

*Last updated: September 2023*



# Jacari Volunteer Safeguarding Guidelines

**As a Jacari tutor, we expect you to take your pupil's wellbeing seriously. Please take the time to read through this booklet and keep it in a safe place for reference.**

**Most tutors will never experience a safeguarding concern, but if you do, please ensure you report it immediately to the safeguarding line.**

This booklet is intended as an introduction to safeguarding for Jacari volunteers and should be read alongside completing your Jacari Safeguarding Training. It does not replace formal safeguarding training. For further info on Safeguarding, visit <https://www.nspcc.org.uk/>

# Key Safeguarding Contacts

**1. Emergency Services: 999**

**2. Jacari Safeguarding Lines:**

**During office hours please call your Coordinator**

**Oxford: 07516 551972**

**Bristol: 07761715987**

Out of office hours please call the appropriate number, the call may be answered by a Coordinator or a designated trustee of Jacari.

**Oxford: 01865 570110**

**Bristol: 0117 990 2190**

**Email for both branches: [safeguarding@jacari.org](mailto:safeguarding@jacari.org)**

**4. Chair of Trustees (if you feel unable to speak to the Coordinators): 07786911990 or [trustees@jacari.org](mailto:trustees@jacari.org)**

**5. Bristol Safeguarding Children's Board contacts:**

<https://bristolsafeguarding.org/>

First Response Bristol: **0117 903 6444**

Emergency Duty Team (out of hours): **01454 615 165**

**6. Oxford Local Authority Designated Officer**

The LADO for Oxfordshire is Jo Lloyd. The LADO and Assistant LADO'S can be contacted via

**[lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk) or call 01865 810603**

**5. NSPCC Child Protection Helpline: 0808 800 5000**

If you have a complaint or allegation to make against the Coordinator or Trustees, please contact the Chair of Trustees on [trustees@jacari.org](mailto:trustees@jacari.org).

## The Jacari Code of Conduct

All adults coming into contact with children and young people through Jacari's work must comply with Jacari's Safeguarding Children Policy and this Code of Conduct.

### You must:

- Treat all children with respect
- Avoid being alone with a child:
  - For at home tuition, if there is no adult related to the child present on the premises, then you should NOT enter the child's home and should not teach the lesson.
  - For online tuition, you must speak to an adult at the beginning of the phone/video call and check they will be at home for the duration of your call
- Ensure the adult present in the home knows when you have arrived and when you are leaving; or for online teaching, you must say hello to the adult at the beginning and end of the video/phone call
- If alone in a room with a child, keep the door open at all times. While tutoring online, ensure the child keeps the door open so that an adult can overhear the lesson
- Be aware that any physical contact with a child can be misinterpreted and should always be avoided.
- Report all allegations/suspicions of abuse to the Jacari safeguarding line
- Operate within Jacari's procedures in the event of any disclosure/concern.

- Consider strengthening any privacy settings on social media sites so that young people are unable to access your online profiles. Block any young people that approach you online and inform Jacari's Coordinator immediately.
- Inform the Coordinator by email or phone within one week if you have stopped visiting/ online tutoring with your allocated family or wish to cease to volunteer with Jacari.
- Delete all personal information you hold about your Jacari pupil when the tutoring relationship comes to an end

#### Online tuition:

- If tutoring online, confirm with the parent in the first lesson that they give permission for online tutoring to occur via your chosen platform.
- Be mindful of what is displayed in your video frames and remove any offensive or private items from the frame at all times. Only approved Jacari tutors, pupils, and parents/family members of pupils may be present in any video frames.

#### In-school tuition:

- Ensure you sign in and sign out at the school reception before and after the lesson
- Comply with the individual school's Safeguarding Policies and Practices.

#### Trips and events:

- Ensure a parent/carer's consent form is completed and signed prior to any Jacari trips or outings.

- Whilst on a trip, avoid taking a child to the toilet or changing their clothes unless you have express written parental consent to do so. You must also be accompanied by an additional volunteer or staff member.

**You must not:**

- Promise confidentiality to young people in any situation.
- Interact with pupils or pupils' families on any form of social media.
- Share your pupil's personal information with anyone else, or post about your pupil on social media in any way which could identify them
- Arrange to meet a young person outside of the allocated tutoring time, unless for an official Jacari trip, for which you must get written parental consent.
- Make suggestive or derogatory remarks in front of young people.
- Have inappropriate physical or verbal contact with young people.
- Show favouritism to any individual.
- Be under the influence of alcohol or other substances when working on activities involving young people.
- Take photographs or screenshots of young people, unless specified by Jacari and for which we have received parental consent. In this instance, any photos must be given to Jacari and then deleted by you.

## Reporting a concern

If you witness something that causes you concern, or if a child discloses a concern to you, it's vital that you take the following steps:

1. Make a detailed written record of the concern as soon as possible, ensuring you note the date and time.
  - Use the child's own words wherever possible.
  - Keep your record factual and avoid emotive language.
  - Wait until you are away from the family to do this.
2. Don't try to investigate the situation yourself.
3. Contact the Coordinator or Safeguarding Line **as soon as possible** (see contact details on page 1). Do this if you have *any* concern.

## Disclosures

In the event of a disclosure, remember:

- You cannot promise to keep anything secret
- Remain calm and listen without interruption
- Let them tell you as much or as little as they wish - no leading/prompting questions
- Refrain from responding emotionally or judgmentally
- Don't physically examine them/investigate further (this could interfere with an investigation and put you at risk)
- Use their own wording in your written record - don't paraphrase
- Don't share with anyone except the above contact

It is very unlikely that any information you report will result in a referral to Child Protection services. However, if you notice any behaviours listed, **you must report it** to the Coordinator, even if you think there is a reasonable explanation. As a volunteer, it is not your responsibility to assess the significance of behaviours you notice. You should report anything back to the Coordinator so that a full picture of the child's circumstances can be built up.

### **Things to remember:**

- Do not try to investigate the situation yourself
- Do not carry out any physical examination of the child.
- You do not need to tell the parent/carer that you are raising a concern.
- Do not discuss the concern with anyone other than the Coordinator.

In the event of a disclosure or a Safeguarding concern being raised, you may be removed from the tutoring arrangement for the safety of both yourself and the child. This will be decided on a case-by-case basis. You will be advised what next steps to take by the Coordinator, including whether or not to cease communicating with the family.

# Child Abuse

There are four main categories of abuse, as well as several others to be aware of. It is common to find evidence of more than one category. Remember that there is no racial or cultural profile for different child protection issues.

It is important to remember that a child can be abused by one, or many, adults, or by other children. They are most commonly abused by people known to them, but it could also include abuse by strangers. Technological abuse (e.g. via social media) is also a growing risk.

Note that all forms of abuse feature some level of emotional abuse.

## General behaviours that could indicate any type of abuse

- Low self-esteem, self-disgust
- Unusually fearful of certain adults
- Withdrawal/flinching at physical touch/closeness
- Aggression to others
- Unusually compliant with parents/carers/staff
- Depression (rather than just adolescent moodiness)
- Wearing clothing inappropriate for weather
- Refusal to discuss injuries
- Inexplicable decline in school performance
- Lack of concentration, restlessness, aimlessness
- Sudden changes in personality
- Lack of trust in adults
- Socially withdrawn
- Eating disorders - significantly under/overweight
- Hysteria in adolescents
- Age inappropriate clinging, insecure behaviour
- Non-attendance, lateness, arriving early/leaving late

- Seeking out adult company without reason
- Destructive tendencies
- Drug/alcohol/solvent misuse
- Abnormal tiredness
- Having unexplained, unusual extra money or items
- Working several part-time jobs, evenings & weekends
- Poor personal hygiene

## **Physical Abuse**

### Definition

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

### Signs to look out for

- Bruises; especially on trunk, face, neck, upper arms, shoulders, and fingertip-shaped bruising
- Burns, scalds (especially from cigarettes)
- Unexplained, recurrent burns or indicators of lengthy exposure to heat
- Bite marks; especially in unusual places
- Fractures, swellings, lack of normal use of limbs; especially if story told seems inconsistent
- Flinching at contact or closeness
- Untreated injuries
- Any injury with no explanation or conflicting stories

## Emotional Abuse

### Definition

The persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may feature: age/developmentally inappropriate expectations being imposed on children; overprotection and limitation of exploration and learning; preventing participation in normal social interaction; or not giving the child opportunities to express their views – deliberately silencing them or making fun of what they say or how they communicate.

It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened, or the exploitation or corruption of children. If the child themselves shows bullying tendencies, consider where they may have learnt these behaviours.

### Signs to look out for

- Developmental delay
- Passive acceptance of excessive punishment
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Inappropriate emotional responses
- Neurotic behaviour such as rocking, hair-twisting, thumb-sucking

## Neglect

### Definition

This is 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 involve a parent or carer

failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional danger
- Ensure adequate supervision (including use of adequate care-givers)
- Ensure access to appropriate medical treatment
- It may also include unresponsiveness to a child's basic emotional needs.

### Signs to look out for

- Poor social relationships
- Developmental delay
- Pot belly, short stature, emaciation
- Poor skin/ hair tone
- Untreated medical conditions
- Failure to attend medical appointments
- Poor personal hygiene
- Constant tiredness and/or hunger
- Compulsive stealing

## **Sexual Abuse**

### Definition

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child for abuse (including via the internet).

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

### Signs to look out for

- Damage to genitalia
- Soreness in genitalia, anus, mouth
- Sexually transmitted infections, urinary tract infections, discharges or abdominal pain;
- Unexpected pregnancy; especially in a young girl
- Age inappropriate sexual play, language, drawings, acting out
- Age inappropriate wetting, soiling
- Sexually provocative behaviour
- Sexualised behaviour in very young children

## **Child Sexual Exploitation (CSE)**

### Definition

This is when an individual or group takes advantage of a position of power to coerce, manipulate or deceive a child into sexual activity, a) in exchange for something the victim needs/wants, and/or b) for the financial advantage or increased status of the perpetrator or facilitator. This includes situations which appear consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

### Signs to look out for

- Acquisition of clothes, money, phones etc. without plausible explanation
- Gang association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Spending time with older young people/adults
- Returning home under the influence of drugs/alcohol
- Evidence/suspicions of physical or sexual assault
- Inappropriate sexualized behavior for age
- Sexually transmitted infections

Note: the first eight signs may also be indicators of criminal exploitation, whereby children are used by gang networks to sell drugs. This situation is extremely dangerous, and any concerns should be reported without hesitation. See below for further details.

## **Criminal Exploitation (including ‘County Lines’)**

### Definition

A form of criminal activity in which drug dealers in major cities establish networks for the supply and sale of drugs to users in towns and rural areas, using other people (typically those who are young or otherwise vulnerable) to carry, store, and sell the drugs.

- Change of friendship groups, gang association and/or withdrawal from existing networks
- Spending time with older young people/adults
- Acquisition of clothes, money, phones etc. without plausible explanation
- Experimenting with drugs and alcohol
- Change in appearance and dress
- Exclusion or unexplained absences from school, college or work
- Leaving home without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls

## **Self-Harm**

### Definition

Self-harm is intentional self-poisoning or injury, irrespective of the apparent purpose of the act. It is an expression of personal distress, not an illness, and does not always manifest via cutting. It can also involve burning, biting, head-banging and hitting, picking and scratching, pulling out hair, neglecting oneself, disturbed eating, substance abuse, overdose, and self-poisoning.

### Signs to look out for

Self-harm can be very well-disguised and there may therefore be no signs. However, look out for:

- Talking about self-harm or suicide
- Changes in activity/mood
- Alcohol or drug abuse
- Becoming socially withdrawn
- Changes in eating/sleeping habits
- Increased isolation from friends and family
- Lowering in grades
- Expressing feelings of failure, uselessness or loss of hope
- Giving away possessions

These signs should not be considered in isolation.

## **Female Genital Mutilation (FGM)**

### Definition

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The true extent is unknown due to the 'hidden' nature of this crime. There are no health benefits to FGM; it is carried out for cultural and social reasons within families and communities. Children may go to their home country for a long period (to allow recovery), or a 'cutter' may be flown to the UK to carry out mass cuts. Oxford is a known hotspot for FGM.

### Signs to look out for

- The child talking about a special procedure/ceremony/celebration that is going to take place
- A visiting female elder taking an active/influential role in the family
- Withdrawing the child from Sex and Relationship Education in school
- Reluctance for the child to visit the doctor
- A change in the child's behavior after a long absence

- Health problems – particularly bladder/menstrual problems
- Difficulty walking, sitting or standing/unexplained discomfort

## Forced marriage

### Definition

A marriage conducted without the valid consent of both parties and where duress is a factor. This is very different to **arranged** marriage, where both parties give consent. Forced marriage is illegal in the UK.

### Signs to look out for

- Child displaying worries about an upcoming family holiday; fears that they will be taken out of education and kept abroad
- Evidence of depression and self-harm
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education

## Radicalisation

### Definition

Developing extremist views that support violence or terrorism. These views can be religious or political and can arise through the influence of family, friends, or the internet.

### Signs to look out for

- Perceptions of injustice; feeling of failure; rejection of community values
- General changes of mood, patterns of behaviour, secrecy
- Advocating violent actions and means
- Changes of friends and mode of dress