police immediately.

III Social Services and the Club welfare officer will decide how to inform the parents/carers.

III Maintain confidentiality on a need to know basis. Confidentiality Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. This includes the following people:

III The Club Welfare Officer

III The parents of the child

III The person making the allegation

III Social Services/police

III The alleged abuser (and parents if the alleged abuser is a child) Seek social services advice on who should approach the alleged abuser. All information should be stored in a secure place with limited access to designated people, in line with data protection laws.

Internal Inquiries and Suspension

- The Clare's Learning Club welfare officer will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries
- Irrespective of the findings of the social services or police inquiries the Clare's Learning Club franchisor will assess all individual cases to decide whether a teacher or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases the Clare's Learning Club franchisor must reach a decision based upon the available information which could suggest that on the balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout. Recruiting and Selecting Personnel with Children It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to teachers and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting. Controlling Access to Children
- Consent should be obtained from the applicant to seek information from the Criminal Records Bureau.
- Two confidential references, including one regarding previous work with children should be obtained for all Clare's Learning Club teachers. These references MUST be taken up and confirmed through telephone contact.
- Evidence of identity (passport or driving licence with photo) should be seen.

Interview and Induction

All employees and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction during which:

III A check should be made that the application form has been completed in full, including sections on criminal records and self disclosures

III Their qualifications should be substantiated

III The job requirements and responsibilities should be clarified

III They should sign up to the organisation's Code of Ethics and Conduct

III Child Protection Procedures are explained and training needs identified e.g. basic child protection awareness Training In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

III Analyse their own practice against what is deemed good practice, and to ensure their practice is likely to protect them from false allegations

III Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse

III Respond to concerns expressed by a child

III Work safely and effectively with children

The Clare's Learning Club requires:

III All teachers and volunteers who have access to children to undergo a DBS check

III All franchisees, volunteers, welfare officers and team managers to undertake relevant child protection training or undertake a form of home study, to ensure their practice is exemplary and to facilitate the development of positive culture towards good practice and child protection

III All staff and volunteers to receive advisory information outlining good/bad practice and informing them what to do if they have concerns about the behaviour of an adult towards a young person

III All teachers should have an up to date first aid qualification

On behalf of the Clare's Learning Club I, the undersigned, will oversee the implementation of the Child Protection Policy and take all necessary steps to ensure it is adhered to.

Signed:  Name: Clare Basham (The Welfare Officer)

On behalf of The Clare's Learning Club I, the undersigned, have read the Child Protection Policy and will take all necessary steps to ensure it is adhered to.

Signed: _____ Name: _____ (The teacher/parent volunteer)