

## C1.1 Bucksmore Home Tuition Safeguarding and Child Protection Policy

### C1.1.1 Terminology

#### **Nord Anglia Education**

Bucksmore Education is part of the Nord Anglia Education Group (referred to in this document as NAE). “The Guidance and Procedure for Safeguarding, Protecting and promoting the welfare of our students” document is the overarching policy setting out the company-wide approach to Safeguarding. This supplementary document is intended to highlight specific areas of safeguarding and policy that are relevant only to Bucksmore Education.

**All adults working with children** is the term used in this policy to describe all adults (everyone) who will come into contact with under 18’s during our programmes. This list is not exhaustive but will include: teaching and activity staff, school directors and management staff, agents, hosts school staff, transport drivers, host families (may not be used) and group leaders, building cleaners and contractors.

**Safeguarding** and promoting the welfare of children is:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Duty of Care** means that everyone is required to take reasonable care in any situation in which harm to someone else could be foreseen. Higher Duty of Care is the standard of care expected from someone with increased experience and specialist expertise where, through training or experience, one may be expected to visualise more clearly the results of one’s actions in one’s area/s of specialism. Negligence Acts or omissions by someone with a duty of care in which this is breached by falling below the standard of care required in the circumstances to protect others from the unreasonable risk of harm.

**Bucksmore Home Tuition Safeguarding Lead (BHSL)** is the senior member of staff within Bucksmore Education who has key responsibility for raising awareness within Bucksmore of issues relating to the welfare of children and young people, and the promotion of a safe environment of the children and young people on Bucksmore Home Tuition programmes. As a minimum, this person has completed Advanced Safeguarding Training for Designated Leads (previously referred to as level 3). The BHSL is supported by an NAE Designated Safeguarding Lead (NDDSL). The Designated Person is the person identified in the work situation who is usually the first point of contact for safeguarding concerns.

Bucksmore's Safeguarding Lead is – Charlotte Conway – [cconway@bucksmore.com](mailto:cconway@bucksmore.com)  
The Deputy Safeguarding Lead is – Edwina Laycock – [elaycock@bucksmore.com](mailto:elaycock@bucksmore.com)

Either can be contacted on – 0208 312 8060

### **C1.1.2 Statement**

Bucksmore is committed to the definition safeguarding and promoting the welfare of children. This policy is written with regard to the following documents:

- *'Keeping Children Safe in Education'* (July 2015)
- *'Working Together to Safeguard Children'* (March 2015)
- *'What to Do If You're Worried a Child Is Being Abused'* (2006)
- The Children Acts 1989 and 2004
- The Education Act 2002
- Counter Terrorism and Security Act 2015
- The Prevent Strategy (June 2015)

We believe that safeguarding is the individual and collective responsibility of everyone working in any capacity with Bucksmore Education. Our policy recognises that the welfare and interests of children are paramount in all circumstances and is committed to ensuring its safeguarding practices exceed statutory requirements and the requirements of all our various accrediting bodies.

As part of our safeguarding policy we will:

- Promote and prioritise the safety and wellbeing of children and young people;
- Ensure all adults working with children understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people;
- Ensure children in our care, their parent/carers and overseas agents are aware of our safeguarding leads, this policy and safeguarding procedures as appropriate;
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support is provided to the individual/s who raise or disclose the concern;
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored;
- Prevent the employment/deployment of unsuitable individuals; and
- Ensure robust safeguarding arrangements and procedures are used effectively.
- The policy and procedures will be widely promoted and are mandatory for everyone involved in NAE. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

### **C.1.1.3 Entitlement**

Bucksmore acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take all reasonable and appropriate steps to ensure their welfare. The Bucksmore policy aims to ensure that regardless of age, gender, race, ethnicity, religion or beliefs, sexual orientation, socioeconomic background, all children:

- Have a positive and enjoyable experience on Bucksmore Home Tuition home tuition courses in a safe and child-centred environment; and
- Are protected from abuse whilst participating in our Bucksmore Home Tuition home tuition courses.

#### **C.1.1.4 Adult Responsibilities**

All adults present at the Bucksmore Home Tuition teacher's house have a duty to:

- Understand, adopt, adhere to and implement the Safeguarding and Child Protections Policy;
- Respect and promote the rights, wishes and feelings of all students;
- Safeguard and promote the welfare of all students; and
- Conduct themselves in accordance with the Bucksmore Home Tuition Code of Conduct.

#### **C.1.1.5 Associated Policies**

There are several policies and documents associated with this Safeguarding and Child Protection Policy. These are listed below and are available to all adults working with children on Bucksmore Home Tuition courses and are accessible on the Bucksmore Home Tuition Moodle portal (<http://moodle.bucksmore.com>)

- Home Tuition Teacher Manual
- Student Behaviour Incident Policy
- Risk Assessments
- Policy for dealing with abusive behaviour
- Student Code of Behaviour
- Teacher Code of Conduct
- Bullying Policy
- Tackling Extremism & Radicalisation
- E-Safety Policy
- Disciplinary Procedure

#### **C1.1.6 Policy Review**

**When:** The policy will be reviewed at least once per year, or in the event of any relevant legislation or government guidance.

**How:** The BHS� will monitor updates from the Department of Education and inform relevant parties regarding best practice. Feedback is collected from students and teachers and this will be collated, discussed and implemented.

**By Whom:** The BHS� Safeguarding Lead will be responsible for this process.

#### **C1.1.7 Roles and responsibilities**

Bucksmore meets its child protection responsibilities by ensuring that all staff are trained in Safeguarding, all senior staff have additional training qualifications and that all staff adhere to the Safeguarding and Child Protection Policy.

The BHSL has completed training to a minimum of Advanced Safeguarding Appropriate training will also be ensured for all roles related to recruitment and selection.

Training around policy will be delivered at the following levels:

By Whom	To Whom	Where	When
BHSL	Home Teachers, Head Office Staff	Head Office, Online	Ongoing
Recruitment Manager	Home Tuition Teachers	Online	As part of recruitment process
Home Teachers	Family members and U18s on Home Tuition Courses	Teacher's Home	When teacher is first onboarded, and with each new student arrival

### **C1.1.8 Under 18's involvement**

As part of 'Best Practice' all students will be made aware of the Child Protection and Safeguarding Policy and will be invited to make their own comments and contribution as appropriate during their induction.

### **C1.1.9 Code of Conduct**

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. We aim to create a safe teaching culture by ensuring all adults working with children and young people follow a Code of Conduct. The Home Tuition Teacher Code of Conduct endeavours to:-

- assist people working with children and young people to work safely and responsibly and to monitor their own standards and practice;
- set clear expectations of behaviour and codes of practice relevant to the role; and
- support teachers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;

The Key Elements of the Code of Conduct are as follows:

### **C1.1.10 Power and Positions of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all people working with children, young people are in positions of trust.

A relationship between a person and a child or young person cannot be a relationship between equals.

There is potential for exploitation and harm of vulnerable young people and adults. Where a person aged 18 or over is in a specified position of trust with a child under 18, it is a criminal offence for that

person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

This means that staff should not:

- use their position to gain access to information for their own or others' advantage;
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine children and young people; or
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

#### **C.1.1.11 Propriety and Behaviour**

There may be times, for example, when a person's behaviour or actions in their personal life come under scrutiny from the work environment, the local communities or public authorities. This could be because their behaviour is considered to compromise their position in school or indicate an unsuitability to work with children, young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

People in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

This means that staff and home teachers should not behave in an aggressive, violent or forceful manner which would lend any reasonable person to question your suitability to work with children and young people or act as a role model.

#### **C1.1.12 Infatuations**

Occasionally, a child/young person may develop an infatuation with a home teacher or member of their family. Home teachers should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach. In this situation a staff member who becomes aware that a child or young person is developing an infatuation should discuss this at the earliest opportunity with a senior member of staff so appropriate action can be taken to avoid any hurt, distress or embarrassment.

#### **C1.1.13 Sexual Contact**

Home teachers and members of their family should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the people who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work will be regarded as criminal offence and reported accordingly. Additionally, this will always be a matter for disciplinary action.

Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when a person may embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or adult at risk, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that staff or home teachers should not:

- Have sexual relations with young people;
- Have any communication which could be interpreted as sexually suggestive or provocative – either verbal, letter, notes, email, text, calls or contact;
- Talk about your own sexual relationships; or
- Make sexual remarks about the young person.
- Relationships should be professional, healthy and respectful at all times. Your language, demeanour attitudes and conduct all require careful thought when dealing with children and young people.

#### **C1.1.14 Dress and Appearance**

Home Tuition teachers should dress in ways which are appropriate to their role and this may vary. People who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

As students are living with the teacher and their family teachers should dress as they usually would but specific thought should be given to avoid wearing clothes that may:

- Be viewed as offensive, revealing or sexually provocative;
- Distract, cause embarrassment or give rise to misunderstanding;
- Display any political or otherwise contentious slogan; or
- May be considered discriminatory or is culturally sensitive.

#### **C1.1.15 Behaviour Management**

- All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour;
- Home Tuition teachers should not use any form of degrading treatment to punish a child or adult at risk.
- The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed;
- The use of corporal punishment for children and young people is not acceptable; and
- Where a child may display difficult or challenging behaviour, a person must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

### **C1.1.16 Physical Contact**

There are occasions when it is entirely appropriate and proper for teachers to have physical contact with children, but it is crucial that they only do so in ways appropriate to their professional role. The general culture of 'limited touch' should be adapted and home teachers should use their professional judgement at all times.

- Physical contact should take place only when it is necessary in relation to a particular situation.
- Some of these situations are:
- During certain activities such as drama, sports and outdoor activities;
- When a child is in distress;
- Personal Care;
- For restraint and physical intervention; and
- Medical and First Aid.

This means that home teachers should not:

- Use physical force as a means of punishment and discipline. The use of unwarranted physical force is likely to constitute a criminal offence;
- Never touch a child in a way which may be considered indecent; or
- Indulge in 'horse-play'

### **C1.1.17 Communication with children and young people**

Communication between children and young people by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. As a home tuition teacher teachers will have students personal mobile numbers to ensure students can be contacted on arrival and throughout the course. Teachers should ensure that all communication is transparent and open to scrutiny.

Home Tuition Staff Should:

- Only communicate with students through their mobile for the duration of the course and only in suitable situations.
- Suitable situations could include; helping to locate each other at the airport and/or excursions. Communicating with the student on any free time they may have.
- Delete the student's phone number at the end of the course.
- Not add students to any personal social media accounts.

## **C1.2 Child protection guidance**

### **C1.2.1 How to respond to concerns**

If you have concerns about a young person's safety or well-being, discuss your concerns with the Bucksmore Head Office Team. If you still have concerns you should contact the BHSL (their name and contact details will be provided to you at the time of induction) who will have the appropriate training and expertise to support you. You should act swiftly. There should not be any time delay. If you cannot contact this person and you believe that a child may be in *imminent danger of abuse* you must contact the Police immediately.

### **C1.2.2 How to respond to a child disclosure**

A concern may come to light as a response of something a child says to you. Often, this disclosure can be made during casual conversation. If a child makes a disclosure to you:

- Listen to the information and accept what you hear without passing judgement or dismissing what you hear. Do not dismiss or trivialise what the student has told you. Stay calm. Be aware of your own reactions. Do not transmit shock, anger or embarrassment;
- Never enter into a pact of secrecy with the child. Assure them you will try and help but this may involve telling a more senior trained member of staff. Do not promise confidentiality but that the information will be treated with great care but reiterate you may need to share the information with a trained safeguarding person;
- Reassure and praise the child. Tell them you believe them and it is not their fault. Children rarely lie about abuse but they may have tried to tell others and not been heard or believed;
- Encourage the child to talk without leading questions. Do not put words into the child's mouth or make judgemental statements about any person. Keep your own responses short and simple and do not offer new information. Do not interrogate the child.
- Be aware the child may retract what they have told you, but it is essential to report what you have heard;
- As soon as possible afterwards (if possible during the conversation) make a detailed record of the conversation, including questions you asked. Do not add your opinion;
- Immediately after the meeting you should contact the BHSL and report the outcome of the meeting and produce the written record of the conversation;
- Take into account the child's age, their level of understanding, their culture and level of language;
- Confidentiality: you must never discuss issues with colleagues, family or friends. The information you have received must remain between yourself and the Designated Lead;
- Any information divulged must be on a need to know basis; and

- Parents/Carers of the child will always be informed of allegations of abuse made by a child *unless this puts the child or the subsequent investigation at risk* (e.g. if they are the subject of the allegation).

### **C1.2.3 Recording Information and Record Keeping**

#### Why?

- Clarifies the nature and extent of concerns
- Provides a clear record of development of concerns
- Identifies patterns of behaviour
- Assists any subsequent referrals
- Ensures consistency

#### What?

- Signs and Indicators
- Disclosures
- Relevant contact with parents and or other agencies

#### How?

- Factually - day, date, time place
- Give background information
- Record child's word verbatim
- Keep any initial notes
- Record action taken and the reasons

All records produced during any welfare discussions or disclosures will be transferred to OIEG in Greenwich where they are held for three years. There are copies of all documents or information which may have been sent to any authority or agency.

### **C1.2.4 Recognising symptoms of abuse**

Although a child may make a disclosure of abuse to you, it is entirely possible that you will become concerned about the welfare of a child because of their behaviour or because you notice physical symptoms of abuse.

The four areas of abuse are outlined briefly in the table below:

There are no absolute criteria on which to rely when judging what constitutes as significant harm. Consideration of the severity of ill-treatment may include the degree and extent the duration and frequency of all the four abuses.

### **C1.2.5 What is abuse and neglect?**

These are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children and young people may be abused by a family member or in an institution or residential or community setting; by those known to them or, more rarely, by a stranger.

Type of abuse	Definition	Indicators
Physical	Physical May involve hitting, shaking, throwing, squeezing burning or scalding, poisoning biting, drowning, suffocating or otherwise causing physical harm to a child.	<p>There can be a lot of overlap between the signs and symptoms of one type of abuse and another.</p> <p>Indicators of abuse could be:</p> <ul style="list-style-type: none"> <li>• Unexplained cuts, bruises,</li> <li>• marks, abrasions, burns</li> <li>• Unwell</li> <li>• Distress</li> <li>• Self-harm or attempts at suicide</li> <li>• Withdrawn</li> <li>• Isolated</li> <li>• Aggressive</li> <li>• Overtly sexual behaviour</li> <li>• Unwashed</li> <li>• Bed-wetting</li> <li>• Clothes unchanged</li> <li>• Not taking part in activities</li> <li>• Not eating</li> </ul>
Emotional	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the emotional development of the child. It may involve conveying to children they are worthless, inadequate, unloved and threatening severe punishment, preventing the child from taking part in normal activities and/or abandonment. Also verbal abuse, taunting and shouting. It may take the form of text or cyberbullying.	
Sexual	Sexual Young people are abused by adults, those in a position of trust, adolescents or other young people who use them to meet their own sexual needs. This involves sexual intercourse, attempted sexual intercourse, fondling, and any penetrative act, masturbation and/or exposure to pornographic material. 'Grooming' a child in preparation for abuse, including via the internet, is a form of sexual abuse.	
Neglect	Persistent failure to meet a child's basic physical and/or psychological needs. This can include not providing appropriate food, clothes,	

	warmth and medical care or leaving a child unsupervised and failing to protect them from physical or emotional harm.	
--	--	--

**C1.2.6 Handling allegations of abuse against a Home Teacher or member of their family**

If an allegation is made against a home teacher or member of their family, the quick resolution of that allegation is our priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Any allegation of abuse by a teacher/member of their family should be reported to the BHSL (or their named Deputy) straight away.

- Record your concerns and report them to the BHSL
- The BHSL will take measures to ensure that particular person is not left in sole charge of any child
- The BHSL will contact the Local Authority Designated Officer (LADO) to ask for advice and how to proceed and to give details of the concern
- Bucksmore Home Tuition will then follow the LADO’s advice on how to deal with allegations
- Although support will be offered to the member of staff, home teacher, home teacher family member, student or supplier involved, Bucksmore Home Tuition will ensure that the agencies concerned are given all assistance in conducting investigations

**C1.2.7 Additional Guidance for all home teachers:**

Remember to protect yourself from false allegations of abuse. We always aim to be friendly with students but that can mean that professional and private boundaries can get blurred. Be particularly careful about sharing jokes, use of inappropriate language use and physical contact.

Students that are found to have made malicious allegations are likely to have breached behaviour policies. Bucksmore will therefore consider whether to apply an appropriate sanction, which could include permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

**C1.2.8 Handling allegations of abuse made against other students**

‘Abuse is not just an adult phenomenon’ and it is not something that is necessarily committed only by an adult. Children can pose a threat to other children, either physical or sexual; and abuse may be committed. Where we have reason to suspect that a child may be suffering, or is likely to suffer, significant harm as a result of the actions of another child (or children), the response will be considered in the light of all the relevant facts and circumstances.

The Bucksmore Head Office Team, including the BHSL, will discuss the circumstances and relevant senior pastoral colleagues will be involved as appropriate. Additionally, the advice of the LADO will be sought at a very early stage. Any disclosure, allegation or concern will be referred in the usual way to the LADO.

In the event of any disclosure about student on student abuse, all the children involved, whether alleged perpetrator or victim, must be treated as being 'at risk' and this needs to inform Bucksmore's handling of the situation.

### **C1.2.9 Procedures for handling a student disclosure**

Bucksmore Home Tuition is committed to ensuring that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively.

#### **Receive**

- Carefully listen to what the student is saying and remain calm.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### **Reassure**

- Reassure the student that they have done the right thing by telling you.
- Do not promise confidentiality. You will be under a duty to pass the information on and the student needs to know this.
- Reassure the student that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential and it will have to be passed on to the appropriate agencies.

#### **React**

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the student and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the student is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the student may still have a positive emotional attachment to this person.
- Do not ask the student to repeat their allegation to another member of the family or Bucksmore staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

#### **Record**

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

#### **Final step**

- Once you have followed the above guidelines, pass the information on immediately to the BHSL or the Deputy Bucksmore Home Tuition Safeguarding Officer, who will report this information to an appropriate agency (the Local Authority Designated Officer - LADO).
- The person to whom the disclosure was made should ensure that the child who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.
- You can report your concerns directly to the local LADO if you are not satisfied with the response from Bucksmore Home Tuition or Nord Anglia Education. The contact information can be found on your Local Council website.

#### **C1.2.11 Help for members of staff, home teachers, home teacher family members, students or suppliers**

Bucksmore Home Tuition is committed to fully support all members of staff, home teachers, home teacher family members, students or suppliers with our policies and procedures. The BHSL can be contacted or if preferred the following agencies;

- National Association for the Prevention of Cruelty to Children telephone: 0800 800 500 or;
- Childline telephone: 0800 1111

#### **C1.2.12 Obligation to report**

Bucksmore Home Tuition must report all details to the Disclosure and Barring Service (DBS) when a Home Tuition teacher has resigned or they have been dismissed because they have harmed or may harm children or vulnerable adults. The must be referred to the DBS as soon as it becomes known.

#### **C1.2.13 Child Protection, Safeguarding and Prevent monitoring and implementation**

Bucksmore Home Tuition will have a designated member of staff with the responsibility for child protection, safeguarding and prevent issues.

The designated member of staff will receive reports from members of staff, home teachers, home teacher family members, students or suppliers where there are concerns about child protection, safeguarding or prevent issues. These reports will be securely stored by the designated member of staff for 5 years. Only the designated member of staff and the Managing Director will have access to these records.

#### **C1.2.14 Contact procedure**

You should call the Bucksmore Home Tuition Safeguarding Lead / Child Protection Officer first to report an issue. If you think a child is in immediate danger contact the police by calling 999.

### **C1.3 Other safeguarding issues**

Safeguarding covers a range of issues. We should do everything possible to ensure that the students feel safe at all times.

### **C1.3.1 Bullying**

Most Home Tuition courses are one-to-one in nature and peer-to-peer bullying is likely to be rare. However, there may still be instances of bullying that may arise if a teacher is hosting 2 or more students, has children of their own in the home, or if the student also attends a residential centre. If you do become aware of a case of bullying, inform the BHSL or their Deputy.

Ideally we will use 'Restorative Justice' as a way of dealing with bullying rather than traditional disciplinary methods available. Restorative Justice dispenses with the notion of victims and perpetrators and focuses on solutions to the problem based on mutual understanding and shared perceptions.

### **C1.3.2 Female genital mutilation (FGM)**

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK – over 1700 victims were referred to specialist clinics in the UK during the last 2 years. Many more cases are believed to go unreported.

Nord Anglia Education takes these concerns seriously and Home Tuition teachers will be made aware of the possible signs and indicators that may alert them to the possibility of FGM.

- A girl or woman who's had FGM may:
- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear

Any indication that FGM is a risk, is imminent, or has already taken place should be reported to the BHSL or their Deputy.

### **C1.3.3 Child sexual exploitation**

(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

However, victims often carry two phones or one phone and two SIM cards.

If you suspect a child is at risk of CSE or that this has already taken place this should be reported to the BHSL or their Deputy.

#### **C1.3.4 E-Safety**

New technologies have become integral to the lives of children and young people and adults in today's society, both within schools and in their lives outside school.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil / student achievement. However, the use of these new technologies can put young people at risk.

Please refer to the E-Safety policy for further information.

#### **C1.3.5 Extremism & Radicalisation**

The Counter-Terrorism and Security Act places a duty on services providers to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Radicalisation is a form of abuse and is responded to from within our Safeguarding procedures.

We promote values of:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of different faiths and beliefs.

#### **C1.3.6 Accommodation**

- All host accommodation for young people and vulnerable adults will be checked to ensure that all host families, landlords, landladies and all other residents staying in the home are suitable to house our students. In addition, we conduct a DBS check on all tutors who work with juniors, including a check on other family members living in the home.
- Bucksmore Home Tuition will ensure that appropriate procedures and monitoring are in place for all host accommodation.
- Bucksmore Home Tuition will provide guidelines to tutors outlining the requirements for hosting juniors. These include guidelines on safety, illness, free time and using the internet. Please see the Home Tuition Teacher's Manual for further information.

### **C1.4 Welfare rules for young learners**

When booking young learners on courses with Bucksmore Home Tuition it is important that agents, parents, tutors and students are aware of and agree to the following stipulations, which are in the interest of safeguarding the student:

#### **C1.4.1 Welfare rules for students aged 9 and under**

- Are not allowed out of the home alone and are completely cocooned by the teacher and host family, for which an additional supplement is charged
- If not attending a course (i.e. travelling with a parent on a course as an accompanying person), Home Tuition require that independent childcare be arranged for the child
- If the parent is accompanying the child on a course, the parent is responsible for the child outside of lesson hours

#### **C1.4.2 Welfare rules for students aged 10 - 15**

- Are required to be accompanied at all times, but may have supervised independent time in the teacher's home

#### **C1.4.3 Welfare rules for students aged 16 - 17**

- May have controlled independent time only in the local area if they have a full orientation beforehand and must observe a 17.30 curfew
- May use public transport by themselves if agreed by the parent/guardian. However Bucksmore Home Tuition may not allow this if we have concerns over safety
- May only be left alone in the teacher's home if at all, for short periods of time (to collect children from school for example) and only if the teacher is satisfied that the student is comfortable with being left home alone
- Although allowed limited independence, are often as vulnerable as students under 16. Bucksmore Home Tuition and our teachers reserve the right to assess the risk to the student in relation to activities/excursions and independent time and refuse a student's request even if approved by his parent/guardian in the interests of safeguarding

#### **C1.4.4 Welfare rules for all young learners**

- Must provide a contact email address (or that of a parent/guardian) so that the Home Tuition teacher can establish contact in advance of arrival
- Are advised to bring their Parental Consent Form signed, which Home Tuition will provide
- Where the request or activity is not covered by Bucksmore Home Tuition policies, the teacher must seek written parental permission for the request. Bucksmore Head Office ([info@bucksmore.com](mailto:info@bucksmore.com)) must be copied into all correspondence
- Final discretion regarding student welfare is with the teacher

### **C1.5 Excursions and activities policy**

Bucksmore Home Tuition will provide guidance to teachers about providing a suitable leisure programme for students, including offering students a range of activities or trips in the local area (and any costs involved) for them to choose what they want to do. Some of these activities and trips should be free of charge.

When visiting local amenities or taking part in out-of-lesson activities with the teacher

- Risk assessments are completed for visiting local amenities or tourist attractions as part of teacher diligence.
- Students are provided with a contact telephone number for the teacher in case of loss or separation, and both tutor and student should have the correct contact details for Home Tuition (the head office number or the emergency out-of-hours contact number) should any issues arise.
- Teachers will take particular care when supervising students in the less formal atmosphere of an activity or excursion. When outside of the home, ensure the age guidelines about independent time are adhered to. Tutors will ensure students under the age of 16 are not left unsupervised (without written permission from parents/Bucksmore Home Tuition to state otherwise). Students aged 16-17 may have controlled independent time if the teacher /parents deem this to be appropriate.
- Rarely, activities or excursions may include overnight stays. Teachers must inform Bucksmore Home Tuition of any such proposals and careful consideration needs to be given to sleeping arrangements. Students, Bucksmore Home Tuition head office staff, parents and agents (if applicable) must be informed of these, and give their approval, prior to the start of the trip.

## **C1.6 Transfer policy**

When providing a transfer service for a Bucksmore Home Tuition student under the age of 18, drivers must agree to take responsibility for the safety and well-being of that student from the time of collection to hand-over to the teacher or airport services. This responsibility lies both with the company and the driver as an individual.

### **C1.6.1 Guidelines for students 15 and under**

The assisted check in service is offered to students of any age but is required by Home Tuition for students age 15 and under and is in our course fees.

- If the student is departing from London St Pancras and travelling on Eurostar, the driver needs to park up and take the student to the ticket gates
- For drop-offs at all other airports, Bucksmore Home Tuition will book this service with the transfer company. The driver will take the student to check-in, wait with them in the queue and ensure they are handed over to the airline staff if travelling as unaccompanied minors or taken to the security checkpoint if not travelling as an unaccompanied minor. Until hand-over takes place the driver is responsible for the student.
- Unaccompanied Minor Service may, or may not be booked by the agent/parent.
- Bucksmore Home Tuition sales team will get clear information from the agent as to whether a UM service is booked or not booked, and will inform the Home Tuition airport rep/driver.

### **C1.6.2 Guidelines for students 16 -17**

- Driver assistance to Terminal. This service is for students aged 16 -17 and included in the course fee. The driver must park up, take the student to the terminal and show them the correct check in area.
- The driver should never drop and go with a young learner and should only leave the student when he/she is satisfied that they are safe and confident in making their way independently.

### **C1.6.3 Independent transfers policy**

- Students under the age of 16 must travel to / from the teacher's house by car taxi transfer service from a licenced operator or be accompanied by a parent / guardian. Students under the age of 16 are not permitted to / from travel to the teacher's house on their own.
- Students aged 16-17, with parental permission, are allowed to take public transport to / from the teacher's house.

### **C1.6.3 Supplier and driver criteria**

- Bucksmore Home Tuition provides a managed car transfer service with one of our carefully selected car transfer companies. Drivers must have a valid PCO licence or Irish equivalent, which includes a DBS / Criminal background check.
- Drivers must wear smart attire and the vehicle be in good condition and road-worthy
- Drivers must speak clearly and slowly and be mindful that English is not the student's first language
- Drivers must hold a sign board with the student's name and Bucksmore Home Tuition clearly written
- If the driver is having any difficulties locating the student on arrival, they must contact the student or the Bucksmore Home Tuition emergency number +44 7773389143
- Drivers must not leave the teacher's house until the passenger, regardless of age, has met the teacher
- Drivers are obliged to follow Bucksmore Home Tuition and Nord Anglia Education's Safeguarding policy and Tackling Extremism and Radicalisation Policy. They must report any concerns to the Bucksmore Home Tuition Safeguarding Officer

## **C1.5 Designated Contact Person for Safeguarding and Child Protection issues**

The role of the Designated Person is to take lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the local authority and working with other agencies.

Within Bucksmore Home Tuition, the Head of Operations will take the lead on child protection issues and cases. He has completed the Specialist Safeguarding Training for Designated Leads (previously referred to as level 3). This training is regularly updated. All staff members at Bucksmore Home Tuition head office have completed the Introduction to Safeguarding Children Training Course (formerly referred to as Level 1 Safeguarding) and Bucksmore Home Tuition Course Consultants have completed Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2). Staff involved in recruitment of Home Tuition teachers have completed Safer Recruitment training and Risk Assessment training.

To report an issue, contact the BHSL. If the issue is related to the Bucksmore Home Tuition Safeguarding Officer, contact the Bucksmore or NAE Designated Safeguarding Lead (ODSL), see next page. If you are not satisfied with the response from either the Bucksmore Home Tuition Safeguarding Officers or the Bucksmore / NAE Designated Safeguarding Leads, contact your Local Authority Designated Person (LADO) for Safeguarding.

**If there is immediate danger, contact the emergency services on 999.**

BHSL

Name: Charlotte Conway

Email: [cconway@bucksmore.com](mailto:cconway@bucksmore.com)

Telephone: +44 208 312 8060 (Office hours)

Telephone: +44 777 3389143 (24/7)

Deputy Bucksmore Home Tuition Safeguarding Officer

Name: Edwina Laycock

Email: [elaycock@bucksmore.com](mailto:elaycock@bucksmore.com)

Telephone: +44 208 312 8060 (Office hours)

Telephone: +44 777 3389143 (24/7)

## **D1.1 Bucksmore Home Tuition Bullying Policy**

Bullying is not classified as a form of child abuse however it can be a significant factor in other types of child abuse and can have equally detrimental consequences for a child. Bullying is anything done with the intention of hurting, intimidating, frightening or upsetting another person. Bullying is not always physical but it results in distress to the victim. It is important to note that bullying does not just occur through face to face contact. Instances of bullying can occur between young people but also from adult to young person. Bullying can be prejudiced based (e.g. disablist, racist, homophobic etc.), if this is the case it is important that this is addressed when responding to bullying behaviour.

### **D1.1.1 Forms of Bullying**

Bullying can include:

- Physical e.g. hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute physical bullying
- Verbal e.g. offensive name calling, insults, racist remarks, sexist or homophobic jokes, teasing, threats, using sexually suggestive or abusive language
- Sexual e.g. abusive sexualised name calling, inappropriate sexual innuendo
- Indirect e.g. spreading nasty stories/rumours about someone, intimidation, exclusion from social groups
- Cyberbullying e.g. sending hurtful messages or using videos and images to humiliate, leaving malicious voicemails, a series of silent calls, writing hurtful comments on social networking sites

### **D1.1.2 Indicators of Bullying and what Bullying can lead to**

- The damage inflicted by bullying can be frequently underestimated. It can cause considerable distress to young people, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).
- There are a number of signs that may indicate that a young person or disabled person is being bullied:
- Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctant to go to lessons or excursions
- A drop off in performance during lessons
- Physical signs such as stomach-aches, head-aches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing for example of food, cigarettes and alcohol
- Being ignored or left out
- The person becoming depressed or feeling anxious
- Bucksmore Home Tuition does not tolerate the bullying of other people in any form whatsoever and all incidents reported to Bucksmore Home Tuition will be investigated and acted on.

At all times Bucksmore Home Tuition students, staff and teachers and their family must:

- Behave and speak in a courteous and respectful way
- Respect the property and belongings and do not to take anything without permission
- Do not ignore someone being bullied, try to get help and tell a responsible adult
- You should ask for help if you are being bullied

### **D1.1.3 If you are being bullied**

Contact your teacher, parent, the Bucksmore Home Tuition Academic Teacher Manager, your Agency or someone else you trust. If the first person you speak to doesn't help you, speak to someone else.

It might help to write down what has happened or what the person bullying you said to you and also write down how you feel. You can show this to the person who is helping you.

Call the Bucksmore Home Tuition Team in Head Office:

Head Office Line: +44 208 312 8060

24/7 Mobile: +44 7773389143

Email: [info@bucksmore.com](mailto:info@bucksmore.com)

For more information about anti-bullying, please visit Bullying UK at [www.bullying.co.uk](http://www.bullying.co.uk)

The most important thing is to do something. It is possible that the bullying stops quickly but if you do nothing it may mean that the bullying continues which could lead to the person being seriously hurt or upset.